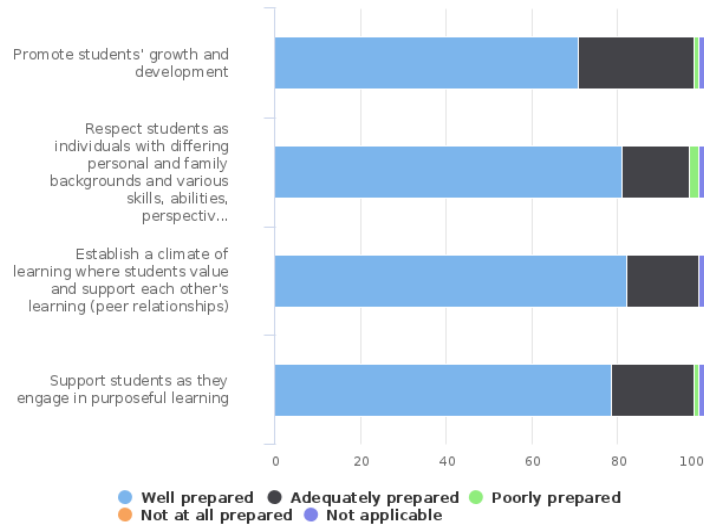


## Spring 2024 Exit Survey

### The Learner and Learning

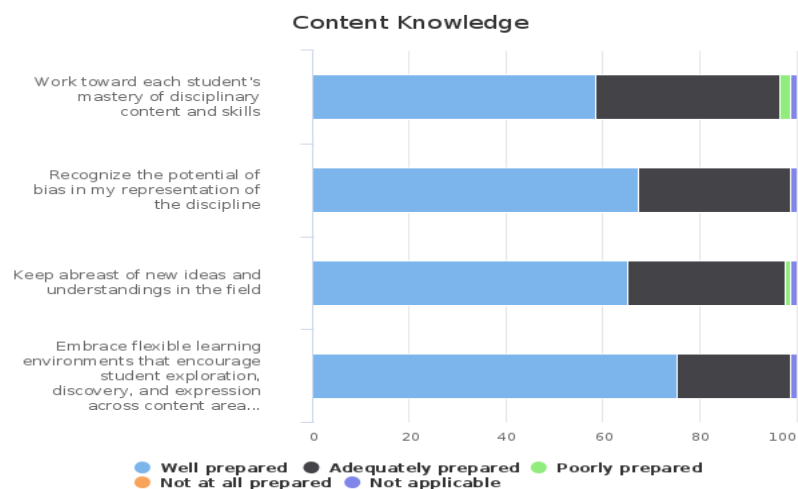
The Learner and Learning	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Response	Mean	Standard Deviation
Promote students' growth and development	63	70.79%	24	26.97%	1	1.12%	0	0%	1	1.12%	0	89	3.70	0.48
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	72	80.9%	14	15.73%	2	2.25%	0	0%	1	1.12%	0	89	3.80	0.46
Establish a climate of learning where students value and support each other's learning (peer relationships)	73	82.02%	15	16.85%	0	0%	0	0%	1	1.12%	0	89	3.83	0.38
Support students as they engage in purposeful learning	70	78.65%	17	19.1%	1	1.12%	0	0%	1	1.12%	0	89	3.78	0.44
Total/Percentage	278	78.09%	70	19.66%	4	1.12%	0	0%	4	1.12%	0	356		

