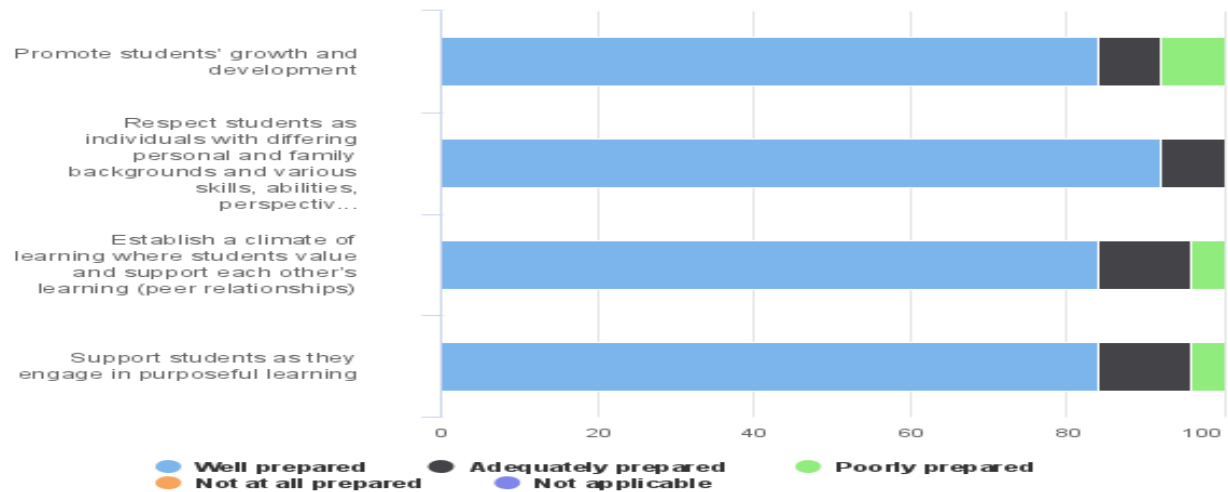# Fall 2022 Exit Survey

The Learner and Learning
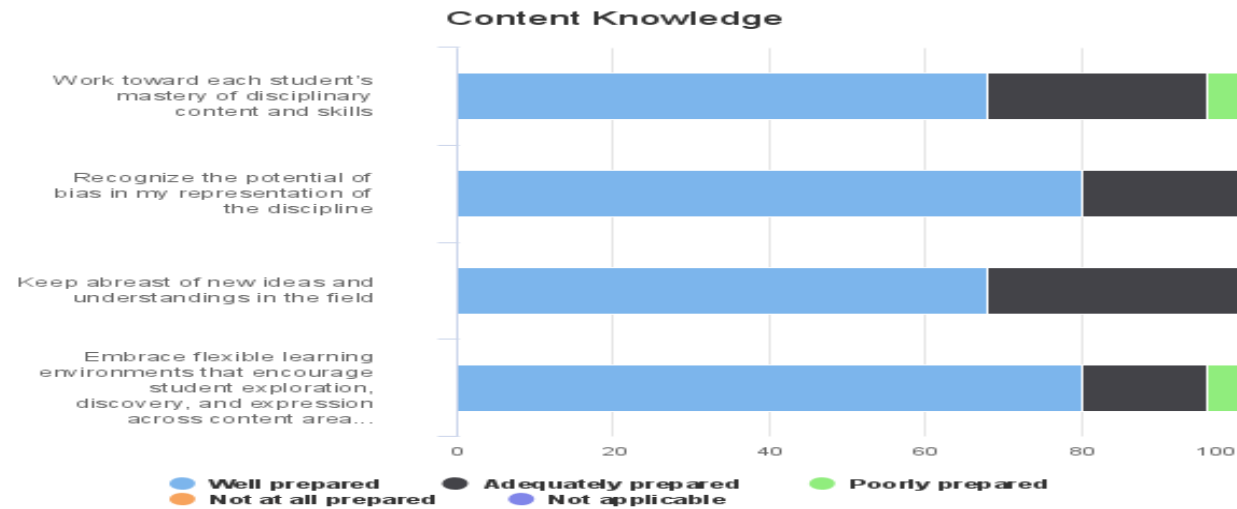
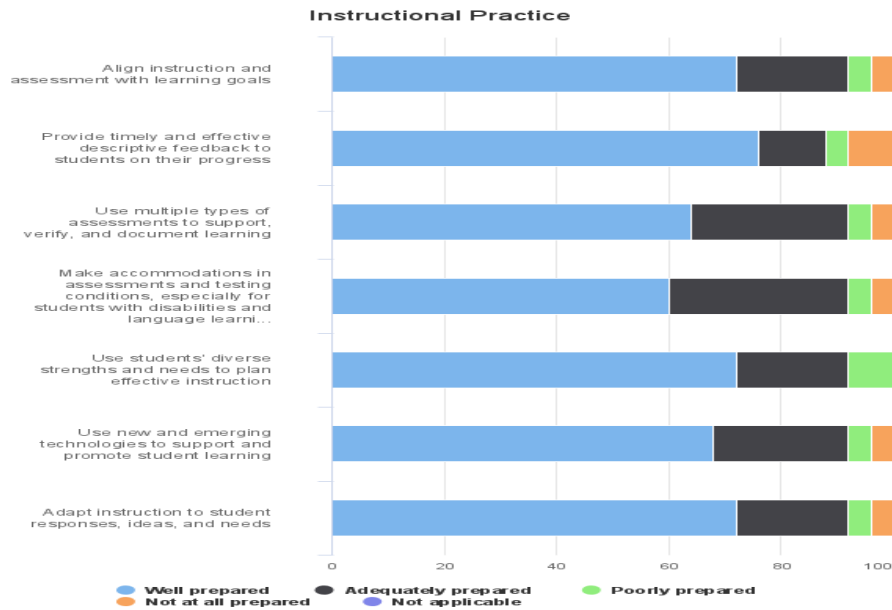| The Learner and Learning	# Well prepared	% Well prepared	Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	21	84%	2	8%	2	8%	0	0%	0	0%	0	25	3.76	0.59
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	23	92%	2	8%	0	0%	0	0%	0	0%	0	25	3.92	0.27
Establish a climate of learning where students value and support each other's learning (peer relationships)	21	84%	3	12%	1	4%	0	0%	0	0%	0	25	3.80	0.49
Support students as they engage in purposeful learning	21	84%	3	12%	1	4%	0	0%	0	0%	0	25	3.80	0.49
Total/Percentage	86	86%	10	10%	4	4%	0	0%	0	0%	0	100		

