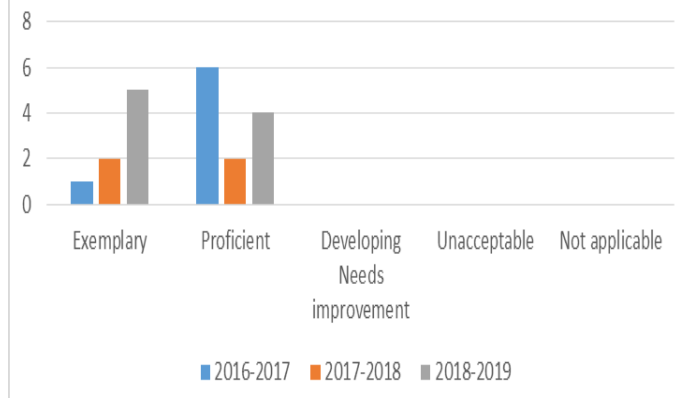


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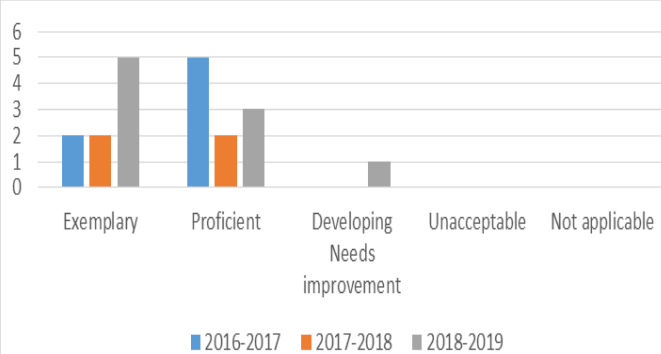
Survey Response: VEAC partners submitted contact information for program completers to VEAC in January 2020 with a response rate of 74% by August 2020.

Table 1 tabulates all responses by completer graduation year. Frequency and percent of respondents is listed for each area. The modal (most frequent response) is highlighted in blue.

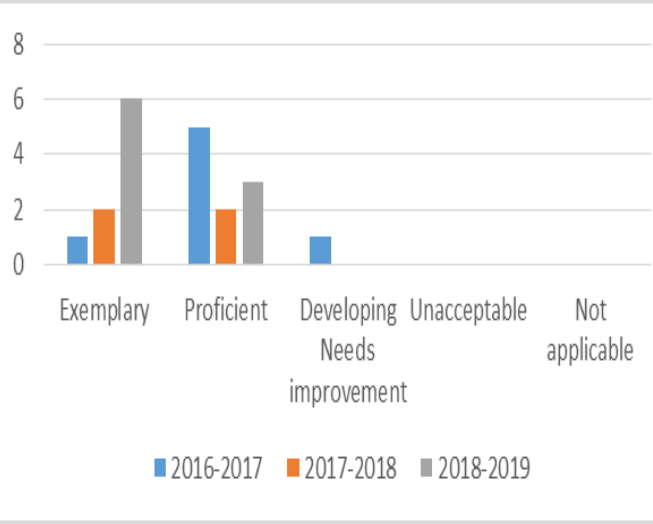
Table 1:

InTASC Standard Alignment	Based on your preparation at Ferrum College, rate your performance in each of the areas below:	Exemplary (4)	Proficient (3)	Developing/ Needs Improvement (2)	Unacceptable (1)	N/A	Comparison by Year of Completion
Q 1 1, 2, 4	Total Responses (n=20) Your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	8 (40%)	12 (60%)	0	0	0	
	2016-2017	1	6	0			
	2017-2018	2	2	0			
	2018-2019	5	4	0			

