Liberty University
School of Education

Employer Survey: SOE Career Fair Spring 2023
Virginia Education Assessment Coalition (VEAC) 2023

OVERVIEW
Instrument

LU Career Fair - Employer Satisfaction Survey

<mark>**LU SOE Employer Satisfaction Survey – Career Fair**</mark>

Development of the Instrument

The SOE Employer Satisfaction Survey was developed to measure the success of program completers in the field. It was revised for the spring 2023 distribution. The SOE Employer Satisfaction Survey assesses program completers' impact in the classroom (eg. classroom management, instructional practice, content knowledge, professional responsibility, employment retention, etc.). The survey was developed internally by the School of Education. It has fourteen questions directed towards initial licensure which uses a 0-3 Likert scale, and one open-ended question.

There is also a section of the survey specific to advanced licensure programs, providing data on completers of the admin/supervision, reading specialist, math specialist, and school counseling programs. The advanced licensure survey consists of seven questions using a 0-3 Likert scale and one open ended question.

Process of Distribution

In Spring 2023, the survey was given to employers attending the Liberty University Teacher Career Fair held at Liberty University. A paper copy of the survey was distributed to the employers in attendance and was promoted during the luncheon on campus. It was noted that the paper copy of the survey yielded a high response rate. The SOE plans to continue using the Employer Satisfaction at the Career Fair each spring.

Career Fair Survey - Spring 2023							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Learner Development Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; designing and implementing developmentally appropriate and challenging learning experiences	2	3	2.63	0.48	0.23	27
2	Learning Differences Using an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2	3	2.56	0.5	0.25	25
3	Content Knowledge Understanding the central concepts, tools of inquiry, and structures of the discipline that he/she teaches and creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	2	3	2.6	0.49	0.24	25
4	Application of Content Understanding how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues	2	3	2.6	0.49	0.24	25
5	Assessment Understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making	2	3	2.6	0.49	0.24	25
6	Planning for Instruction Planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	2	3	2.56	0.5	0.25	25
7	Professional Learning and Ethical Practice Engaging in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of	2	3	2.6	0.49	0.24	25

#	Description						
	his/her choices and actions on others, and adapting practice to meet the needs of each learner						
8	Leadership and Collaboration Seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession	2	3	2.56	0.5	0.25	25
9	Research and Evidence Using research and evidence to develop an understanding of the teaching profession; using both to measure P-12 student progress and one's own professional practice	2	3	2.6	0.49	0.24	25
10	Standards Applying content and pedagogical knowledge as reflected in outcome assessments in response to professional and state standards	2	3	2.56	0.5	0.25	25
11	College and Career Ready Standards Demonstrating skills and commitment that afford all P-12 students access to rigorous college and career readiness standards	2	3	2.6	0.49	0.24	25
12	Application of Technology Modeling and applying technology standards to design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice	2	3	2.64	0.48	0.23	25
13	Cultural Responsiveness Integrates multiple perspectives and diversity into instruction, including the learners' personal, family, community, and cultural experiences / norms	1	3	2.6	0.57	0.32	25
14	Social Responsibility Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	2	3	2.64	0.48	0.23	25
	Comments:						
	We have had great experiences with Liberty graduates!						
	We were very satisfied with the level of graduate produced by Liberty and continue to recruit your graduates because of their preparedness.						

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	Advanced Programs						
1	Have you hired an advanced programs graduate in the past 3 years?	1	2	1.54	0.5	0.25	24
2	From which advanced degree program did you recently hire a LUSOE graduate from Liberty University? (Within the last 3 years)	0	4	2.04	0.89	0.79	24
3	Ability to read, understand, create, and communicate data.	0	3	2.61	0.49	0.24	28
4	Understanding of qualitative, quantitative and/or mixed methods research methodologies.	0	3	2.61	0.49	0.24	28
5	Use of data to develop supportive and equitable school environments.	0	3	2.5	0.68	0.46	28
6	Ability to lead and participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations and parents.	0	3	2.57	0.68	0.46	28
7	Ability to support applications of technology for their field of specialization.	0	3	2.5	0.73	0.54	28
8	Ability to apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.	0	3	2.56	0.68	0.47	27
9	Ability to respect and be responsive to the wide range of differences among groups of people and individuals.	0	3	2.56	0.68	0.47	27

Virginia Education Assessment Collaborative - VEAC Survey – Initial Licensure Data (2022-23)

Virginia Education Assessment Collaborative (VEAC) Survey - Initial

The Virginia Education Assessment Collaborative (VEAC) is an outgrowth of several collaborations taking place between Educator Preparation Programs (EPP) in the

Commonwealth of Virginia. Thepurpose of VEAC is to provide a centralized assessment structure for Virginia EPPs that standardizes and reduces the complexity of data collection for both the Virginia Department of Education (VDOE)and the Council for the Accreditation of Educator Preparation (CAEP). Visit us at www.projectveac.org.

