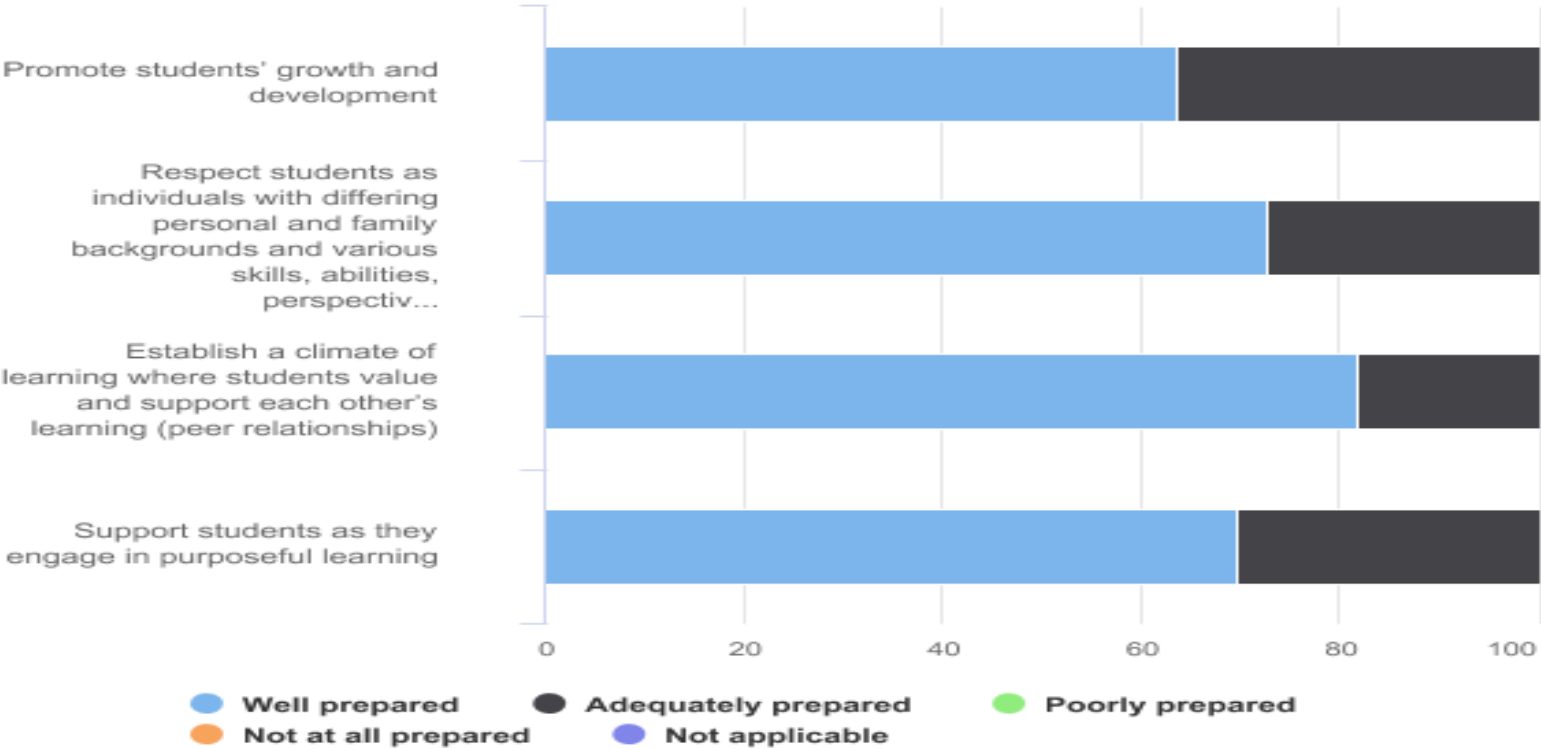


**Program Completer Survey- UNIT
Fall 2018**

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	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	21	63.64%	12	36.36%	0	0%	0	0%	0	0%	33	3.64	0.48
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	24	72.73%	9	27.27%	0	0%	0	0%	0	0%	33	3.73	0.45
Establish a climate of learning where students value and support each other's learning (peer relationships)	27	81.82%	6	18.18%	0	0%	0	0%	0	0%	33	3.82	0.39
Support students as they engage in purposeful learning	23	69.7%	10	30.3%	0	0%	0	0%	0	0%	33	3.70	0.46

