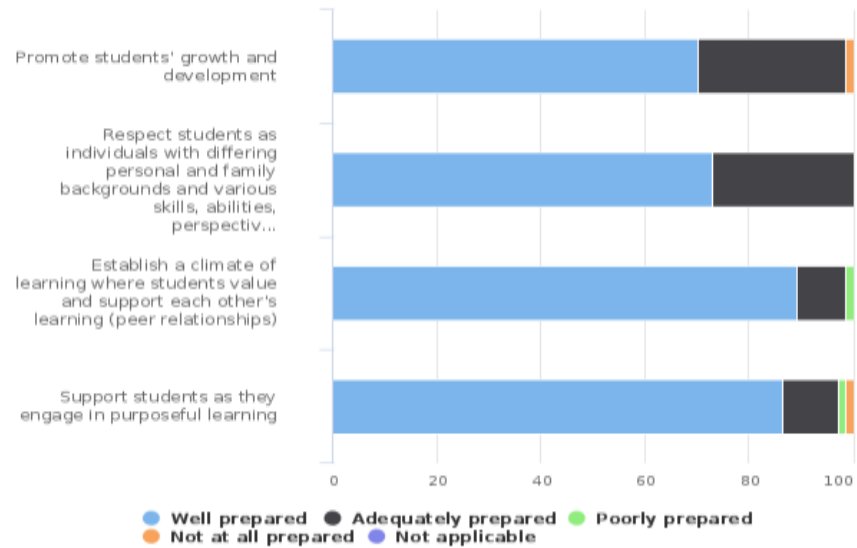


Spring 2025 Exit Survey

The Learner and Learning

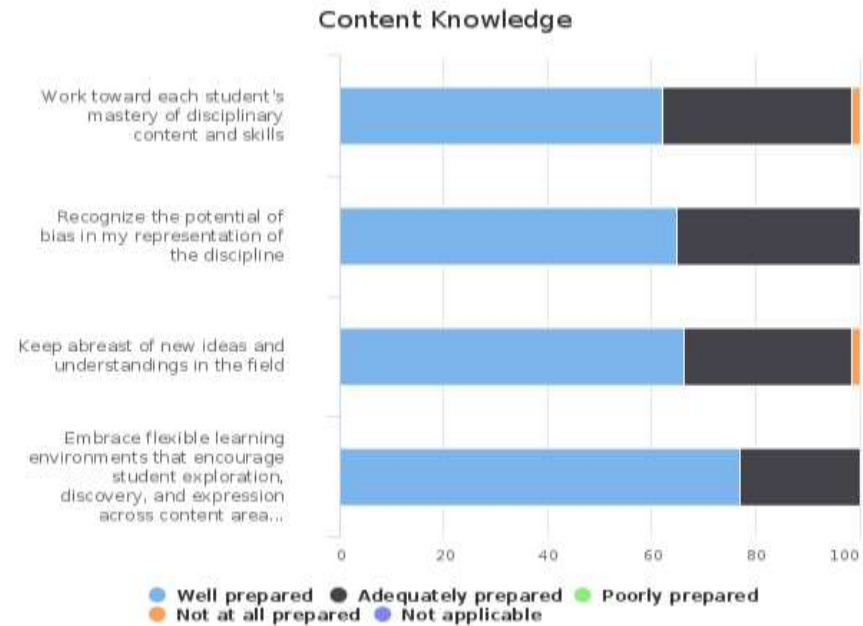
The Learner and Learning	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	52	70.27%	21	28.38%	0	0%	1	1.35%	0	0%	0	74	3.68	0.55
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	54	72.97%	20	27.03%	0	0%	0	0%	0	0%	0	74	3.73	0.44
Establish a climate of learning where students value and support each other's learning (peer relationships)	66	89.19%	7	9.46%	1	1.35%	0	0%	0	0%	0	74	3.88	0.37
Support students as they engage in purposeful learning	64	86.49%	8	10.81%	1	1.35%	1	1.35%	0	0%	0	74	3.82	0.50
Total/Percentage	236	79.73%	56	18.92%	2	0.68%	2	0.68%	0	0%	0	296		