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	17	68%	7	28%	1	4%	0	0%	0	0%	0	25	3.64	0.56
Recognize the potential of bias in my representation of the discipline	20	80%	5	20%	0	0%	0	0%	0	0%	0	25	3.80	0.40
Keep abreast of new ideas and understandings in the field	17	68%	8	32%	0	0%	0	0%	0	0%	0	25	3.68	0.47
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	20	80%	4	16%	1	4%	0	0%	0	0%	0	25	3.76	0.51
Total/Percentage	74	74%	24	24%	2	2%	0	0%	0	0%	0	100		

Content Knowledge
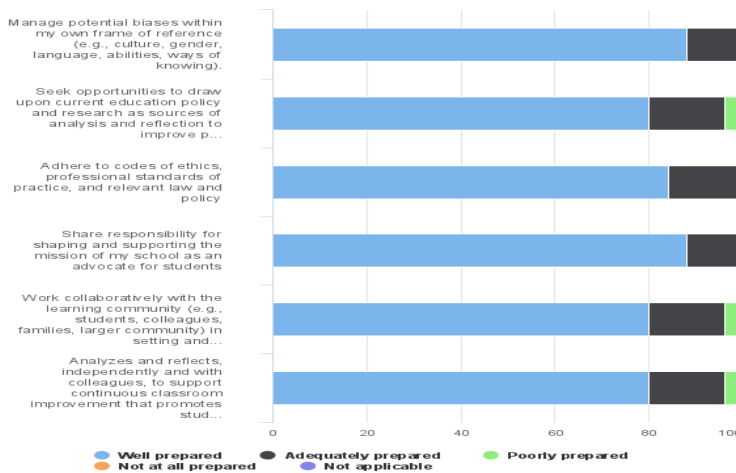
Instructional Practice

