

VEAC Initial Licensure Completer Survey 2025-2026 - Virginia State University

Virginia Education Assessment Collaborative

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Founded in 2018, the Virginia Education Assessment Collaborative (VEAC) is a growing partnership between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. Our purpose is to provide a centralized structure for Virginia EPPs that standardizes and reduces the complexity of data collection for the Virginia Department of Education (VDOE), the Council for the Accreditation of Educator Preparation (CAEP), and other relevant organizations.

2025-26 VEAC Leadership

Committee: Hilary Campbell – James Madison University, Karla Collins – Longwood University, Xiaosong Fan – Old Dominion University, Joel Hanel – University of Virginia, Savanna Love – Virginia Commonwealth University, Jillian McGraw – University of Virginia, Rebecca Perini – Washington & Lee University, Scott Radimer – William & Mary, Adrienne Sullivan – George Mason University, Amy Thelk – James Madison University, and Angie Wetzel – Virginia Commonwealth University

Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2026. Initial recruitment for the survey began in February 2026 and was open with reminders through April 2026.

Survey Content

The VEAC initial licensure completer survey was last revised in January 2023 to align with the Virginia Uniform Performance Standard (2021) and 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

Survey Response Rates

For our 2025-2026 initial licensure cycle, VEAC fielded the Initial Licensure Completer Survey to program completers from 32 (of 36) Virginia EPP partners.

Upon closing the survey in April 2026, VEAC collected 1,046 complete and partial responses resulting in a 21% response rate.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2025-2026 VEAC cycle. Further, the dashboard supports benchmark reference points through interactive data disaggregation by relevant EPP characteristics (e.g., EPP Size, EPP Type (public/private), Endorsement Level, etc.). Access the VEAC Initial Completer survey dashboard at www.projectveac.org.

EPPs can find responses to the two open ended response items in their shared Box folder and a response rate table by EPP.

Initial Completer Survey Report

VEAC Initial Completer Survey 2026

Item Code	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP n	p
IA	Demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1	3.44	0.59	841	3.64	0.50	11	.215
IB	Plan 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	3.39	0.63	840	3.45	0.52	11	.708
IC	Effectively engage students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.	1,2,8	3	3.34	0.60	840	3.45	0.69	11	.583
ID	Systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.	6,10	4,8	3.21	0.63	841	3.27	0.65	11	.754
IE	Use resources, routines, and procedures to provide a respectful, positive, safe, student-	3	5	3.50	0.61	844	3.64	0.50	11	.389

Item Code	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP n	p
	centered environment that is conducive to learning.									
IF	Maintain a commitment to professional ethics, collaborate and communicate effectively, and take responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7	3.63	0.51	845	3.64	0.50	11	.965
IG	Engage in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.38	0.58	842	3.64	0.50	11	.120
IH	Use content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.35	0.62	839	3.55	0.52	11	.244
IJ	Demonstrate 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	3.52	0.56	843	3.73	0.47	11	.178
IL	Collaborate 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	844	3.73	0.47	11	.031
IM	Use assessment results to inform and adjust practice.	6	4,8	3.27	0.63	839	3.55	0.82	11	.286
IN	Engage in reflection on the impact of their teaching practice and adapt to meet the needs of each learner.	9	7	3.46	0.57	844	3.73	0.47	11	.090
O	Overall, how satisfied are you with your preparation from Virginia State University?	N/A	N/A	4.59	0.70	849	4.36	1.03	11	.470

Items A through N ask program completers to rate their preparation on the 12 VUPS/InTASC aligned items. Specifically, these items ask, “How would you rate your preparation at Virginia State University for each of the following program competencies?” Respondents can choose “Unacceptable,” “Developing/Needs Improvement,” “Proficient,” or “Exemplary.” To find the average rating, responses are coded from 1 to 4. On this four-point scale, higher values indicate more proficiency, and lower values indicate more unacceptability.

The last item in the VEAC completer survey asks, “Overall, how satisfied are you with your preparation from Virginia State University?” Each respondent’s institution of higher education (IHE) is embedded in their unique survey.

Respondents could respond:

Overall Satisfaction Respondent Choice	Value
Extremely dissatisfied	1
Somewhat dissatisfied	2
Neither satisfied nor dissatisfied	3
Somewhat satisfied	4
Extremely satisfied	5

On this five-point scale, higher values indicate more satisfaction, and lower values indicate more dissatisfaction.

Table 1 provides responses to the 2025-2026 VEAC Initial Licensure Completer Survey. Column 1 (Item Code) provides the survey item code (IA through IN) for items A through N; it is left blank for the overall satisfaction item. Column 2 (VEAC Item) provides the text for each initial licensure completer survey item. For items A through N: Column 3 (InTASC) provides the item alignment to the InTASC Standards, and Column 4 (VUPS 2021) provides the item alignment to the 2021 Virginia Uniform Performance Standards. Column 5 (VEAC Mean) provides the average (mean) for responses to each survey item across all responses from all VEAC partners, coded 1-4 for items A-N and 1-5 for item O. Column 6 (VEAC *SD*) provides the standard deviation for those same responses, and Column 7 (VEAC *N*) provides the number of responses to each survey item; note that response counts do not include N/A or skipped responses. Columns 8 through 10 (EPP Mean, EPP *SD*, EPP *n*) provide the same three statistics computed using responses from Virginia State University only. Column 11 (*p*) reports the p-value from a two-sample t-test comparing the mean for Virginia State University against the mean of all other VEAC partners for each item.