The Learner and Learning



Content Knowledge

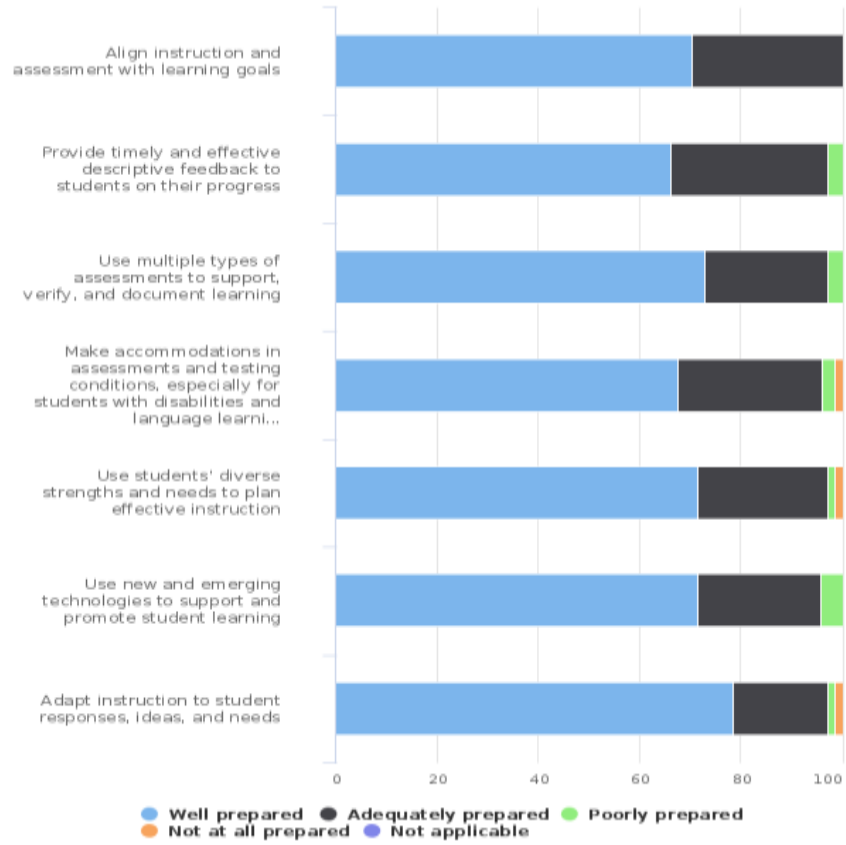
Content Knowledge	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	46	62.16%	27	36.49%	0	0%	1	1.35%	0	0%	0	74	3.59	0.57
Recognize the potential of bias in my representation of the discipline	48	64.86%	26	35.14%	0	0%	0	0%	0	0%	0	74	3.65	0.48
Keep abreast of new ideas and understandings in the field	49	66.22%	24	32.43%	0	0%	1	1.35%	0	0%	0	74	3.64	0.56
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	57	77.03%	17	22.97%	0	0%	0	0%	0	0%	0	74	3.77	0.42
Total/Percentage	200	67.57%	94	31.76%	0	0%	2	0.68%	0	0%	0	296		



