



Liberty University
School of Education
Partnership Satisfaction Survey
Spring 2024

Description of the Instrument

The mission of the School of Education’s Partnership Program is to provide a forum for collaboration between the School of Education (SOE) and its education partners to ensure a mutually beneficial relationship for all involved in the Educator Preparation Program (EPP).

SOE Partnership Model

The SOE collaborates with P-12 school partners to design field experiences that reflect diverse settings to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Field experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, that are associated with a positive impact on the learning and development of all P-12 students.

SURVEY: Please select your level of agreement with the following statements. Answer the questions from your perspective as a partner school.

Overall Question *(Note: These headings are not used in the online version of the survey.)*

1. I am satisfied with the partnership with the School of Education.

- | | | | |
|-------------------|--------------------------|----------------|--------------------------|
| Strongly Disagree | <input type="checkbox"/> | Strongly Agree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> | Agree | <input type="checkbox"/> |
| Slightly Disagree | <input type="checkbox"/> | Slightly Agree | <input type="checkbox"/> |

Partnerships (2.1/A.2.1)

2. There is a sense of shared responsibility for the success of the candidates.

- | | | | |
|-------------------|--------------------------|----------------|--------------------------|
| Strongly Disagree | <input type="checkbox"/> | Strongly Agree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> | Agree | <input type="checkbox"/> |
| Slightly Disagree | <input type="checkbox"/> | Slightly Agree | <input type="checkbox"/> |

3. The partnership is mutually beneficial.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

4. The School of Education is accessible and responsive to partner questions or concerns.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

Clinical Educators (2.2)

5. The selection criteria for choosing the host teacher/educator is clearly defined.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

6. Host teachers/educators and university supervisors are highly qualified.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

7. Appropriate technology tools enhance the collaboration between the partner and the university.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

Clinical Experiences (2.3/A.2.2)

8. Partner schools have the opportunity to provide input on the design of clinical experiences.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

9. Early field experience, student teaching and/or internships provide candidates with the experiences they need to become an effective educator.

Strongly Disagree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Slightly Disagree	<input type="checkbox"/>	Slightly Agree	<input type="checkbox"/>

10. Is there any additional feedback you would like to provide regarding your school's partnership with the School of Education?

Development of the Instrument

The Annual Partner Satisfaction Survey gathers perceptions from clinical partners regarding their satisfaction with the partnership between the school and the School of Education. The survey was developed by the Accreditation Team. Additionally, the survey was reviewed by the CAEP Standard Committee #2 and members of the Field Office for additional feedback.

The Annual Partner Satisfaction Survey was created to align with CAEP Standard 2. Survey statements were benchmarked with statements used by other institutions on partnership satisfaction surveys. One useful resource was found at Eastern Arizona College:

https://www.eac.edu/surveys/partnership_survey.shtm

The Partner Satisfaction Survey has 10 questions. The first question is a general statement about the overall level of satisfaction with the partnership. Questions #2-4 align with CAEP 2.1/A.2.1. Questions #5-7 address clinical educators and align with CAEP 2.2. Questions #8-9 address clinical experiences and align with CAEP 2.3/A.2.2. Question #10 is an open-ended question which gives partners the opportunity to provide additional feedback. The survey uses a 6-point Likert scale with the following options: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree.

Intended Audience

The Annual Partner Satisfaction Survey was designed to be administered yearly to partner schools. Partner schools host practicum students, student teachers, or advanced licensure interns.

Validation Process

In order to validate the survey, feedback was sought from P-12 partners regarding the content of the survey. An invitation letter was sent to a group of P-12 partners inviting them to participate in the validation process by completing two Google Forms. The first Google Form was a pilot of the Partnership Survey. After completing the survey from their perspective as a school partner, the participants were asked to complete the second Google Form. This form guided the participants in a detailed review using the criteria for surveys from the CAEP Evaluation Framework for EPP-created assessments (Sections 1, 2, 6, 7).

A total of seven P-12 partners participated in the instrument review. The participants held a variety of roles such as: LU Faculty Member (n=2), Subject Matter Expert (n=1), Present P-12 Practitioner (n=2),

Past P-12 Practitioner (n=4), Present P-12 Administrator (n=4), LU Alumni (n=3), and Current P-12 Parent (n=3).