The Learner and Learning



### Content Knowledge

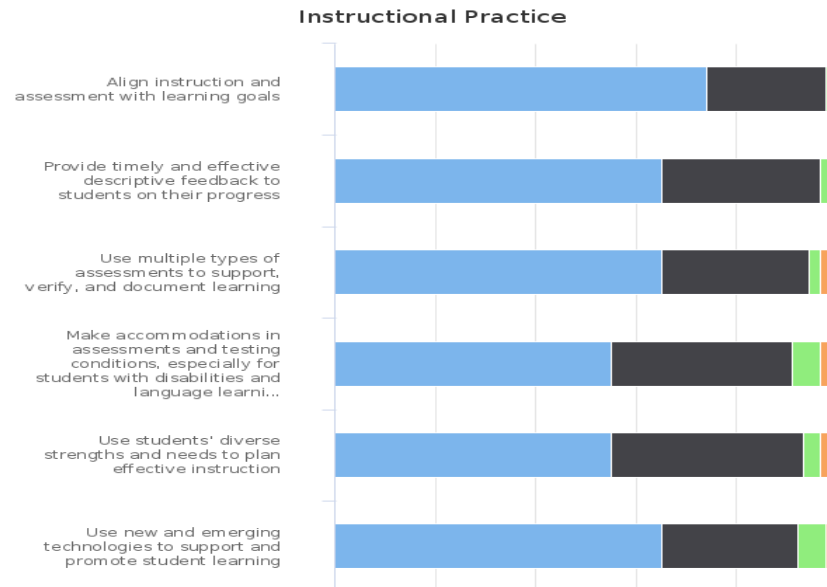
Content Knowledge	#		% Adequate		# Poorly		% Not at all		# Not applicable		% Not applicable		# No Response	Total Valid Responses	Mean	Standard Deviation
	# Well prepared	% Well prepared	ly prepared	ly prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable						
Work toward each student’s mastery of disciplinary content and skills	52	58.43%	34	38.2%	2	2.25%	0	0%	1	1.12%	0	89	3.57	0.54		
Recognize the potential of bias in my representation of the discipline	60	67.42%	28	31.46%	0	0%	0	0%	1	1.12%	0	89	3.68	0.47		
Keep abreast of new ideas and understandings in the field	58	65.17%	29	32.58%	1	1.12%	0	0%	1	1.12%	0	89	3.65	0.50		
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	67	75.28%	21	23.6%	0	0%	0	0%	1	1.12%	0	89	3.76	0.43		
Total/Percentage	237	66.57%	112	31.46%	3	0.84%	0	0%	4	1.12%	0	356				

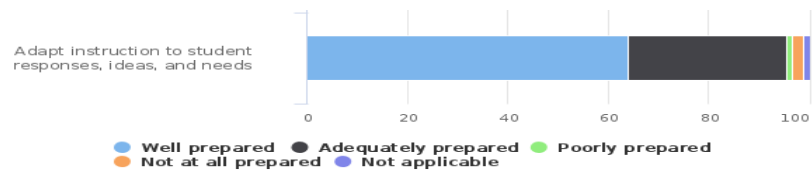


### Instructional Practice

Instructional Practice												Total	Mean	Standard Deviation
	#		%		#		%		#		Valid			
	# Well prepared	% Well prepared	Adequate ly prepared	Adequate ly prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Response s		
Align instruction and assessment with learning goals	66	74.16%	21	23.6%	1	1.12%	0	0%	1	1.12%	0	89	3.74	0.46

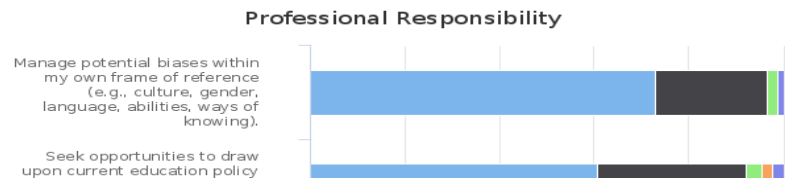
Provide timely and effective descriptive feedback to students on their progress	58	65.17%	28	31.46%	2	2.25%	0	0%	1	1.12%	0	89	3.64	0.53
Use multiple types of assessments to support, verify, and document learning	58	65.17%	26	29.21%	2	2.25%	2	2.25%	1	1.12%	0	89	3.59	0.65
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	49	55.06%	32	35.96%	5	5.62%	2	2.25%	1	1.12%	0	89	3.45	0.71
Use students' diverse strengths and needs to plan effective instruction	49	55.06%	34	38.2%	3	3.37%	2	2.25%	1	1.12%	0	89	3.48	0.67
Use new and emerging technologies to support and promote student learning	58	65.17%	24	26.97%	5	5.62%	1	1.12%	1	1.12%	0	89	3.58	0.65
Adapt instruction to student responses, ideas, and needs	57	64.04%	28	31.46%	1	1.12%	2	2.25%	1	1.12%	0	89	3.59	0.63
Total/Percentage	395	63.4%	193	30.98%	19	3.05%	9	1.44%	7	1.12%	0	623		