The questions on the VEAC initial licensure survey are directly aligned with the InTASC standards. The collaborative group mean is provided for comparison sake.

For Liberty University, the EPP had a 37% response rate on the VEAC Employer Survey based on the total number of contacts submitted to VEAC. * Items Range from 1-4

Table 1: Liberty University 2022-23 Report – Initial Licensure

VEAC Revised 2022 Item	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	p-value
IA: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	1, 2, 4	1	1,185	3.27, (0.66)	135	3.30, (0.67)	0.59
IB: Plans using state standards, the school's curriculum, engaging and research-based strategies and resources, and data to meet the needs of all students.*	1, 2, 7, 8	2	1,183	3.25, (0.67)	133	3.30, (0.67)	0.31
IC: Effectively engages students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.*	1, 2, 8	3	1,184	3.21, (0.71)	134	3.23, (0.73)	0.70
ID: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guides instructional content and delivery methods, and provides timely feedback to students, parents, caregivers, and other educators.*	6, 10	4, 8	1,179	3.15, (0.70)	134	3.18, (0.72)	0.47
IE: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1,187	3.38	135	3.40, (0.67)	0.040

Table 1: Liberty University 2022-23 Report Cont.

VEAC Revised 2022 Items	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	p-value
IF: Maintains a commitment to professional ethics, collaborates and communicates effectively, and takes	1, 2, 9	7	1,187	3.36, (0.69)	135	3.36, (0.69)	0.95

responsibility for and participates in professional growth that results in enhanced student learning.*							
IG: Engages in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1,183	3.24, (0.68)	134	3.31, (0.69)	0.18
IH: Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1,179	3.28, (0.62)	133	3.34, (0.65)	0.19
IJ: Demonstrates a commitment to equity by providing instructional practices and classroom strategies that results in culturally inclusive and responsive learning environments and academic achievement for all students.*	2, 3, 8	5, 6	1,177	3.33, (0.64)	133	3.39, (0.64)	0.23
IL: Collaborates with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contributes to a supportive culture.*	3, 9, 10	7	1,185	3.34, (0.67)	134	3.37, (0.66)	0.55
IM: Uses assessment results to inform and adjust practice.*	6	4, 8	1,176	3.20, (0.67)	133	3.19, (0.69)	0.87
IN: Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.*	9	7	1,183	3.22, (0.72)	132	3.27, (0.73)	0.34
Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of your students in your school?**	-	-	1,208	4.33, (0.90)	140	4.36, (0.88)	0.66

* Items Range from 1-4
** Item Ranges from 1-5

VEAC – Advanced Licensure Data:

Administration & Supervision	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
A&S_A Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	93.75%	3.38	0.62	16
A&S_B Collaborative planning and implementation of a variety of assessment techniques and data analysis to identify existing competencies and needs	93.75%	3.56	0.63	16

A&S_C Collaboratively work with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting	100.00%	3.56	0.51	16
A&S_D Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	100.00%	3.53	0.52	15
A&S_E Demonstrated commitment to continuous professional learning for themselves and their faculty and staff to support the school's goals and enhance its collective capacity	100.00%	3.63	0.50	16
A&S_F Demonstrated management decision-making that ensures successful teaching and learning, including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult lear	100.00%	3.44	0.51	16
A&S_G Design and implement strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	100.00%	3.50	0.52	16
A&S_H Design and implementation of technology to support management functions and communication efforts	100.00%	3.38	0.50	16
A&S_I Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions	100.00%	3.75	0.45	16
A&S_J This competency did not apply to my preparation - Reflective understanding of potential moral and legal consequences of decision-making in the school setting	100.00%	3.69	0.48	16
A&S_K Supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community	100.00%	3.56	0.51	16
A&S_L Use public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners for the benefit of school improvement and student development	93.75%	3.44	0.63	16

Reading Specialist	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
RS_A Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation	75.00%	3.25	0.96	4
RS_B Demonstrate expertise in the use of technology for both process and product as they work to guide students with reading, writing, and research	75.00%	3.00	0.82	4
RS_C Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections	100.00%	3.50	0.58	4
RS_D Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores	75.00%	3.00	0.82	4
RS_E Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers	75.00%	3.00	1.41	4
RS_F Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development	50.00%	2.75	1.50	4
RS_G Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	50.00%	2.75	1.50	4
RS_H Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	100.00%	3.50	0.58	4
RS_I Demonstrate knowledge of current research and exemplary practices in English and reading	50.00%	2.75	1.50	4
RS_J Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	75.00%	3.00	0.82	4
RS_K Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	75.00%	2.75	0.50	4