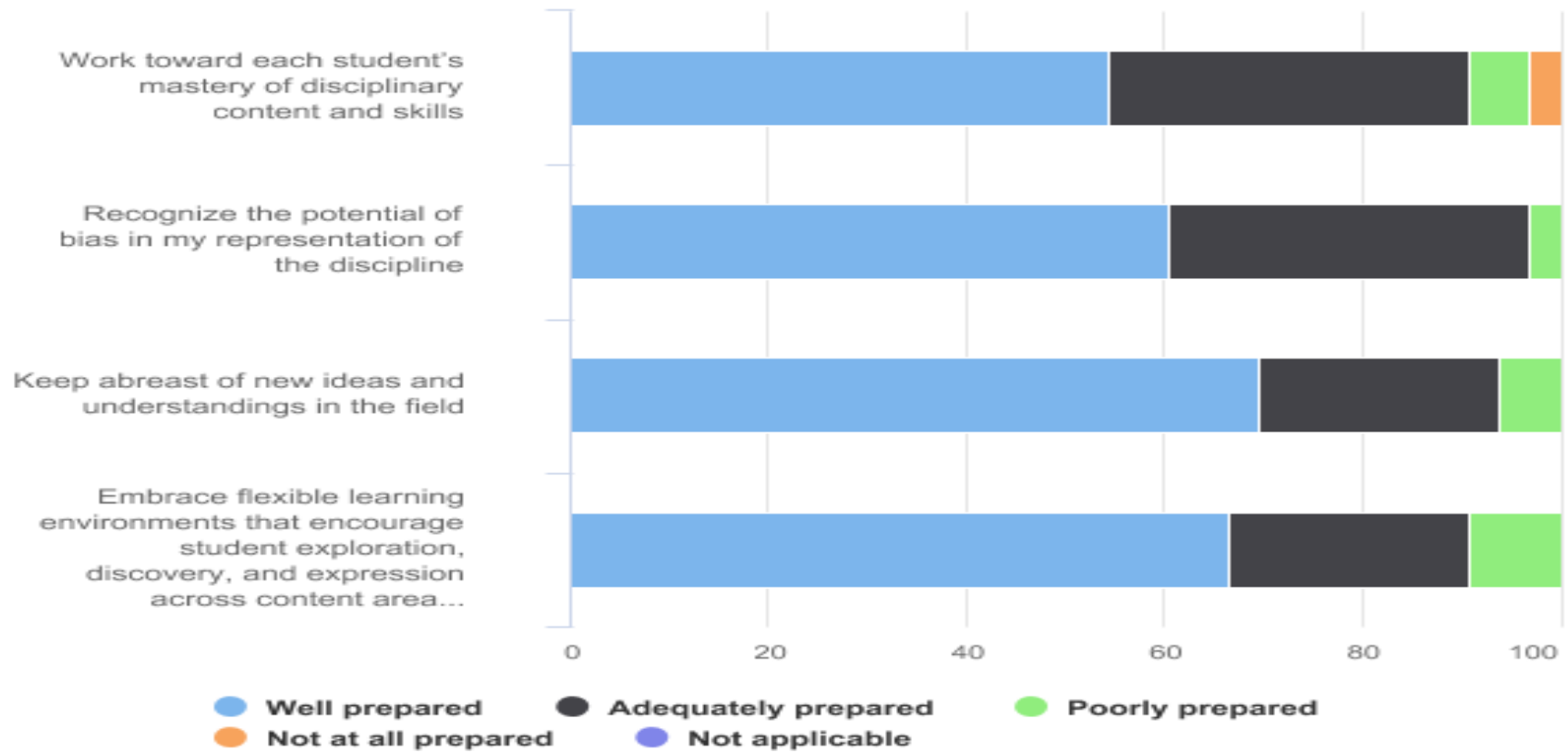
The Learner and Learning



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	Total Valid Responses	Mean	Standard Deviation
Work toward each student's mastery of disciplinary content and skills	18	54.55%	12	36.36%	2	6.06%	1	3.03%	0	0%	33	3.42	0.74
Recognize the potential of bias in my representation of the discipline	20	60.61%	12	36.36%	1	3.03%	0	0%	0	0%	33	3.58	0.55
Keep abreast of new ideas and understandings in the field	23	69.7%	8	24.24%	2	6.06%	0	0%	0	0%	33	3.64	0.59
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	22	66.67%	8	24.24%	3	9.09%	0	0%	0	0%	33	3.58	0.65