The results from the Google Form were reviewed by the Accreditation Team. As a majority of partners agreed that the survey met CAEP’s criteria for surveys, no additional revisions were made to the survey.

Pilot Testing

The survey was pilot-tested in April 2020 with a group of seven P-12 partners. Partners felt the survey was short and easy to complete. Partners also appreciated that there is space for individual feedback on the form.

Survey Launch

The survey was fully launched in May 2020 as an annual survey to be administered each spring. To respond to CAEP R2.1 in which “Partners co-construct *mutually beneficial* P-12 school and community arrangements for clinical preparation,” the **Annual Partner Satisfaction Survey** was constructed to gauge the perceptions of the EPP partners that the collaborations were indeed perceived to be *beneficial*.

The survey was originated by the members of the EPP Standard 2 committee and refined by the members of the EPP Accreditation Team. The survey was reviewed and piloted by seven P-12 EPP Partners in early Spring 2020.

Each spring semester the survey is completed during our Advisory Council meetings by our partners who are present. The four Advisory Councils consist of the CAC (Community Advisory Council), GAC (Global Advisory Council), AAC (Advanced Advisory Council), and SAC (Secondary Advisory Council).

Spring 2024 Survey Data

Questions	CAEP Revised Standard R2.1	Spring 2023	
	Points possible: 1-6 Benchmark score: 5.0	N=16 of 33 48% response rate	
1.	I am satisfied with the partnership with the School of Education.	5.4	
	a. Strongly agree	16	55.17%
	b. Agree	13	44.83%
	c. Slightly agree	0	0%
	d. Slightly disagree	0	0.00%
	e. Disagree	0	0.00%
	f. Strongly disagree	0	0.00%
2.	There is a sense of shared responsibility for the success of the candidates.	5.4	
	a. Strongly agree	16	55.17%

b. Agree	11	37.93%
c. Slightly agree	2	6.90%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
3. The partnership is mutually beneficial.	5.4	
a. Strongly agree	17	58.62%
b. Agree	10	34.48%
c. Slightly agree	2	6.90%
d. Slightly disagree	0	0
e. Disagree	0	0
f. Strongly disagree	0	0
4. The School of Education is accessible and responsive to partner questions or concerns.	5.5	
a. Strongly agree	15	51.72%
b. Agree	14	48.28%
c. Slightly agree	0	0.00%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
5. The selection criteria for choosing the host teacher/educator is clearly defined.	5.4	
a. Strongly agree	16	55.17%
b. Agree	12	41.38%
c. Slightly agree	1	3.45%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
6. Host teachers/educators and university supervisors are highly qualified.	5.6	
a. Strongly agree	15	51.72%
b. Agree	14	48.28%
c. Slightly agree	0	0.00%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
7. Appropriate technology tools enhance the collaboration between the partner and the university.	5.4	
a. Strongly agree	12	42.86%
b. Agree	15	53.57%
c. Slightly agree	0	0.00%
d. Slightly disagree	1	3.57%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%

8. Partner schools have the opportunity to provide input on the design of clinical experiences.	5.3	
a. Strongly agree	15	51.72%
b. Agree	12	41.38%
c. Slightly agree	2	6.90%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
9. Early field experience, student teaching and/or internships provide candidates with the experiences they need to become an effective educator.	5.6	
a. Strongly agree	20	68.97%
b. Agree	8	27.59%
c. Slightly agree	1	3.45%
d. Slightly disagree	0	0.00%
e. Disagree	0	0.00%
f. Strongly disagree	0	0.00%
10. Is there any additional feedback you would like to provide regarding your school's partnership with the School of Education?	<i>See below</i>	

Spring 2024 responses

After having a student teacher from another university, LU's program is head and shoulders above other schools!

I am truly grateful for the strong collaborative partnership ACPS has with LU	
Our partnership with the LU School of Education is collaborative, engaging, effective, and mutually beneficial!	
We deeply appreciate the opportunity to have input into the growing online programs about opportunities for liberty graduates in international education. we look forward to continuing input.	
Love LU Teachers! They are the best!!!	
Strong candidates. They have drive and are well supported	
Great having future educators at our site	