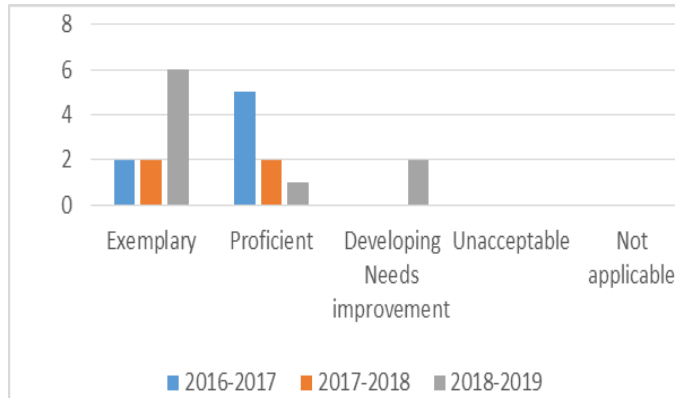
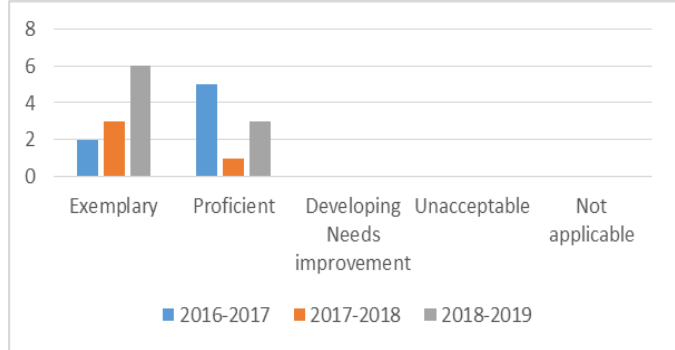
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Q 2 1, 2, 7, 8	<div>Total Responses (n=20) Your use of state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</div> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	6 (30%) <table><tr><td>1</td></tr><tr><td>2</td></tr><tr><td>3</td></tr></table>	1	2	3	13 (65%) <table><tr><td>6</td></tr><tr><td>2</td></tr><tr><td>5</td></tr></table>	6	2	5	1 (5%) <table><tr><td>0</td></tr><tr><td>0</td></tr><tr><td>1</td></tr></table>	0	0	1	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				<div><table><caption>Q2 Performance Data</caption><thead><tr><th>Year</th><th>Exemplary</th><th>Proficient</th><th>Developing Needs improvement</th><th>Unacceptable</th><th>Not applicable</th></tr></thead><tbody><tr><td>2016-2017</td><td>1</td><td>6</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2017-2018</td><td>2</td><td>2</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2018-2019</td><td>3</td><td>5</td><td>1</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Exemplary	Proficient	Developing Needs improvement	Unacceptable	Not applicable	2016-2017	1	6	0	0	0	2017-2018	2	2	0	0	0	2018-2019	3	5	1	0	0
2016-2017																																																	
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Year	Exemplary	Proficient	Developing Needs improvement	Unacceptable	Not applicable																																												
2016-2017	1	6	0	0	0																																												
2017-2018	2	2	0	0	0																																												
2018-2019	3	5	1	0	0																																												
InTASC Standard Alignment	Based on your preparation at Ferrum College, rate your performance in each of the areas below:	Exemplary (4)	Proficient (3)	Developing/ Needs Improvement (2)	Unaccept-able (1)	N/A	Comparison by Year of Completion																																										
Q 3 1, 2, 8	<div>Total Responses (n=20) Your ability to effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.</div> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	9 (45%) <table><tr><td>2</td></tr><tr><td>2</td></tr><tr><td>5</td></tr></table>	2	2	5	10(50%) <table><tr><td>5</td></tr><tr><td>2</td></tr><tr><td>3</td></tr></table>	5	2	3	1 (5%) <table><tr><td>0</td></tr><tr><td>0</td></tr><tr><td>1</td></tr></table>	0	0	1	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				<div><table><caption>Q3 Performance Data</caption><thead><tr><th>Year</th><th>Exemplary</th><th>Proficient</th><th>Developing Needs improvement</th><th>Unacceptable</th><th>Not applicable</th></tr></thead><tbody><tr><td>2016-2017</td><td>2</td><td>5</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2017-2018</td><td>2</td><td>2</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2018-2019</td><td>5</td><td>3</td><td>1</td><td>0</td><td>0</td></tr></tbody></table></div>	Year	Exemplary	Proficient	Developing Needs improvement	Unacceptable	Not applicable	2016-2017	2	5	0	0	0	2017-2018	2	2	0	0	0	2018-2019	5	3	1	0	0
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2016-2017	2	5	0	0	0																																												
2017-2018	2	2	0	0	0																																												
2018-2019	5	3	1	0	0																																												

