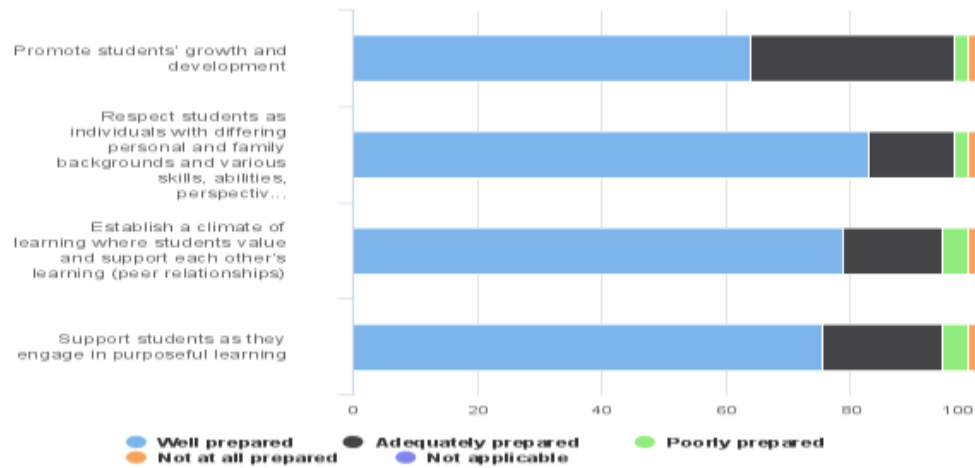


Spring 2022 Exit Survey

The Learner and Learning

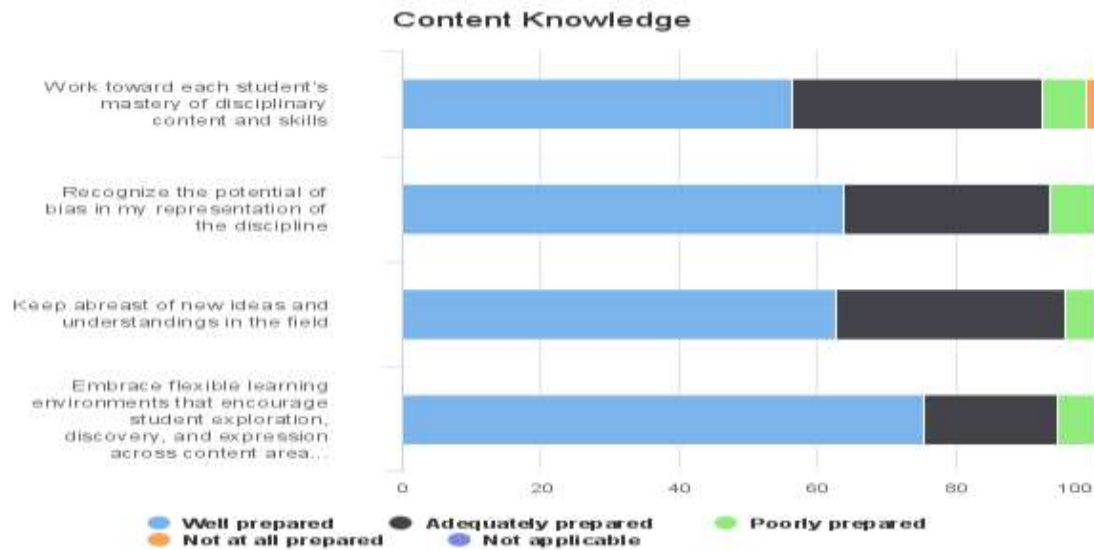
The Learner and Learning	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Promote students' growth and development	60	63.83%	31	32.98%	2	2.13%	1	1.06%	0	0%	0	94	3.60	0.59
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	78	82.98%	13	13.83%	2	2.13%	1	1.06%	0	0%	0	94	3.79	0.52
Establish a climate of learning where students value and support each other's learning (peer relationships)	74	78.72%	15	15.96%	4	4.26%	1	1.06%	0	0%	0	94	3.72	0.59
Support students as they engage in purposeful learning	71	75.53%	18	19.15%	4	4.26%	1	1.06%	0	0%	0	94	3.69	0.60
Total/Percentage	283	75.27%	77	20.48%	12	3.19%	4	1.06%	0	0%	0	376		

