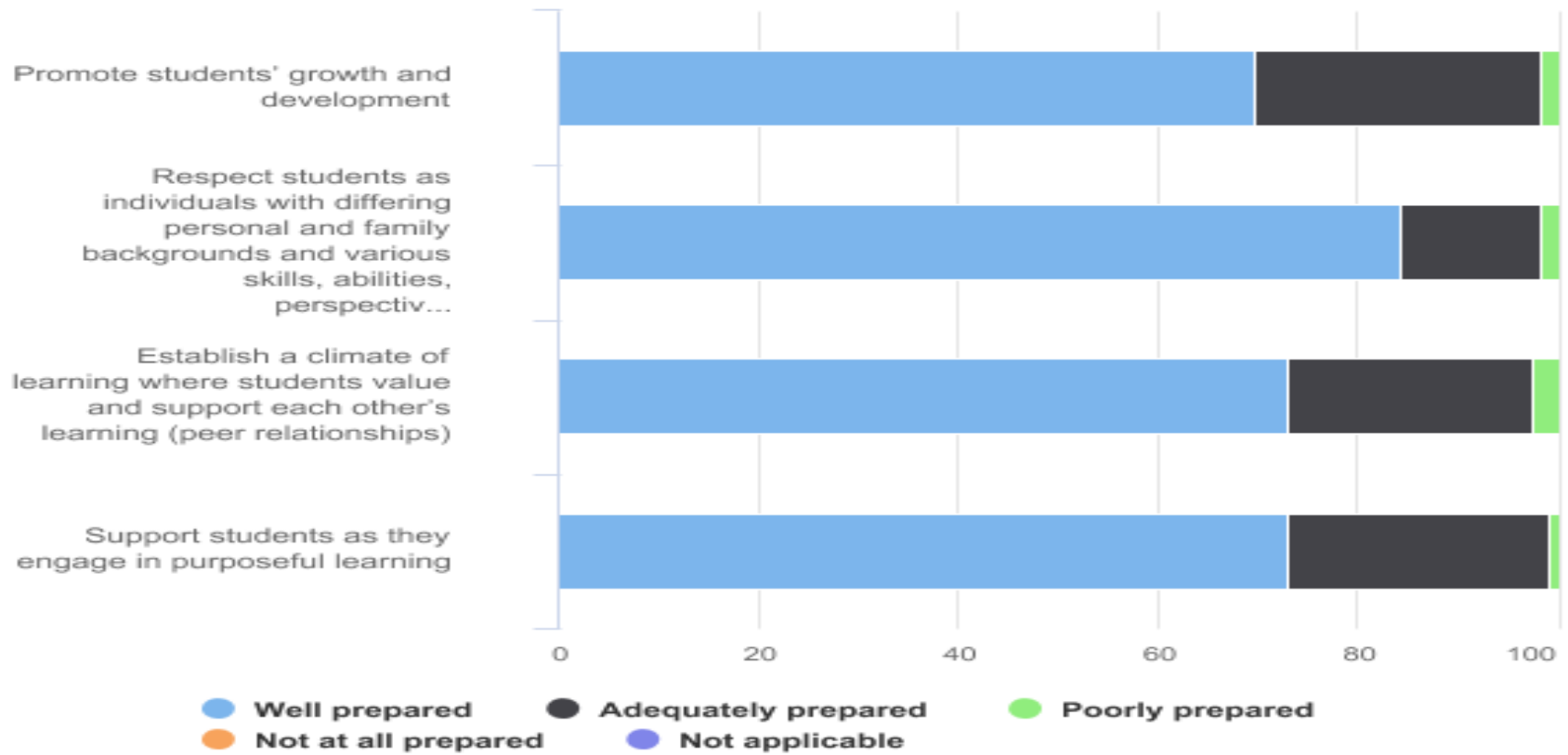


**Program Completer Survey- UNIT  
Spring 2019**

**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	85	69.67%	35	28.69%	2	1.64%	0	0%	0	0%	122	3.68	0.50
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	103	84.43%	17	13.93%	2	1.64%	0	0%	0	0%	122	3.83	0.42
Establish a climate of learning where students value and support each other's learning (peer relationships)	89	72.95%	30	24.59%	3	2.46%	0	0%	0	0%	122	3.70	0.51
Support students as they engage in purposeful learning	89	72.95%	32	26.23%	1	0.82%	0	0%	0	0%	122	3.72	0.47