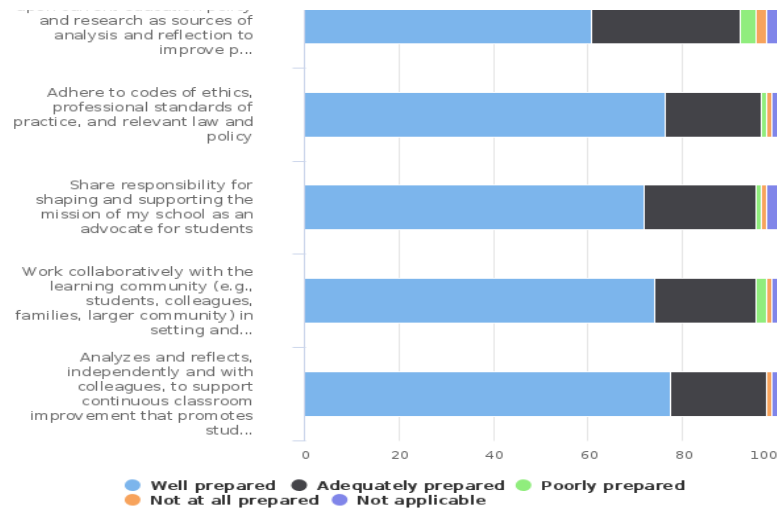




## Professional Responsibility

Professional Responsibility	# Well prepared	% Well prepared	# Adequate	% Adequate	# Poorly prepared	% Poorly prepared	# Not at all	% Not at all	# Not applicable	% Not applicable	# No Response	Total Valid	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing). Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	65	73.03%	21	23.6%	2	2.25%	0	0%	1	1.12%	0	89	3.72	0.50
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	54	60.67%	28	31.46%	3	3.37%	2	2.25%	2	2.25%	0	89	3.54	0.67
Share responsibility for shaping and supporting the mission of my school as an advocate for students	68	76.4%	18	20.22%	1	1.12%	1	1.12%	1	1.12%	0	89	3.74	0.53
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	64	71.91%	21	23.6%	1	1.12%	1	1.12%	2	2.25%	0	89	3.70	0.55
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	66	74.16%	19	21.35%	2	2.25%	1	1.12%	1	1.12%	0	89	3.70	0.57
Total/Percentage	386	72.28%	125	23.41%	9	1.69%	6	1.12%	8	1.5%	0	534		





**Please rate your level of satisfaction of**

Please rate your level of satisfaction of the following:	# Very satisfied	% Very satisfied	# Satisfied	% Satisfied	# Dissatisfied	% Dissatisfied	# Very dissatisfied	% Very dissatisfied	# No Response	Total Valid Response	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	59	66.29%	26	29.21%	3	3.37%	1	1.12%	0	89	3.61	0.61
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	56	62.92%	27	30.34%	6	6.74%	0	0%	0	89	3.56	0.62
Accessibility of your program advisor	51	57.3%	31	34.83%	6	6.74%	1	1.12%	0	89	3.48	0.67
Advisement provided by your program advisor	49	55.06%	32	35.96%	6	6.74%	2	2.25%	0	89	3.44	0.72
Classroom experience with P-12 students as part of supervised field courses	62	69.66%	25	28.09%	2	2.25%	0	0%	0	89	3.67	0.51
Classroom experience with P-12 students as part of the supervised clinical practice course	66	74.16%	22	24.72%	1	1.12%	0	0%	0	89	3.73	0.47

