



**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

LU SOE Employer Satisfaction Survey – Career Fair

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 2024 distribution. The SOE Employer Satisfaction Survey assesses program completers' impact in the classroom (e.g. 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 2024, 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 2024							
#	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	2.00	3.00	2.64	0.48	0.23	11
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	2.00	3.00	2.45	0.50	0.25	11
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	2.00	3.00	2.45	0.50	0.25	11
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	2.00	3.00	2.55	0.50	0.25	11
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	2.00	3.00	2.18	0.39	0.15	11
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	2.00	3.00	2.36	0.48	0.23	11
7	Professional Learning and Ethical Practice Engaging in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of	2.00	3.00	2.64	0.48	0.23	11

	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	2.00	3.00	2.55	0.50	0.25	11
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	2.00	3.00	2.27	0.45	0.20	11
10	Standards Applying content and pedagogical knowledge as reflected in outcome assessments in response to professional and state standards	0.00	3.00	2.18	0.83	0.69	11
11	College and Career Ready Standards Demonstrating skills and commitment that afford all P-12 students access to rigorous college and career readiness standards	2.00	3.00	2.45	0.50	0.25	11
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	0.00	3.00	2.27	0.86	0.74	11
13	Cultural Responsiveness Integrates multiple perspectives and diversity into instruction, including the learners' personal, family, community, and cultural experiences / norms	0.00	3.00	2.27	0.86	0.74	11
14	Social Responsibility Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	2.00	3.00	2.45	0.50	0.25	11
	Comments:						
	Would love to have students identified as what year they are in with Liberty's Education program. We loved meeting all of the candidates and look forward to returning next year!						

	The individual hired has done an excellent job and is working towards and administrator job.						
	Advanced Programs						
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you hired an advanced programs graduate in the past 3 years?	1.00	2.00	1.64	0.48	0.23	11
2	From which advanced degree program did you recently hire a LUSOE graduate from Liberty University? (Within the last 3 years)	1.00	2.00	1.43	0.49	0.24	7
3	Ability to read, understand, create, and communicate data.	2.00	3.00	2.75	0.43	0.19	8
4	Understanding of qualitative, quantitative and/or mixed methods research methodologies.	2.00	3.00	2.63	0.48	0.23	8
5	Use of data to develop supportive and equitable school environments.	2.00	3.00	2.75	0.43	0.19	8
6	Ability to lead and participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations and parents.	2.00	3.00	2.88	0.33	0.11	8
7	Ability to support applications of technology for their field of specialization.	2.00	3.00	2.63	0.48	0.23	8
8	Ability to apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.	2.00	3.00	2.63	0.48	0.23	8
9	Ability to respect and be responsive to the wide range of differences among groups of people and individuals.	2.00	3.00	2.75	0.43	0.19	8

Analysis of Results – Career Fair Survey

DATA CYCLE: Year/Semester: **2023-2024**

N= 11 initial/8 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. Eleven employers responded to this survey.

Summary of initial data:

The areas that were rated the strongest by employers were questions Q1 and Q7 where they were highly satisfied with their LU teachers' understanding of **learner development** and **professional ethics** (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 was received in question 6 where employers were highly satisfied with LU graduates in their ability to lead and participate **collaboratively** (2.88 out of 3.0). The second highest rating were question Q3 where they were highly satisfied with their LU advanced licensure candidate's ability to **work with data and understand connections to research** (2.75 out of 3.0).

Virginia Education Assessment Collaborative - VEAC Survey – Initial

Licensure Data (2023-24)

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. The purpose 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's sake.

For Liberty University, the EPP had a **38% 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 2023-24 Report – Initial Licensure*VEAC Employer Survey 2024*