Counselor Education	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
CED_A Effectively administers individual and group student appraisal and assessment	90.00%	3.27	0.64	30
CED_B Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials	96.67%	3.43	0.57	30
CED_C Fosters collaboration and teamwork within schools	90.00%	3.37	0.67	30
CED_D Models school counseling professionalism, including legal and ethical considerations	96.67%	3.67	0.55	30
CED_E Serves as a P-12 school leader, advocate, and change agent	93.10%	3.48	0.63	29
CED_F Supports students by cooperatively working collaboratively with families and school personnel	86.21%	3.34	0.72	29
CED_G Uses accountability data to inform decision-making	93.10%	3.38	0.62	29
CED_H Uses data to advocate for programs and students	92.86%	3.39	0.63	28
CED_I Uses research and evaluation skills to improve school counseling program	86.21%	3.28	0.80	29
CED_J Effectively administers individual and group student appraisal and assessment	92.86%	3.32	0.61	28
CED_K Advances the responsible and appropriate use of technology and software applications to facilitate academic, career, and social/emotional achievement	89.66%	3.34	0.77	29

Math Specialist	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
MS_A Utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives	50.00%	2.50	0.71	2
MS_B TSelect, adapt, evaluate, and use instructional materials and resources, including professional journals and technology	100.00%	3.00	0.00	2
MS_C Use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors	50.00%	3.00	1.41	2
MS_D This competency did not apply to my preparation - Use educational measurement and evaluation to improve mathematics programs at the school and division levels	100.00%	3.00	0.00	2
MS_E Plan, develop, implement, and evaluate professional development programs at the school and/or district level based on the needs of students and the school community	100.00%	3.00	0.00	2
MS_F Apply mathematics-focused instructional leadership skills to collaborate with administration, mentor teachers, families and communities to improve mathematics teaching and learning	100.00%	3.50	0.71	2
MS_G Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards	100.00%	3.50	0.71	2
MS_H T Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction	100.00%	3.50	0.71	2
MS_I Demonstrate commitment to professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics and to development as a mathematics instructional leader	100.00%	3.00	0.00	2

DATA CYCLE: Year/Semester: **2022-2023**   **N**= 25 initial/28 advanced

Summary of data:
Most employers agreed or strongly agreed with statements regarding sufficient candidate preparation, recommending recent graduates for promotions, graduates' employment retention, hiring graduates from this program if a position became available, learner development, content knowledge, instructional practice, professional responsibility, and use of research. Thirty-eight out of 52 employers responded to this survey. This meets the 20% response rate required by CAEP.

Summary of initial data:
The areas that were rated the strongest by employers were question 12 and 14 where they were highly satisfied with their LU teachers' application of technology and social responsibility and collaboration (2.64 out of 3.0). The second highest rating was received in question 1 where employers were highly satisfied with LU graduates in their understanding of learner development (2.63 out of 3.0).

Summary of advanced data:
The areas that were rated the strongest by employers were question 3 and 4 where they were highly satisfied with their LU advanced licensure candidate's ability to work with data and understand connections to research (2.61 out of 3.0). The second highest rating was received in question 6 where employers were highly satisfied with LU graduates in their ability to lead and participate collaboratively (2.57 out of 3.0).

Analysis of Results – VEAC Survey – Initial Licensure

DATA CYCLE: Year/Semester: **2022-2023**   **N**= 135   37% response rate

Summary of initial licensure data:
The VEAC data set for initial licensure compared very closely with all of the other Educator Preparation Programs (EPPs) in the state, Liberty typically scored within one tenth or one one-hundredth of a point.

The employers scored Liberty graduates the highest in item IE regarding the teacher's ability to use resources, routines, and procedures to provide a respectful and positive learning environment conducive to learning (3.40 our of 4.0). The second highest item was item IJ which addressed the teacher's ability to demonstrate a commitment to equity through cultural responsiveness (3.39 out of 4.0). In both of those categories, Liberty graduates outscored the VEAC mean for all other EPPs in the state.

Analysis of Results – VEAC Survey – Advanced Licensure

DATA CYCLE: Year/Semester: **2022-2023**

Response Rates:

	2022-2023 Emails Sent	**Bounced or Failed Emails**	**Responses**	**Response Rate (Partial and Full)**
Liberty University – Advanced Licensure	**725**	**526**	**66**	33%
Admin and Supervision PreK-12	219	149	20	29%
Math Specialist for Elem. & Middle Ed.	9	4	3	60%
Reading Specialist	30	23	2	29%
School Counselor PreK-12	467	350	41	35%

The employers scored Liberty graduates the highest in item I regarding the administrator's ability to be intentional with a purposeful effort to model professional, moral, and integrity in all interactions (3.75 out of 4.0). The second highest item was item J which addressed the administrator's reflective understanding of potential moral and legal ethics (3.69 out of 4.0).

Regarding School Counselor's, the employers scored Liberty graduates the highest in item D regarding the counselor's ability to model school counseling professionalism, including legal and ethical considerations (3.67 out of 4.0). The second highest item was item E which addressed the counselor's ability to serve as a P-12 school leader, advocate, and change agent (3.48 out of 4.0).