Availability of courses that you needed  
in the program

55 61.8% 25 28.09% 7 7.87% 2 2.25% 0 89 3.49 0.74

Preparedness to implement technology  
in P-12 classrooms based on technology  
instruction provided in your coursework

51 57.3% 32 35.96% 5 5.62% 1 1.12% 0 89 3.49 0.66

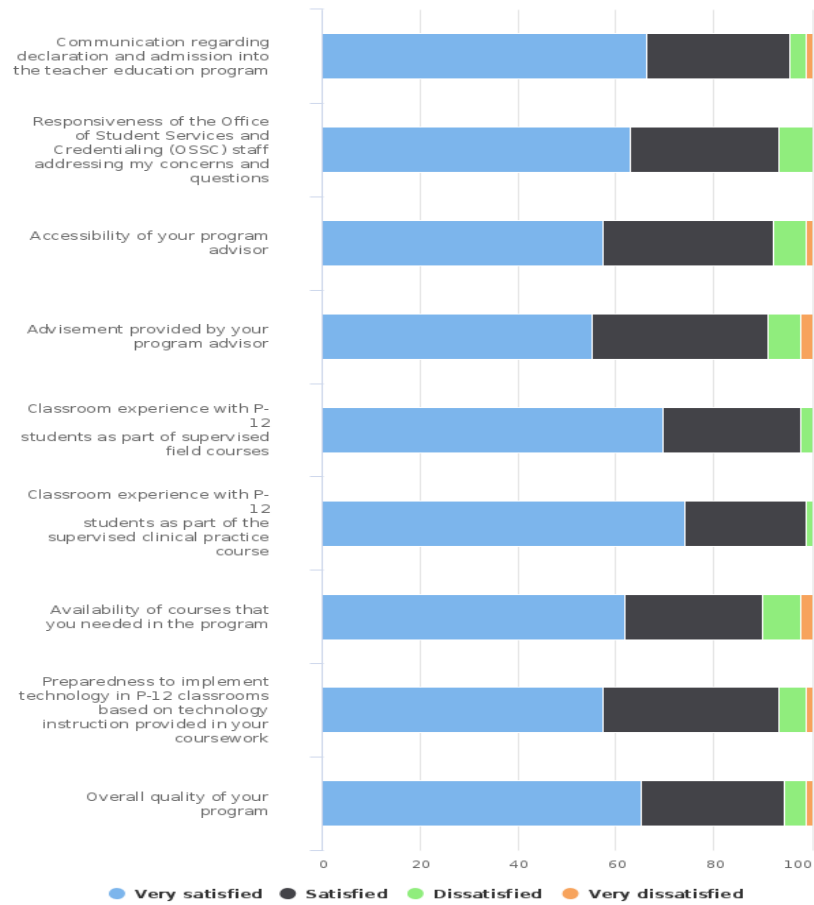
Overall quality of your program

58 65.17% 26 29.21% 4 4.49% 1 1.12% 0 89 3.58 0.63

Total/Percentage

507 63.3% 246 30.71% 40 4.99% 8 1% 0 801

Please rate your level of satisfaction of the following...



How effective do you perceive the College of Charleston School of Education has prepared you to become a teacher?	# More than effective	% More than effective	# Appropriately effective	% Appropriately effective	# Somewhat effective	% Somewhat effective	# Not effective	% Not effective	# No Response	Total Valid Responses	Mean	Median	Standard Deviation
Overall Effectiveness	41	46.07%	39	43.82%	9	10.11%	0	0%	0	89	3.36	3.00	0.66
Total/Percentage	41	46.07%	39	43.82%	9	10.11%	0	0%	0	89			