Instructional Practice

Instructional Practice	# 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 Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	52	70.27%	22	29.73%	0	0%	0	0%	0	0%	0	74	3.70	0.46
Provide timely and effective descriptive feedback to students on their progress	49	66.22%	23	31.08%	2	2.7%	0	0%	0	0%	0	74	3.64	0.53
Use multiple types of assessments to support, verify, and document learning	54	72.97%	18	24.32%	2	2.7%	0	0%	0	0%	0	74	3.70	0.51
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	50	67.57%	21	28.38%	2	2.7%	1	1.35%	0	0%	0	74	3.62	0.61
Use students' diverse strengths and needs to plan effective instruction	53	71.62%	19	25.68%	1	1.35%	1	1.35%	0	0%	0	74	3.68	0.57
Use new and emerging technologies to support and promote student learning	53	71.62%	18	24.32%	3	4.05%	0	0%	0	0%	0	74	3.68	0.55
Adapt instruction to student responses, ideas, and needs	58	78.38%	14	18.92%	1	1.35%	1	1.35%	0	0%	0	74	3.74	0.55
Total/Percentage	369	71.24%	135	26.06%	11	2.12%	3	0.58%	0	0%	0	518		

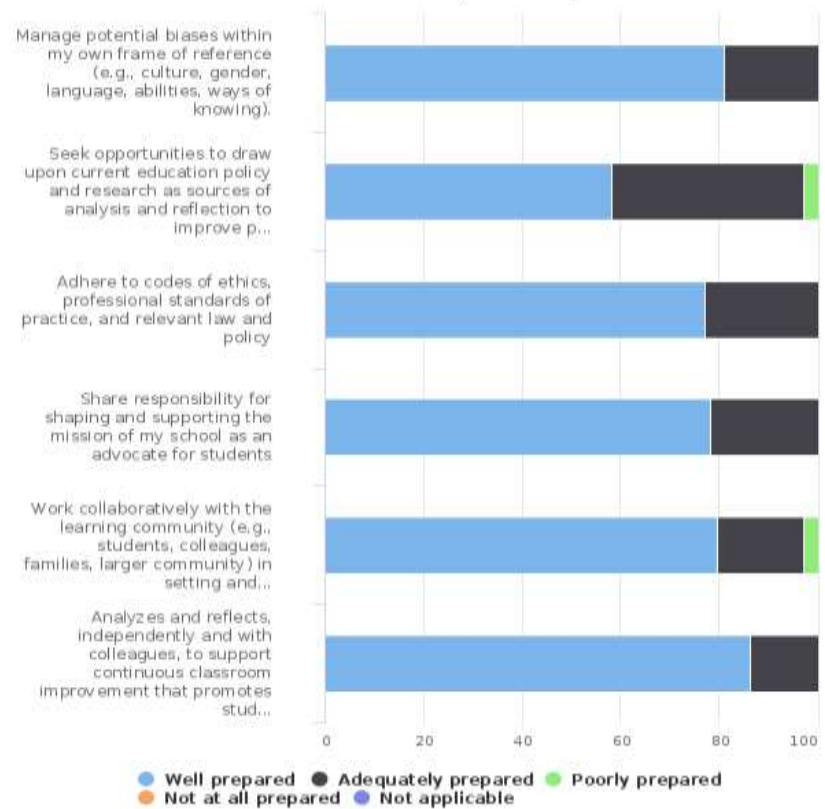
Instructional Practice



Professional Responsibility

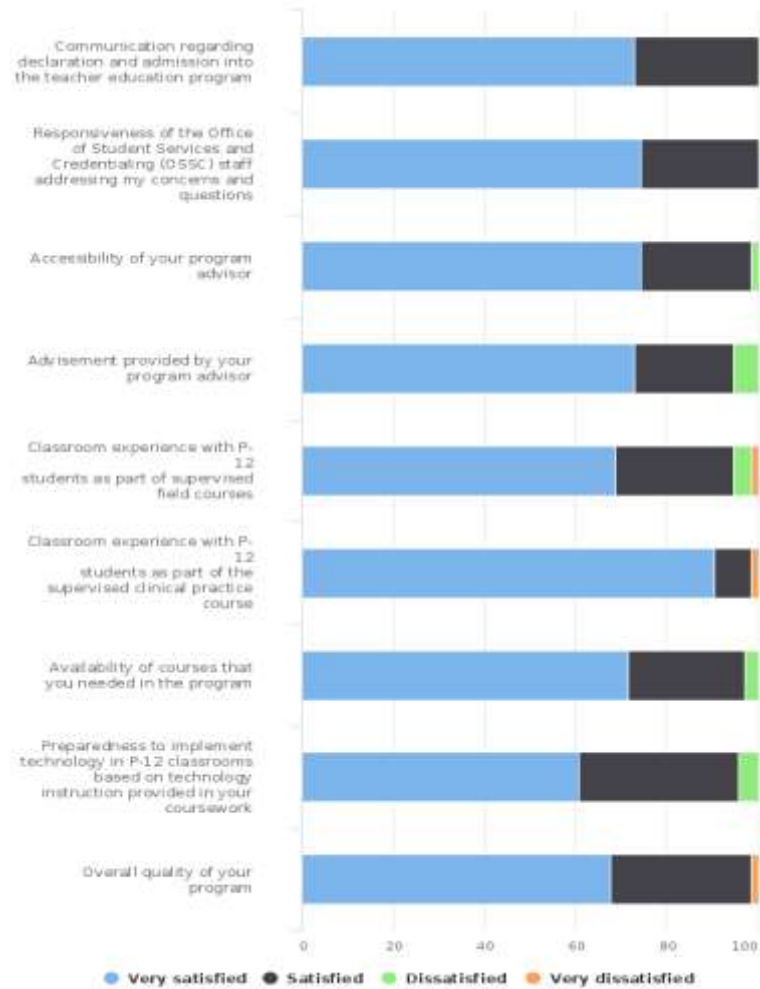
Professional Responsibility	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	60	81.08%	14	18.92%	0	0%	0	0%	0	0%	0	74	3.81	0.39
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	43	58.11%	29	39.19%	2	2.7%	0	0%	0	0%	0	74	3.55	0.55
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	57	77.03%	17	22.97%	0	0%	0	0%	0	0%	0	74	3.77	0.42
Share responsibility for shaping and supporting the mission of my school as an advocate for students	58	78.38%	16	21.62%	0	0%	0	0%	0	0%	0	74	3.78	0.41