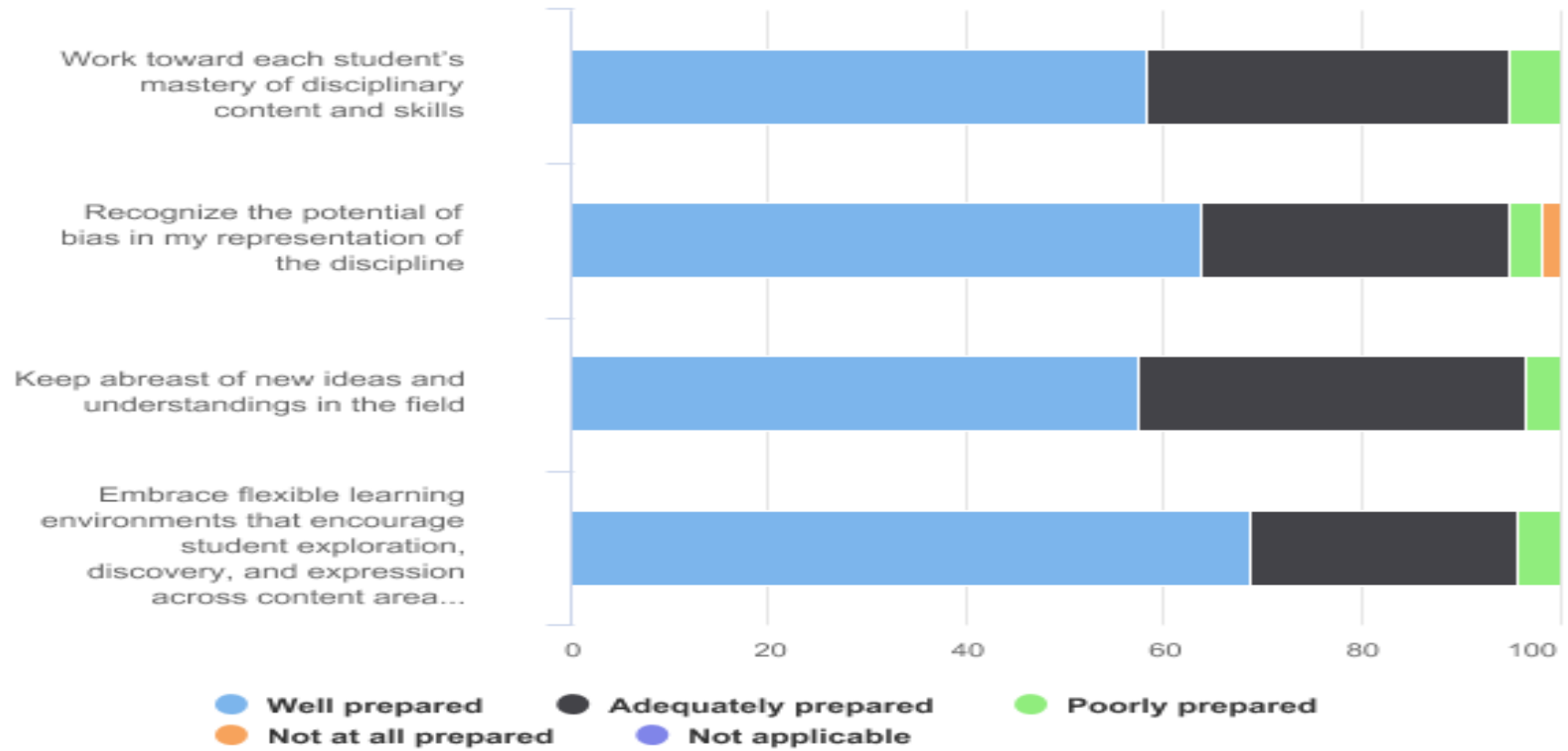
## The Learner and Learning



## 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	71	58.2%	45	36.89%	6	4.92%	0	0%	0	0%	122	3.53	0.59
Recognize the potential of bias in my representation of the discipline	78	63.93%	38	31.15%	4	3.28%	2	1.64%	0	0%	122	3.57	0.64
Keep abreast of new ideas and understandings in the field	70	57.38%	48	39.34%	4	3.28%	0	0%	0	0%	122	3.54	0.56
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	84	68.85%	33	27.05%	5	4.1%	0	0%	0	0%	122	3.65	0.56