	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	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	3.31	0.62	1413	3.33	0.69	181	0.67
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	3.29	0.63	1409	3.33	0.64	179	0.34
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	3.25	0.70	1414	3.27	0.72	181	0.73
ID	Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide	6,10	4,8	3.19	0.69	1404	3.24	0.74	181	0.26

	instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.									
IE	Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3	5	3.31	0.72	1415	3.38	0.75	181	0.23
IF	Maintains a commitment to professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7	3.38	0.65	1416	3.49	0.69	182	0.03
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.26	0.66	1412	3.28	0.71	181	0.72
IH	Uses content-aligned and	7,8	3	3.32	0.60	1408	3.30	0.63	181	0.68

	developmentally appropriate instructional technology to enhance student learning.									
IJ	Demonstrates a commitment to equity by providing instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.	2,3,8	5,6	3.37	0.60	1408	3.41	0.63	182	0.35
IL	Collaborates with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.	3,9,10	7	3.38	0.63	1413	3.43	0.68	181	0.32
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.22	0.67	1399	3.26	0.70	180	0.51
IN	Engages in reflection on the impact of their teaching practice and adapts to	9	7	3.25	0.69	1411	3.30	0.71	181	0.31

	meet the needs of each learner.									
I_O	Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?**	N/A	N/A	4.41	0.86	1431	4.46	0.86	185	0.34

* Items Range from 1-4

** Item Ranges from 1-5

VEAC – Advanced Licensure Data:

Employer - Administration & Supervision Results

Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
A&S_A	Applies data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies. Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.38	0.53	48	3.40	0.61	489
A&S_B	Collaboratively plans and	Data literacy to support	3.40	0.57	48	3.45	0.61	488

	implements of a variety of assessment techniques and data analysis to identify existing competencies and needs	learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents						
A&S_C	Collaboratively works 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 the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs)	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.40	0.64	48	3.49	0.60	487
A&S_D	Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization.	3.33	0.52	48	3.46	0.59	491

Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP Mean	EPP SD	EPP Mean	VEAC N

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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.44	0.58	48	3.54	0.59	489
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 learning and professional development models	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.23	0.66	48	3.38	0.64	487
A&S_G	Designs and implements strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	Support and utilize appropriate applications of technology for my field of specialization	3.35	0.56	48	3.38	0.60	488
A&S_H	Design and implementation of technology to support management functions and communication efforts	Support and utilize appropriate applications of technology for my field of specialization	3.38	0.61	48	3.37	0.59	486
A&S_I	Intentionally and purposefully models professional, moral, and ethical standards, as well as personal integrity in all interactions;	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.52	0.58	48	3.60	0.56	489

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Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP Mean	VEAC Mean	VEAC SD	VEAC N
A&S_J	Reflectively understands potential moral and legal consequences of decision-making in the school setting	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.38	0.53	48	3.54	0.57	489
A&S_K	Demonstrates supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.48	0.55	48	3.53	0.60	489
A&S_L	Uses 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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	3.31	0.55	48	3.40	0.60	483

Employer - Counselor Education Results

Code	Item (Counselor Education)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
CED_A	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.33	0.67	110	3.38	0.61	177
CED_B	Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.36	0.63	111	3.44	0.62	178
CED_C	Fosters collaboration and teamwork within schools.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.52	0.67	112	3.56	0.65	179
CED_D	Models school counseling professionalism, including legal and ethical considerations	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.60	0.54	112	3.61	0.55	179
CED_E	Serves as a P-12 school leader, advocate, and change agent.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.26	0.77	111	3.36	0.73	178
CED_F	Supports students by cooperatively working collaboratively with families and school personnel.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.46	0.67	112	3.54	0.64	179

Code	Item (Counselor Education)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
CED_G	Uses accountability data to inform decision-making.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.14	0.65	111	3.25	0.64	178
CED_H	Uses data to advocate for programs and students.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.14	0.69	111	3.25	0.65	177
CED_I	Uses research and evaluation skills to improve school counseling program	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.20	0.69	108	3.26	0.66	174
CED_J	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.24	0.69	111	3.38	0.65	177
CED_K	Advance the responsible and appropriate use of technology and	Support and utilize appropriate applications of technology for my	3.23	0.64	112	3.33	0.62	178

	software applications to facilitate academic, career and social/emotional achievement.	field of specialization.						
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Employer - Reading Specialist Results

Code	Item (Reading)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
RS_A	Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.86	0.38	7	3.57	0.60	138
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.	Support and utilize appropriate applications of technology for my field of specialization.	3.86	0.38	7	3.45	0.60	139
RS_C	Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections;	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies	3.86	0.38	7	3.45	0.65	139
RS_D	Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	4.00	0.00	7	3.45	0.62	138
RS_E	Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.57	0.53	7	3.36	0.64	139

	readers;						
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Code	Item (Reading)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
RS_F	Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.67	0.52	6	3.28	0.69	137
RS_G	Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.83	0.41	6	3.38	0.69	136
RS_H	Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.83	0.41	6	3.46	0.65	138
RS_I	Demonstrate knowledge of current research and exemplary practices in English and reading	Use of research and understanding of qualitative, quantitative, and/or mixed-	3.83	0.41	6	3.51	0.57	138

		methods research methodologies						
RS_J	Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.83	0.41	6	3.45	0.63	138
RS_K	Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Support and utilize appropriate applications of technology for my field of specialization.	3.83	0.41	6	3.43	0.59	138