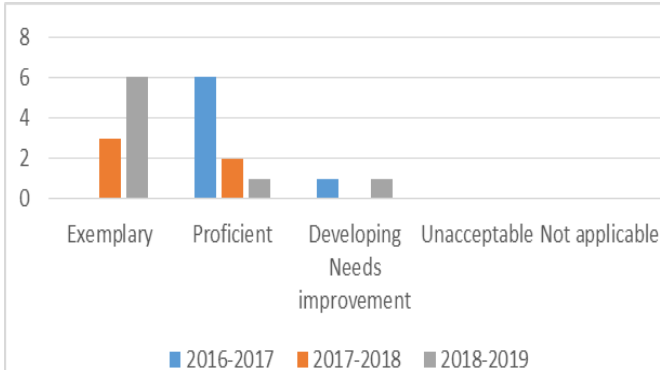
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Q 4 6, 10	Total Responses (n=20) Your ability to systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	9 (45%)	10 (50%)	1 (5%)	0	0	 <p>Exemplary Proficient Developing Needs improvement Unacceptable Not applicable</p> <p>■ 2016-2017 ■ 2017-2018 ■ 2018-2019</p>
		1	5	1			
		2	2	0			
		6	3	0			

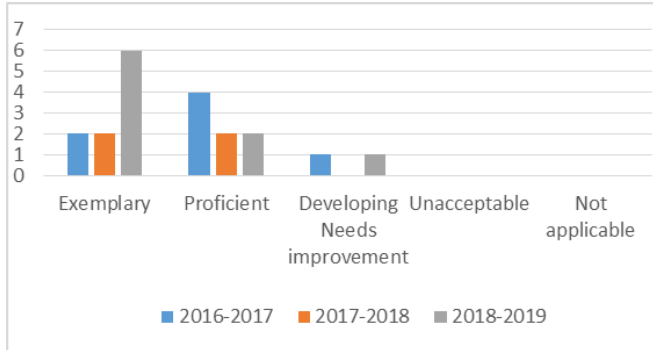
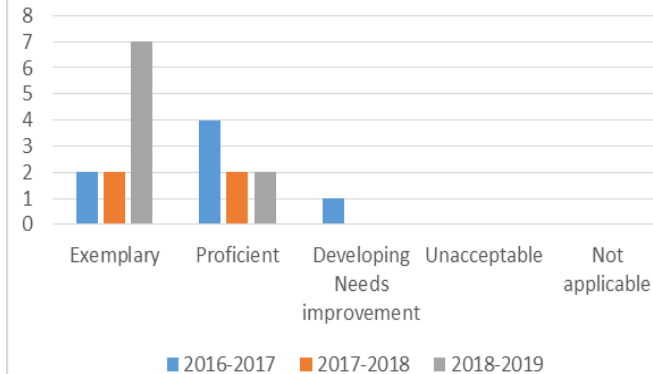
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InTASC Standard Alignment	Based on your preparation at Ferrum College, rate your performance in each of the areas below:	Exemplary (4)	Proficient (3)	Developing/ Needs Improvement (2)	Unacceptable (1)	N/A	Comparison by Year of Completion																																										
Q 5 3	<p>Total Responses (n=20)</p> <p>Your ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	10 (50%) <table><tr><td>2</td></tr><tr><td>2</td></tr><tr><td>6</td></tr></table>	2	2	6	8 (40%) <table><tr><td>5</td></tr><tr><td>2</td></tr><tr><td>1</td></tr></table>	5	2	1	2 (10%) <table><tr><td>0</td></tr><tr><td>0</td></tr><tr><td>2</td></tr></table>	0	0	2	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				 <table><caption>Q 5.3 Performance Data</caption><thead><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>2</td><td>2</td><td>6</td></tr><tr><td>Proficient</td><td>5</td><td>2</td><td>1</td></tr><tr><td>Developing Needs improvement</td><td>0</td><td>0</td><td>2</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Not applicable</td><td>0</td><td>0</td><td>0</td></tr></tbody></table>	Category	2016-2017	2017-2018	2018-2019	Exemplary	2	2	6	Proficient	5	2	1	Developing Needs improvement	0	0	2	Unacceptable	0	0	0	Not applicable	0	0	0