## Content Knowledge

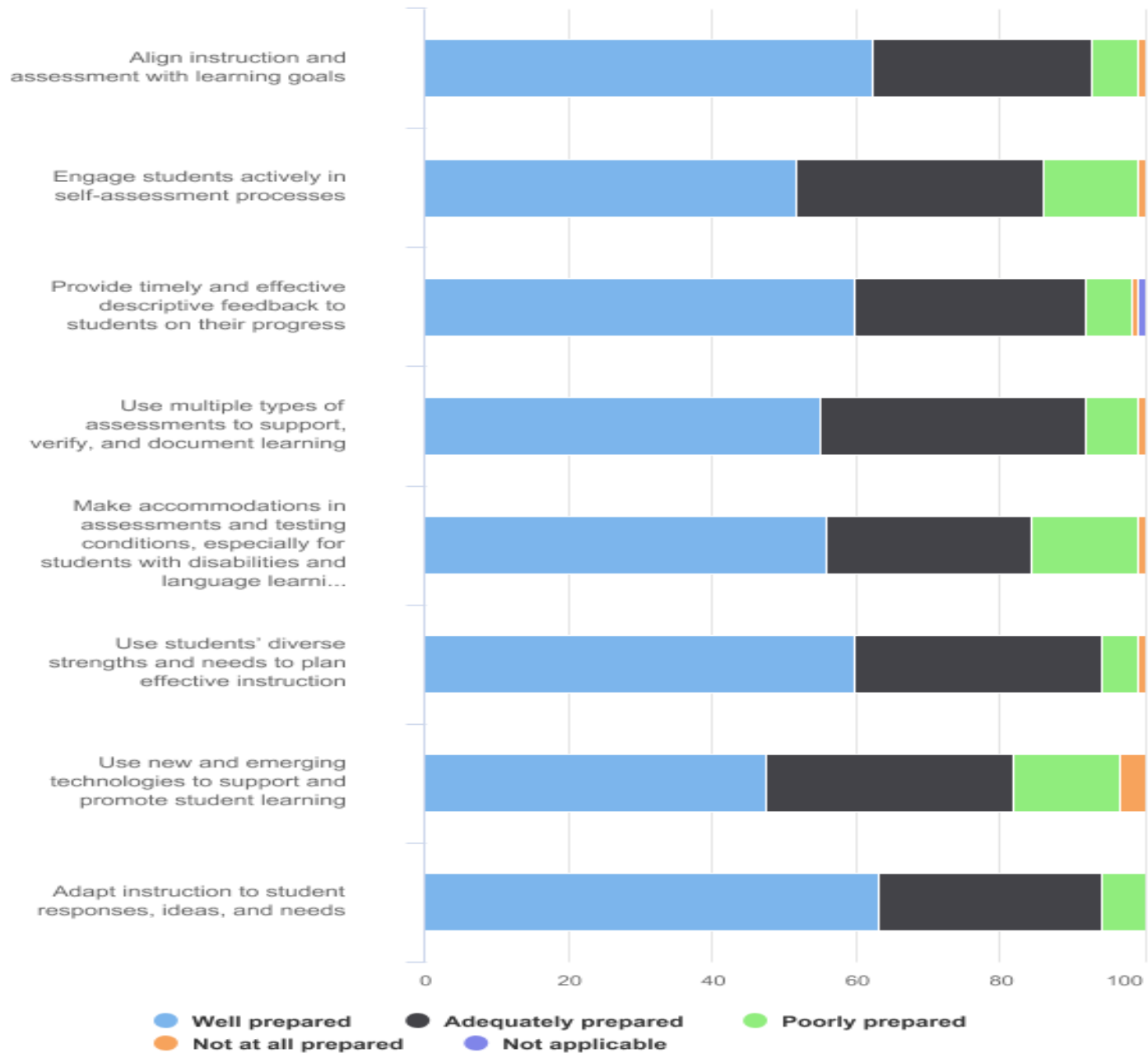


### Instructional Practice

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	76	62.3%	37	30.33%	8	6.56%	1	0.82%	0	0%	122	3.54	0.65
Engage students actively in self-assessment processes	63	51.64%	42	34.43%	16	13.11%	1	0.82%	0	0%	122	3.37	0.74
Provide timely and effective descriptive feedback to students on their progress	73	59.84%	39	31.97%	8	6.56%	1	0.82%	1	0.82%	122	3.52	0.66
Use multiple types of assessments to support, verify, and document learning	67	54.92%	45	36.89%	9	7.38%	1	0.82%	0	0%	122	3.46	0.67
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	68	55.74%	35	28.69%	18	14.75%	1	0.82%	0	0%	122	3.39	0.76
Use students' diverse strengths and needs to plan effective instruction	73	59.84%	42	34.43%	6	4.92%	1	0.82%	0	0%	122	3.53	0.63
Use new and emerging technologies to support and promote student learning	58	47.54%	42	34.43%	18	14.75%	4	3.28%	0	0%	122	3.26	0.83

Adapt instruction to student responses, ideas, and needs	77	63.11%	38	31.15%	7	5.74%	0	0%	0	0%	122	3.57	0.60
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## Instructional Practice