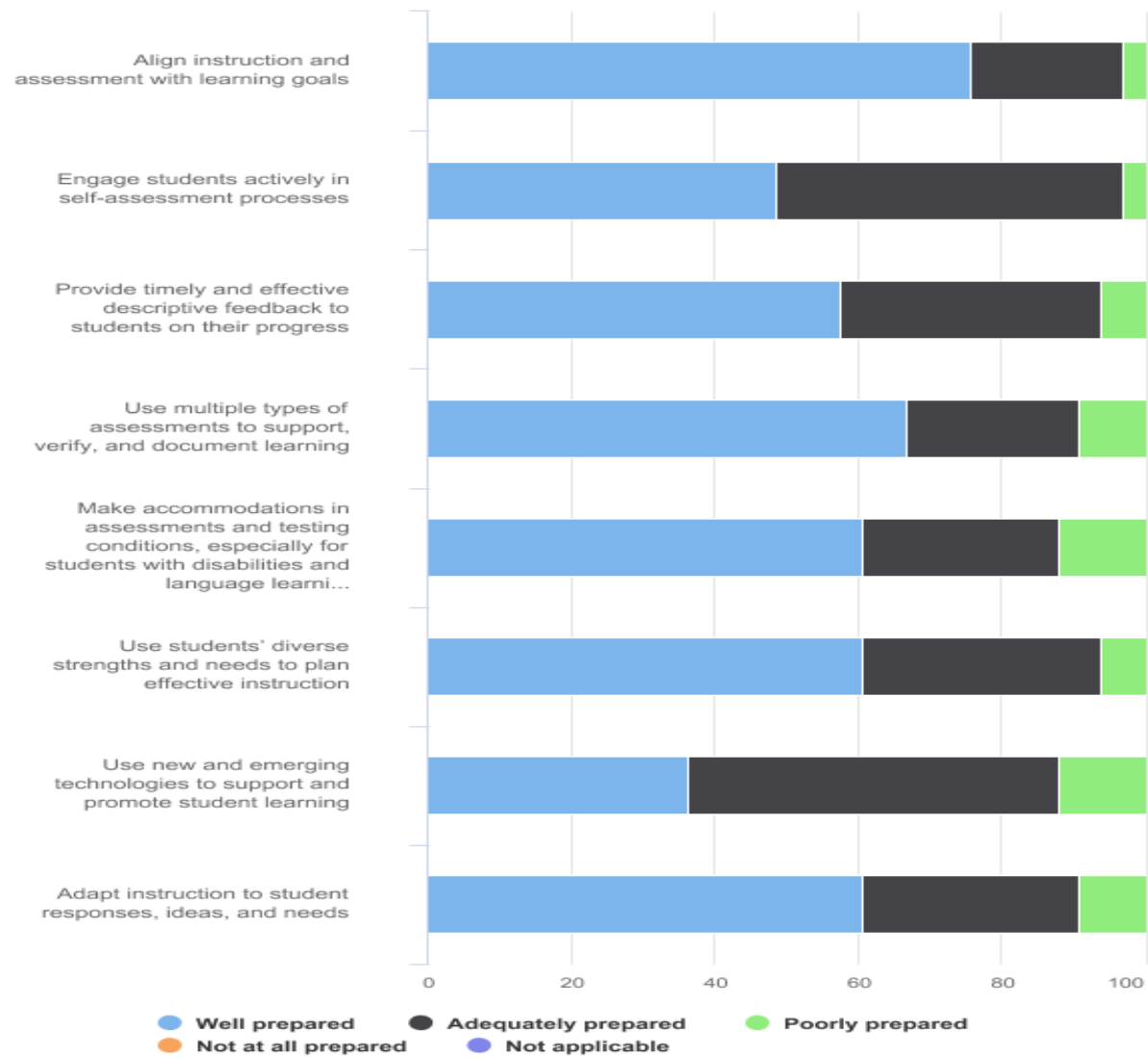
Content Knowledge



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	Total Valid Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	25	75.76%	7	21.21%	1	3.03%	0	0%	0	0%	33	3.73	0.51
Engage students actively in self-assessment processes	16	48.48%	16	48.48%	1	3.03%	0	0%	0	0%	33	3.45	0.56
Provide timely and effective descriptive feedback to students on their progress	19	57.58%	12	36.36%	2	6.06%	0	0%	0	0%	33	3.52	0.61
Use multiple types of assessments to support, verify, and document learning	22	66.67%	8	24.24%	3	9.09%	0	0%	0	0%	33	3.58	0.65
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	20	60.61%	9	27.27%	4	12.12%	0	0%	0	0%	33	3.48	0.70
Use students' diverse strengths and needs to plan effective instruction	20	60.61%	11	33.33%	2	6.06%	0	0%	0	0%	33	3.55	0.61
Use new and emerging technologies to support and promote student learning	12	36.36%	17	51.52%	4	12.12%	0	0%	0	0%	33	3.24	0.65
Adapt instruction to student responses, ideas, and needs	20	60.61%	10	30.3%	3	9.09%	0	0%	0	0%	33	3.52	0.66