Employer - Math Specialist Results

Code	Item (Mathematics)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
MS_A	Utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives;	Support and utilize appropriate applications of technology for my field of specialization.	4.00	0.00	5	3.75	0.53	44
MS_B	Select, adapt, evaluate, and use instructional materials and resources, including professional journals and	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods	3.60	0.55	5	3.70	0.46	44

	technology;	research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments. Support and utilize appropriate applications of technology for my field of specialization.						
MS_C	Use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies	4.00	0.00	5	3.72	0.55	43
MS_D	Use educational measurement and evaluation to improve mathematics programs at the school and division levels	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.80	0.45	5	3.59	0.62	44
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;	Data literacy to support learning. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.60	0.55	5	3.57	0.70	42

Code	Item (Mathematics)	RA1.1 Competencies	EPP Employer '22 - '24			VEAC Employer '22 - '24		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
MS_F	Apply mathematics-focused instructional leadership skills to collaborate with administration, mentor teachers, families and communities to improve mathematics teaching and learning	<p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies</p> <p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization</p>	3.60	0.55	5	3.52	0.66	44
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	<p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies</p> <p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization</p>	3.60	0.55	5	3.57	0.70	44
MS_H	Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction	Use of research and understanding of qualitative, quantitative, and/or mixed-	3.40	0.55	5	3.50	0.67	42

		methods research						
		methodologies						
		Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization						
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	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research						
		methodologies						
		Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	4.00	0.00	5	3.72	0.59	43
		Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization						

Employer - Advanced Survey Overall Satisfaction

			EPP Employer '22 - '24			VEAC Employer '22 - '24		
Overall Satisfaction	VEAC Mean	VEAC SD	EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
Employer Survey	Based on your experience with \${e://Field/Completer%20First} \${e://Field/Completer%20Last}, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a \${e://Field/Endorsement%20Program%20B} in your school, division, or organization?	Administration & Supervision	4.22	0.87	49	4.39	0.84	498
		Counselor Education	4.42	0.82	115	4.52	0.74	184
		Reading Specialist	4.86	0.38	7	4.55	0.76	139
	Respondent employers could respond “Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready.”	Math Specialist	4.80	0.45	5	4.82	0.66	44

	<p>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>							
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Analysis of Results – VEAC Survey – Initial Licensure

DATA CYCLE: Year/Semester: **2023-2024**

N= 181 38% 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 IF regarding the *teacher's ability to maintain a commitment to professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth that enhanced student learning* (3.49 out of 4.0). The second highest item was item IJ which addressed the *teacher's ability to collaborate with the learning community to meet the needs of all learners and contribute to a supportive culture* (3.43 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: **2023-2024**

Response Rates:

- Upon closing the employer survey, VEAC collected 585 complete and partial responses resulting in a 42% response rate.

Program	N=
Admin & Supervision	48
School Counselor	112
Reading Specialist	7
Math Specialist	5

Summary of advanced licensure data:

The employers scored Liberty graduates from the **Administration and Supervision program** 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* (3.52 out of 4.0). The second highest item was item J which addressed the *Demonstrates supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community* (3.48 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* (3.60 out of 4.0). The second highest item was item C which addressed the *counselor's ability to foster collaboration and teamwork within schools* (3.52 out of 4.0).

Regarding **Reading Specialists**, the employers scored Liberty graduates the highest in item D regarding the *reading specialist's ability to demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores* (4.0 out of 4.0). The second highest item was item A which addressed the *reading specialist's ability to demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation* (3.86 out of 4.0).

Regarding **Math Specialists**, the employers scored Liberty graduates the highest in item C regarding the *math specialist's ability use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors* (4.0 out of 4.0). A second highest item was item A which addressed the *math specialist's ability to utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives* (4.0 out of 4.0).