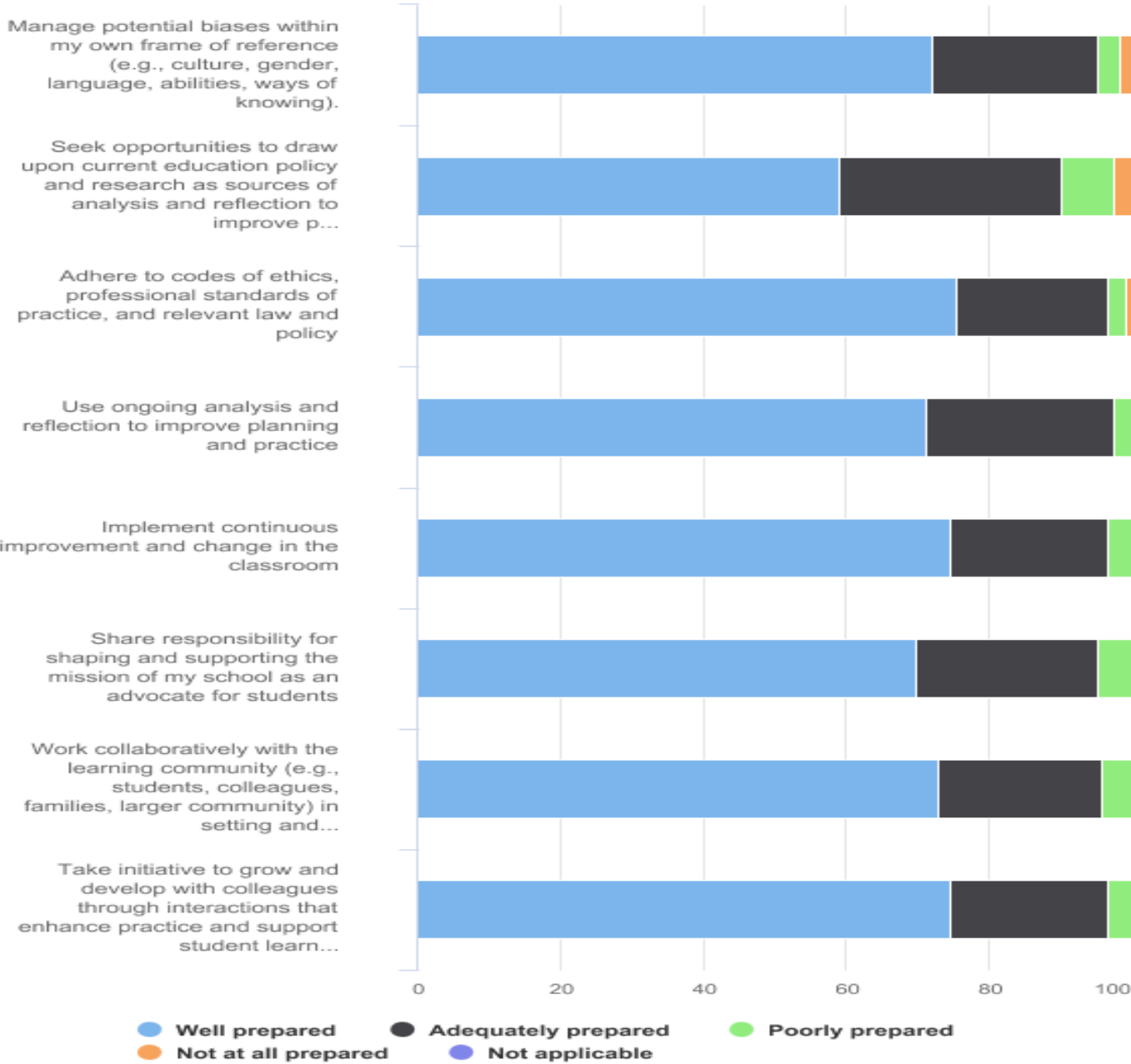
## Professional Responsibility

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).	88	72.13%	28	22.95%	4	3.28%	2	1.64%	0	0%	122	3.66	0.62
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	72	59.02%	38	31.15%	9	7.38%	3	2.46%	0	0%	122	3.47	0.74
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	92	75.41%	26	21.31%	3	2.46%	1	0.82%	0	0%	122	3.71	0.55
Use ongoing analysis and reflection to improve planning and practice	87	71.31%	32	26.23%	3	2.46%	0	0%	0	0%	122	3.69	0.51
Implement continuous improvement and change in the classroom	91	74.59%	27	22.13%	4	3.28%	0	0%	0	0%	122	3.71	0.52
Share responsibility for shaping and supporting the mission of my school as an advocate for students	85	69.67%	31	25.41%	6	4.92%	0	0%	0	0%	122	3.65	0.57



Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	89	72.95%	28	22.95%	5	4.1%	0	0%	0	0%	122	3.69	0.54
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	91	74.59%	27	22.13%	4	3.28%	0	0%	0	0%	122	3.71	0.52