Instructional Practice

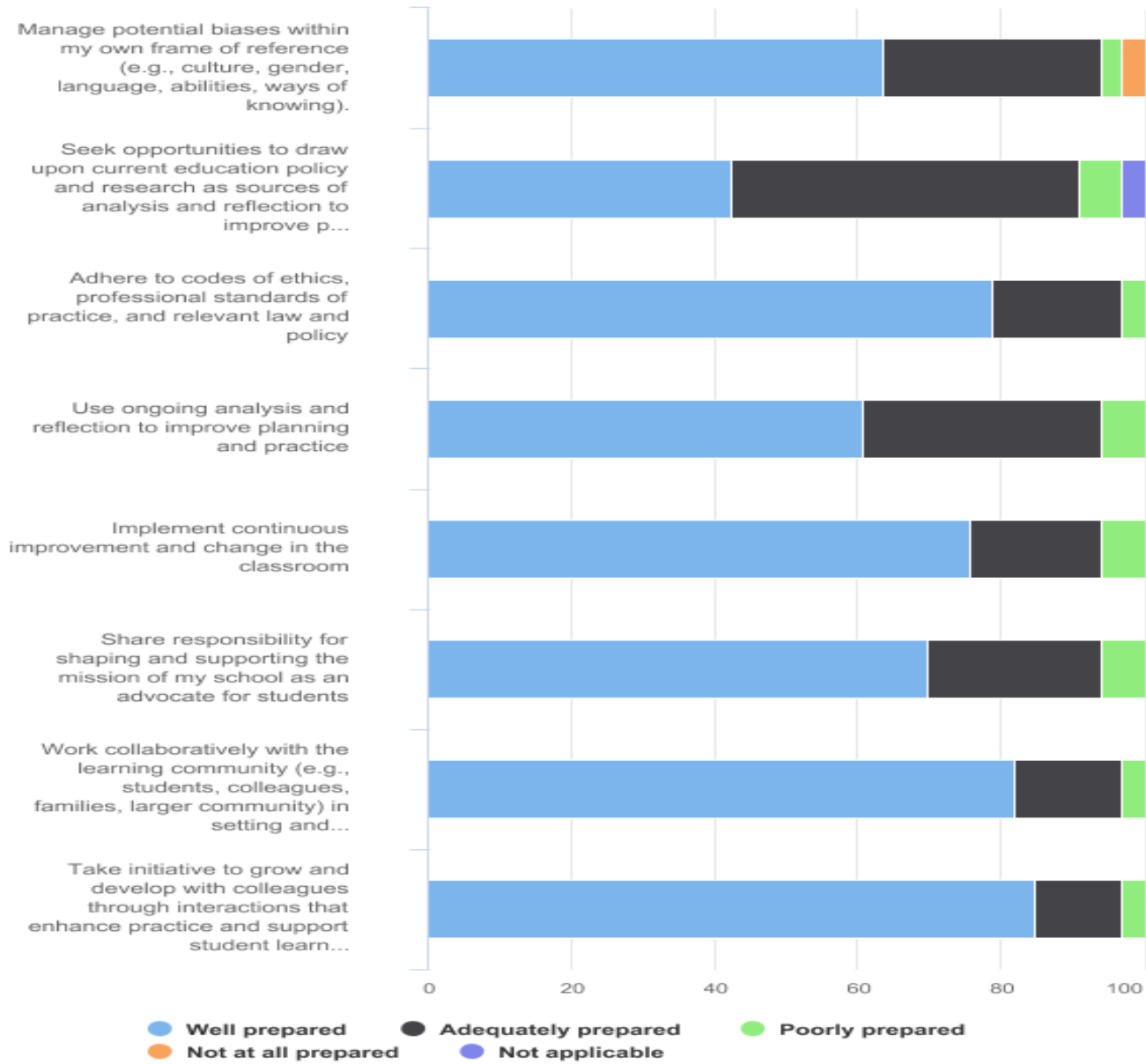


Professional Responsibility

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	Total Valid Responses	Mean	Standard Deviation
Manage potential biases within my own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	21	63.64%	10	30.3%	1	3.03%	1	3.03%	0	0%	33	3.55	0.70
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	14	42.42%	16	48.48%	2	6.06%	0	0%	1	3.03%	33	3.38	0.60
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	26	78.79%	6	18.18%	1	3.03%	0	0%	0	0%	33	3.76	0.49
Use ongoing analysis and reflection to improve planning and practice	20	60.61%	11	33.33%	2	6.06%	0	0%	0	0%	33	3.55	0.61
Implement continuous improvement and change in the classroom	25	75.76%	6	18.18%	2	6.06%	0	0%	0	0%	33	3.70	0.58
Share responsibility for shaping and supporting the mission of my school as an advocate for students	23	69.7%	8	24.24%	2	6.06%	0	0%	0	0%	33	3.64	0.59

Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	27	81.82%	5	15.15%	1	3.03%	0	0%	0	0%	33	3.79	0.48
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	28	84.85%	4	12.12%	1	3.03%	0	0%	0	0%	33	3.82	0.46