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Category	2016-2017	2017-2018	2018-2019																																														
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Proficient	5	2	1																																														
Developing Needs improvement	0	0	2																																														
Unacceptable	0	0	0																																														
Not applicable	0	0	0																																														
Q 6 1, 2, 9	<p>Total Responses (n=20)</p> <p>Your ability to maintain a commitment to professional ethics, communicates effectively, and take responsibility for and participates in professional growth that results in enhanced student learning,</p> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	11 (55%) <table><tr><td>2</td></tr><tr><td>3</td></tr><tr><td>6</td></tr></table>	2	3	6	9 (45%) <table><tr><td>5</td></tr><tr><td>1</td></tr><tr><td>3</td></tr></table>	5	1	3	0 <table><tr><td>0</td></tr><tr><td>0</td></tr><tr><td>0</td></tr></table>	0	0	0	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				 <table><caption>Q 6 Performance Data</caption><thead><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>2</td><td>3</td><td>6</td></tr><tr><td>Proficient</td><td>5</td><td>1</td><td>3</td></tr><tr><td>Developing Needs improvement</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Not applicable</td><td>0</td><td>0</td><td>0</td></tr></tbody></table>	Category	2016-2017	2017-2018	2018-2019	Exemplary	2	3	6	Proficient	5	1	3	Developing Needs improvement	0	0	0	Unacceptable	0	0	0	Not applicable	0	0	0
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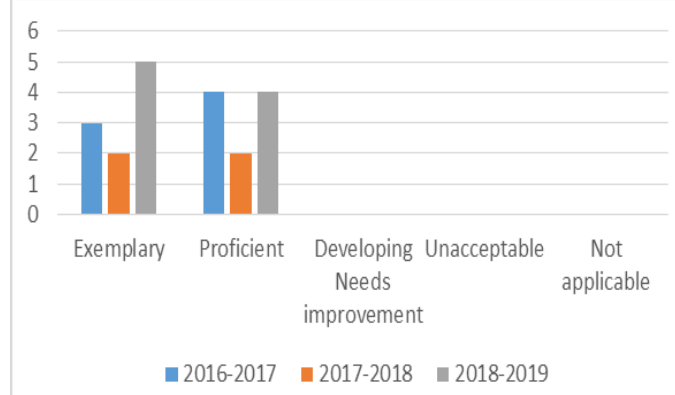
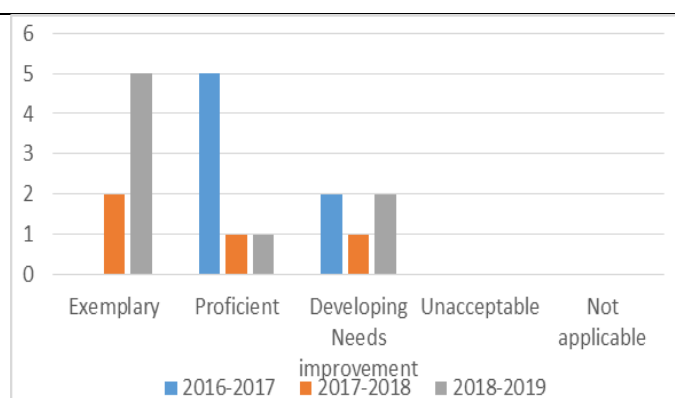