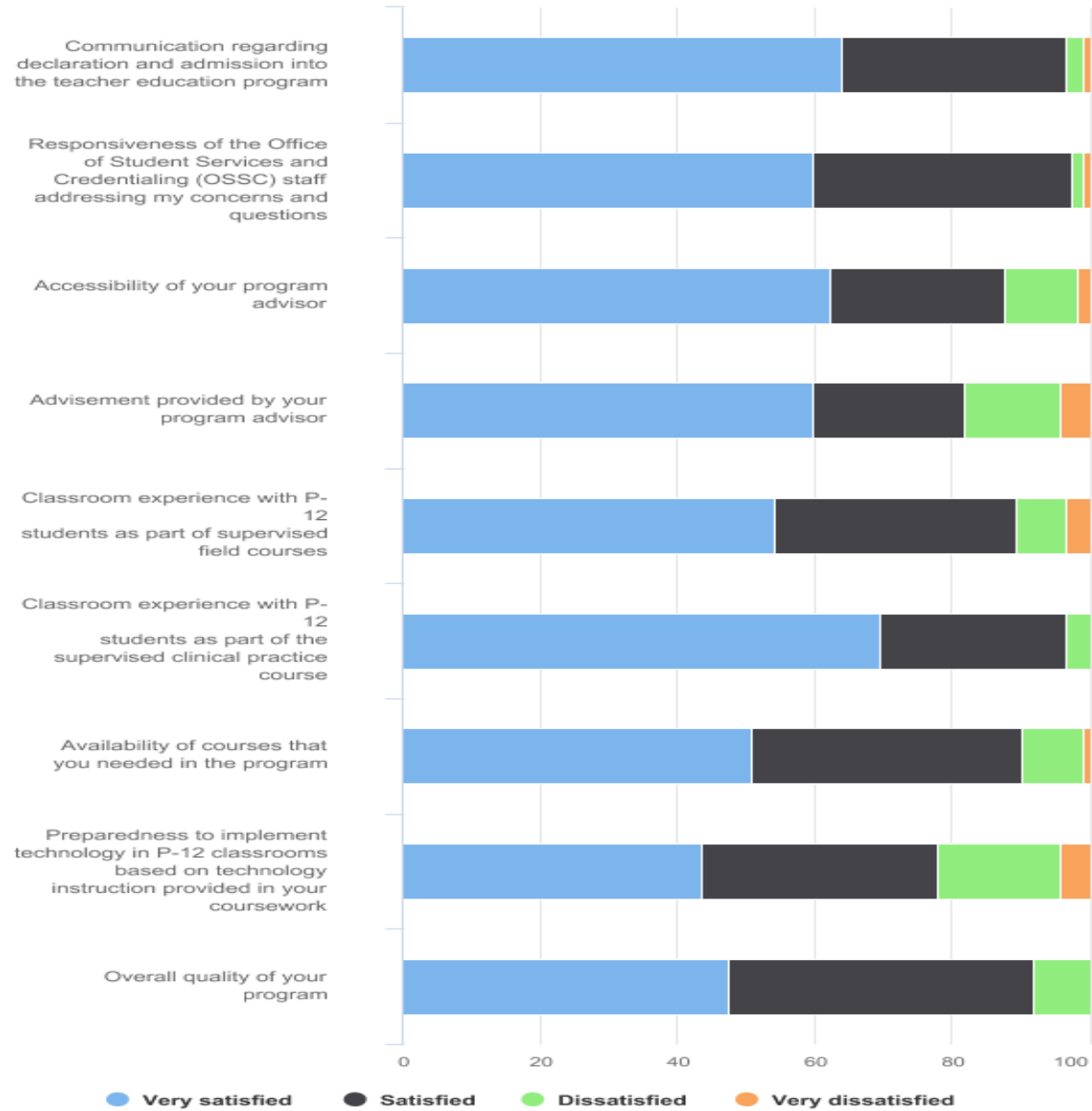
# Professional Responsibility



**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	78	63.93%	40	32.79%	3	2.46%	1	0.82%	122	3.60	0.58
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	73	59.84%	46	37.7%	2	1.64%	1	0.82%	122	3.57	0.57
Accessibility of your program advisor	76	62.3%	31	25.41%	13	10.66%	2	1.64%	122	3.48	0.75
Advisement provided by your program advisor	73	59.84%	27	22.13%	17	13.93%	5	4.1%	122	3.38	0.87
Classroom experience with P-12 students as part of supervised field courses	66	54.1%	43	35.25%	9	7.38%	4	3.28%	122	3.40	0.76
Classroom experience with P-12 students as part of the supervised clinical practice course	85	69.67%	33	27.05%	4	3.28%	0	0%	122	3.66	0.54
Availability of courses that you needed in the program	62	50.82%	48	39.34%	11	9.02%	1	0.82%	122	3.40	0.69
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	53	43.44%	42	34.43%	22	18.03%	5	4.1%	122	3.17	0.87
Overall quality of your program	58	47.54%	54	44.26%	10	8.2%	0	0%	122	3.39	0.63

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	45	36.89%	66	54.1%	10	8.2%	1	0.82%	122	3.27	0.64