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	59	79.73%	13	17.57%	2	2.7%	0	0%	0	0%	0	74	3.77	0.48
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	64	86.49%	10	13.51%	0	0%	0	0%	0	0%	0	74	3.86	0.34
Total/Percentage	341	76.8%	99	22.3%	4	0.9%	0	0%	0	0%	0	444		

Professional Responsibility



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 Responses	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	54	72.97%	20	27.03%	0	0%	0	0%	0	74	3.73	0.44
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	55	74.32%	19	25.68%	0	0%	0	0%	0	74	3.74	0.44
Accessibility of your program advisor	55	74.32%	18	24.32%	1	1.35%	0	0%	0	74	3.73	0.47
Advisement provided by your program advisor	54	72.97%	16	21.62%	4	5.41%	0	0%	0	74	3.68	0.57
Classroom experience with P-12 students as part of supervised field courses	51	68.92%	19	25.68%	3	4.05%	1	1.35%	0	74	3.62	0.63
Classroom experience with P-12 students as part of the supervised clinical practice course	67	90.54%	6	8.11%	0	0%	1	1.35%	0	74	3.88	0.43
Availability of courses that you needed in the program	53	71.62%	19	25.68%	2	2.7%	0	0%	0	74	3.69	0.52
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	45	60.81%	26	35.14%	3	4.05%	0	0%	0	74	3.57	0.57
Overall quality of your program	50	67.57%	23	31.08%	0	0%	1	1.35%	0	74	3.65	0.56
Total/Percentage	484	72.67%	166	24.92%	13	1.95%	3	0.45%	0	666		

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	40	54.79%	32	43.84%	1	1.37%	0	0%	1	73	3.53	4.00	0.53
Total/Percentage	40	54.79%	32	43.84%	1	1.37%	0	0%	1	73			