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Q 7 6, 7, 8	<div>Total Responses (n=20) Your ability to create acceptable, measurable, and appropriate student academic progress.</div> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	9 (45%) <table><tr><td>0</td></tr><tr><td>3</td></tr><tr><td>6</td></tr></table>	0	3	6	9 (45%) <table><tr><td>6</td></tr><tr><td>2</td></tr><tr><td>1</td></tr></table>	6	2	1	2 (10%) <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>1</td></tr></table>	1	0	1	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				<div><table><caption>Comparison by Year of Completion Data</caption><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr><tr><td>Exemplary</td><td>0</td><td>3</td><td>6</td></tr><tr><td>Proficient</td><td>6</td><td>2</td><td>1</td></tr><tr><td>Developing Needs Improvement</td><td>1</td><td>0</td><td>1</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Not applicable</td><td>0</td><td>0</td><td>0</td></tr></table></div>	Category	2016-2017	2017-2018	2018-2019	Exemplary	0	3	6	Proficient	6	2	1	Developing Needs Improvement	1	0	1	Unacceptable	0	0	0	Not applicable	0	0	0
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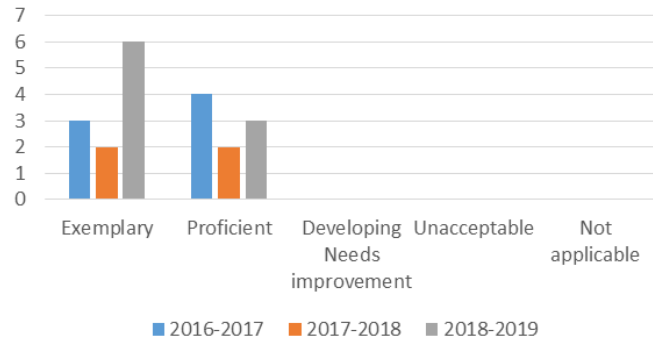
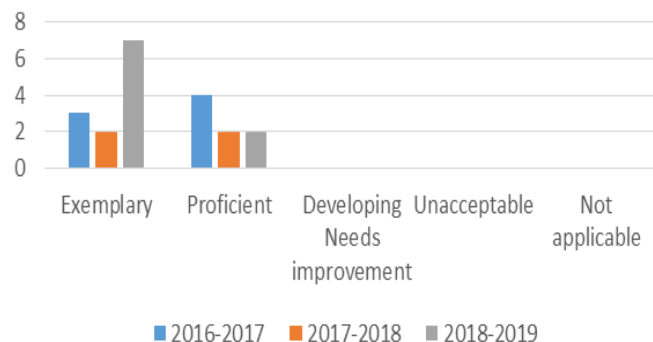
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Q 8 7, 8	Total Responses (n=20) Your ability to select technologies, informed by research, to promote learning for all students.	10 (50%)	8 (40%)	2 (10%)	0	0	
	2016-2017	2	4	1			
	2017-2018	2	2	0			
	2018-2019	6	2	1			
Q 9 8	Total Responses (n=20) Your ability to integrate technology into instructional methods.	11 (55%)	8 (40%)	1 (5%)	0	0	
	2016-2017	2	4	1			
	2017-2018	2	2	0			
	2018-2019	7	2	0			