Instructional Practice	# Well prepared	% Well prepared	# Adequately	% 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	18	72%	5	20%	1	4%	1	4%	0	0%	0	25	3.60	0.75
Provide timely and effective descriptive feedback to students on their progress	19	76%	3	12%	1	4%	2	8%	0	0%	0	25	3.56	0.90
Use multiple types of assessments to support, verify, and document learning	16	64%	7	28%	1	4%	1	4%	0	0%	0	25	3.52	0.75
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	15	60%	8	32%	1	4%	1	4%	0	0%	0	25	3.48	0.75
Use students' diverse strengths and needs to plan effective instruction	18	72%	5	20%	2	8%	0	0%	0	0%	0	25	3.64	0.62
Use new and emerging technologies to support and promote student learning	17	68%	6	24%	1	4%	1	4%	0	0%	0	25	3.56	0.75
Adapt instruction to student responses, ideas, and needs	18	72%	5	20%	1	4%	1	4%	0	0%	0	25	3.60	0.75
Total/Percentage	121	69.14%	39	22.29%	8	4.57%	7	4%	0	0%	0	175		

Instructional Practice

Legend: Well prepared, Adequately prepared, Poorly prepared, Not at all prepared, Not applicable

Professional Responsibility

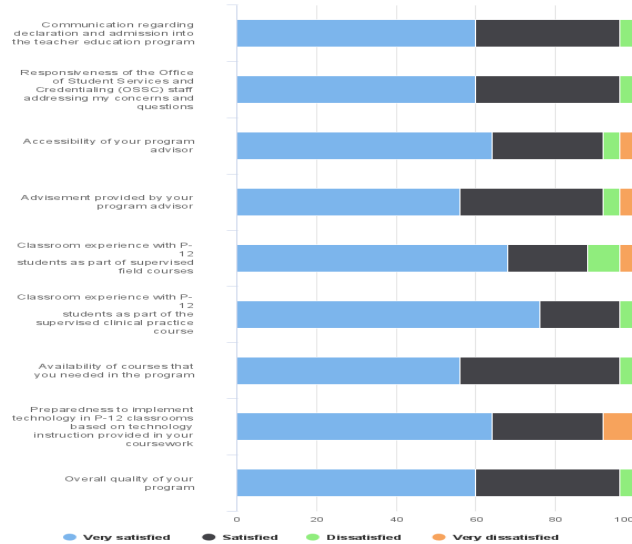| Professional Responsibility	# Well prepared	% Well prepared	Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	22	88%	3	12%	0	0%	0	0%	0	0%	0	25	3.88	0.32
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	20	80%	4	16%	1	4%	0	0%	0	0%	0	25	3.76	0.51
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	21	84%	4	16%	0	0%	0	0%	0	0%	0	25	3.84	0.37
Share responsibility for shaping and supporting the mission of my school as an advocate for students	22	88%	3	12%	0	0%	0	0%	0	0%	0	25	3.88	0.32
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	20	80%	4	16%	1	4%	0	0%	0	0%	0	25	3.76	0.51
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	20	80%	4	16%	1	4%	0	0%	0	0%	0	25	3.76	0.51
Total/Percentage	125	83.33%	22	14.67%	3	2%	0	0%	0	0%	0	150		

Professional Responsibility

Please rate your level of satisfaction of the following:

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	15	60%	9	36%	1	4%	0	0%	0	25	3.56	0.57
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	15	60%	9	36%	1	4%	0	0%	0	25	3.56	0.57
Accessibility of your program advisor	16	64%	7	28%	1	4%	1	4%	0	25	3.52	0.75
Advisement provided by your program advisor	14	56%	9	36%	1	4%	1	4%	0	25	3.44	0.75
Classroom experience with P-12 students as part of supervised field courses	17	68%	5	20%	2	8%	1	4%	0	25	3.52	0.81
Classroom experience with P-12 students as part of the supervised clinical practice course	19	76%	5	20%	1	4%	0	0%	0	25	3.72	0.53
Availability of courses that you needed in the program	14	56%	10	40%	1	4%	0	0%	0	25	3.52	0.57
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	16	64%	7	28%	0	0%	2	8%	0	25	3.48	0.85
Overall quality of your program	15	60%	9	36%	1	4%	0	0%	0	25	3.56	0.57
Total/Percentage	141	62.67%	70	31.11%	9	4%	5	2.22%	0	225		

Please rate your level of satisfaction of the following…

● Very satisfied   ● Satisfied   ● Dissatisfied   ● Very dissatisfied

How effective do you perceive the College of Charleston School of Education, Health and Human Performance has prepared you to become a teacher?

How effective do you perceive the College of Charleston School of Education, Health and Human Performance 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	14	56%	8	32%	2	8%	1	4%	0	25	3.40	4.00	0.80
Total/Percentage	14	56%	8	32%	2	8%	1	4%	0	25			