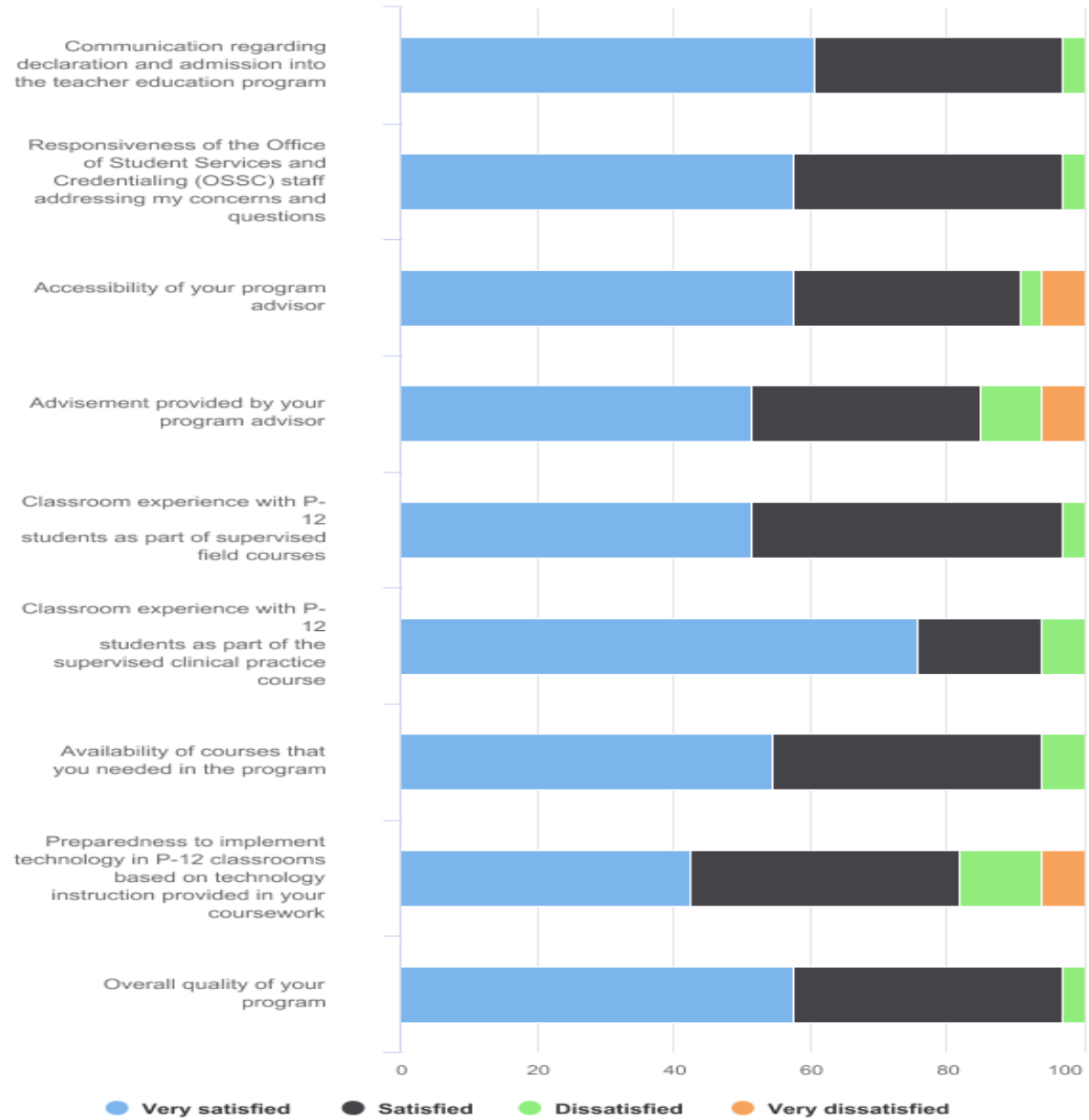
Professional Responsibility



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	Total Valid Responses	Mean	Standard Deviation
Communication regarding declaration and admission into the teacher education program	20	60.61%	12	36.36%	1	3.03%	0	0%	33	3.58	0.55
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	19	57.58%	13	39.39%	1	3.03%	0	0%	33	3.55	0.56
Accessibility of your program advisor	19	57.58%	11	33.33%	1	3.03%	2	6.06%	33	3.42	0.82
Advisement provided by your program advisor	17	51.52%	11	33.33%	3	9.09%	2	6.06%	33	3.30	0.87
Classroom experience with P-12 students as part of supervised field courses	17	51.52%	15	45.45%	1	3.03%	0	0%	33	3.48	0.56
Classroom experience with P-12 students as part of the supervised clinical practice course	25	75.76%	6	18.18%	2	6.06%	0	0%	33	3.70	0.58
Availability of courses that you needed in the program	18	54.55%	13	39.39%	2	6.06%	0	0%	33	3.48	0.61
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	14	42.42%	13	39.39%	4	12.12%	2	6.06%	33	3.18	0.87
Overall quality of your program	19	57.58%	13	39.39%	1	3.03%	0	0%	33	3.55	0.56

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



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	Total Valid Responses	Mean	Standard Deviation
Overall Effectiveness	15	45.45%	17	51.52%	1	3.03%	0	0%	33	3.42	0.55