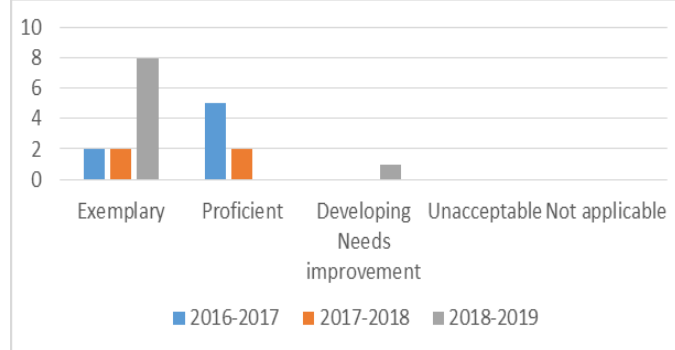
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Q 10 1, 2, 9, 10	<div>Total Responses (n=20) Your ability to bring multiple perspectives to instruction, including the learners’ personal, family, and community experiences/norms.</div> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	10 (50%) <table><tr><td>3</td></tr><tr><td>2</td></tr><tr><td>5</td></tr></table>	3	2	5	10 (50%) <table><tr><td>4</td></tr><tr><td>2</td></tr><tr><td>4</td></tr></table>	4	2	4	0 <table><tr><td>0</td></tr><tr><td>0</td></tr><tr><td>0</td></tr></table>	0	0	0	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				<div><table><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr><tr><td>Exemplary</td><td>3</td><td>2</td><td>5</td></tr><tr><td>Proficient</td><td>4</td><td>2</td><td>4</td></tr><tr><td>Developing Needs improvement</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Not applicable</td><td>0</td><td>0</td><td>0</td></tr></table></div>	Category	2016-2017	2017-2018	2018-2019	Exemplary	3	2	5	Proficient	4	2	4	Developing Needs improvement	0	0	0	Unacceptable	0	0	0	Not applicable	0	0	0
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Unacceptable	0	0	0																																														
Not applicable	0	0	0																																														
Q 11 1, 2	<div>Total Responses (n=19) Your ability to integrate diverse language and cultures into instruction to promote the value of multilingual/multicultural perspectives.</div> <table><tr><td>2016-2017</td></tr><tr><td>2017-2018</td></tr><tr><td>2018-2019</td></tr></table>	2016-2017	2017-2018	2018-2019	7 (36.8%) <table><tr><td>0</td></tr><tr><td>2</td></tr><tr><td>5</td></tr></table>	0	2	5	7 (36.8%) <table><tr><td>5</td></tr><tr><td>1</td></tr><tr><td>1</td></tr></table>	5	1	1	5 (26.3%) <table><tr><td>2</td></tr><tr><td>1</td></tr><tr><td>2</td></tr></table>	2	1	2	0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				0 <table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>				<div><table><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr><tr><td>Exemplary</td><td>0</td><td>2</td><td>5</td></tr><tr><td>Proficient</td><td>5</td><td>1</td><td>1</td></tr><tr><td>Developing Needs improvement</td><td>2</td><td>1</td><td>2</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Not applicable</td><td>0</td><td>0</td><td>0</td></tr></table></div>	Category	2016-2017	2017-2018	2018-2019	Exemplary	0	2	5	Proficient	5	1	1	Developing Needs improvement	2	1	2	Unacceptable	0	0	0	Not applicable	0	0	0
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Proficient	5	1	1																																														
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Q 12 3, 9, 10	Total Responses (n=20) Your ability to collaborate with the learning community to meet the needs of all learners and contribute to a supportive culture.	11 (55%)	9 (45%)	0	0	0	
	2016-2017	3	4	0			
	2017-2018	2	2	0			
	2018-2019	6	3	0			
Q 13 6	Total Responses (n=20) Your ability to use assessment results to inform and adjust practice.	12 (60%)	8 (40%)	0	0	0	
	2016-2017	3	4	0			
	2017-2018	2	2	0			
	2018-2019	7	2	0			

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For Ferrum College Teacher Education Program Completers
2016 - 2019

InTASC Standard Alignment	Based on your preparation at Ferrum College, rate your performance in each of the areas below:	Exemplary (4)	Proficient (3)	Developing/ Needs Improvement (2)	Unaccept- able (1)	N/A	Comparison by Year of Completion																				
Q 14 9	Total Responses (n=20) Your ability to engage in reflective practice.	12 (60%)	7 (35%)	1 (5%)	0	0	 <table><caption>Comparison by Year of Completion Data</caption><thead><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>2</td><td>2</td><td>8</td></tr><tr><td>Proficient</td><td>5</td><td>2</td><td>0</td></tr><tr><td>Developing/Needs Improvement</td><td>0</td><td>0</td><td>1</td></tr><tr><td>Unacceptable</td><td>0</td><td>0</td><td>0</td></tr></tbody></table>	Category	2016-2017	2017-2018	2018-2019	Exemplary	2	2	8	Proficient	5	2	0	Developing/Needs Improvement	0	0	1	Unacceptable	0	0	0
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Completer Satisfaction comparison of Ferrum College and other Virginia EPPs.

Table 2: Based on your preparation at Ferrum College, how would you rate your performance in each of these teaching areas?

Item	Ferrum College Mean	Ferrum College N		VEAC Mean	VEAC Mean – 95% CI	VEAC MEAN + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.4	20		3.34	3.30	3.38	680
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.25	20		3.29	3.25	3.33	675
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.4	20		3.36	3.31	3.41	680
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	3.4	20		3.11	3.06	3.16	678
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.4	20		3.43	3.38	3.48	680
F: Maintains a commitment to professional ethics, communicates effectively, and takes	3.55	20		3.6	3.56	3.64	679

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responsibility for and participates in professional growth that results in enhanced student learning.							
Item	Ferrum College Mean	Ferrum College N		VEAC Mean	VEAC Mean – 95% CI	VEAC MEAN + 95% CI	VEAC N
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.35	20		3.26	3.22	3.30	678
H: Selects technologies, informed by research, to promote learning for all students.	3.4	20		3.22	3.17	3.27	676
I: Integrates technology into instructional materials.	3.5	20		3.24	3.19	3.29	674
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.5	20		3.3	3.25	3.35	680
K: Integrates diverse language and cultures into instruction to promote the value of Multilingual/multicultural perspectives.	3.11	19		3.04	2.98	3.10	666
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.55	20		3.35	3.30	3.40	677
M: Uses assessment results to inform and adjust practice	3.6	20		3.32	3.27	3.37	679
N: Engages in reflective practice.	3.55	20		3.5	3.45	3.55	679

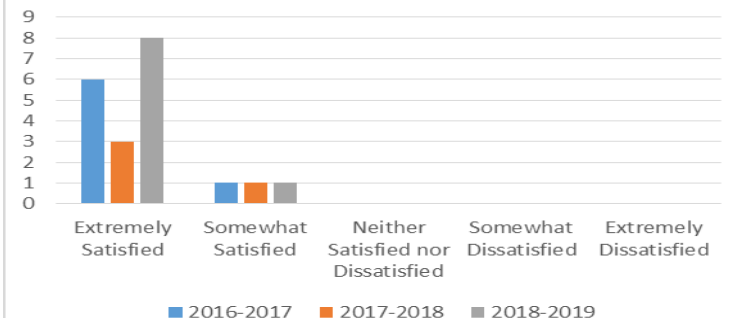
Items Range from 1 - 4

Overall Program Satisfaction Frequency and Percentage

This section addresses the last of the 15 satisfaction items in the VEAC completers survey that asks “Overall, how satisfied are you with your preparation from Ferrum College?” Respondents could respond “extremely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, or extremely dissatisfied.”

Ferrum College had a 74% response rate on the VEAC Completer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails. Note that VEAC and Ferrum College worked to correct the number of failed/bounced emails via contact list revisions.

Table 3

	Overall, how satisfied are you with your preparation from Ferrum College?	Extremely Satisfied (5)	Somewhat Satisfied (4)	Neither Satisfied Nor Dissatisfied (3)	Somewhat Dissatisfied (2)	Extremely Dissatisfied (1)	
	Total Responses (n=20) Modal (most frequent response) and percentage	17 (85%)	3 (15%)	0	0	0	
	2016-2017	6	1	0	0	0	
	2017-2018	3	1	0	0	0	
	2018-2019	8	1	0	0	0	

Overall Program Satisfaction Frequency and Percentage

VEAC fielded the Completer Survey to 2375 program completers from 17 Virginia Institutions. On the overall satisfaction item, TEAC collected 682 responses (29%). Ferrum College had a 74% response rate.

Table 4

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
Ferrum College	4.85	.366	0.082	4.69	5.00	20
All VEAC	4.58	.636	.024	4.533	4.627	682

Overall Program Satisfaction of Ferrum College completers by licensure areas.

Table 5

N = 20	Extremely Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied
Elementary Licensure	8	3	0	0	0
Secondary Licensure	2	0	0	0	0
All Level Licensure	7	0	0	0	0