The Learner and Learning



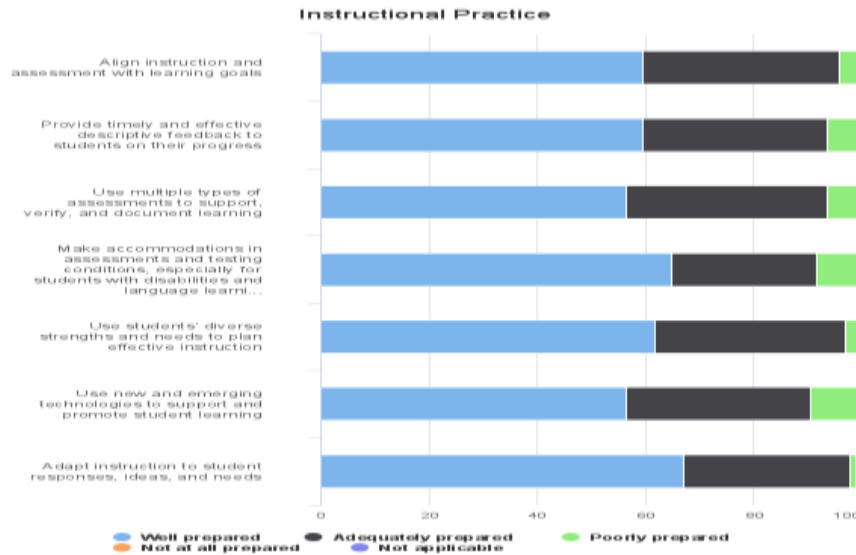
Content Knowledge

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	53	56.38%	34	36.17%	6	6.38%	1	1.06%	0	0%	0	94	3.48	0.66
Recognize the potential of bias in my representation of the discipline	60	63.83%	28	29.79%	6	6.38%	0	0%	0	0%	0	94	3.57	0.61
Keep abreast of new ideas and understandings in the field	59	62.77%	31	32.98%	4	4.26%	0	0%	0	0%	0	94	3.59	0.57
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	71	75.53%	18	19.15%	5	5.32%	0	0%	0	0%	0	94	3.70	0.56
Total/Percentage	243	64.63%	111	29.52%	21	5.59%	1	0.27%	0	0%	0	376		



Instructional Practice

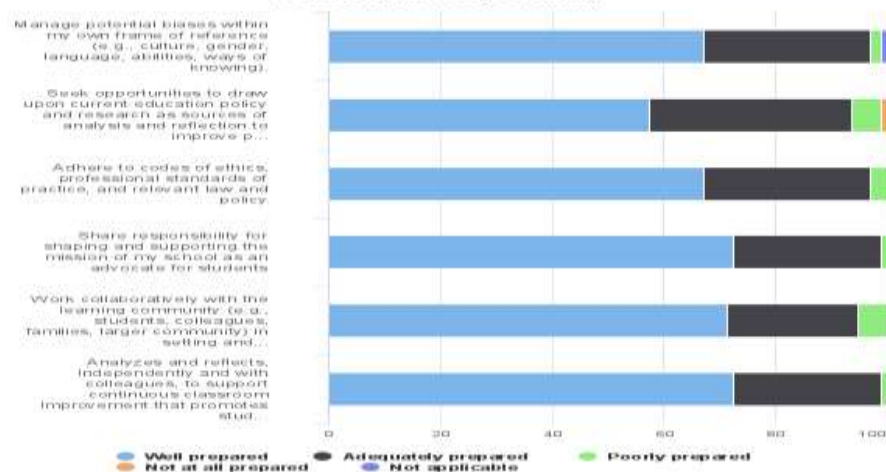
Instructional Practice	# Well prepared	% Well prepared	# Adequately prepared	% Adequately prepared	# Poorly prepared	% Poorly prepared	# Not at all prepared	% Not at all prepared	# Not applicable	% Not applicable	# No Response	Total Valid Responses	Mean	Standard Deviation
Align instruction and assessment with learning goals	56	59.57%	34	36.17%	4	4.26%	0	0%	0	0%	0	94	3.55	0.58
Provide timely and effective descriptive feedback to students on their progress	56	59.57%	32	34.04%	6	6.38%	0	0%	0	0%	0	94	3.53	0.61
Use multiple types of assessments to support, verify, and document learning	53	56.38%	35	37.23%	6	6.38%	0	0%	0	0%	0	94	3.50	0.61
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	61	64.89%	25	26.6%	8	8.51%	0	0%	0	0%	0	94	3.56	0.65
Use students' diverse strengths and needs to plan effective instruction	58	61.7%	33	35.11%	3	3.19%	0	0%	0	0%	0	94	3.59	0.55
Use new and emerging technologies to support and promote student learning	53	56.38%	32	34.04%	9	9.57%	0	0%	0	0%	0	94	3.47	0.66
Adapt instruction to student responses, ideas, and needs	63	67.02%	29	30.85%	1	1.06%	1	1.06%	0	0%	0	94	3.64	0.56
Total/Percentage	400	60.79%	220	33.43%	37	5.62%	1	0.15%	0	0%	0	658		



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).	63	67.02%	28	29.79%	2	2.13%	0	0%	1	1.06%	0	94	3.66	0.52
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	54	57.45%	34	36.17%	5	5.32%	1	1.06%	0	0%	0	94	3.50	0.65
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	63	67.02%	28	29.79%	3	3.19%	0	0%	0	0%	0	94	3.64	0.54
Share responsibility for shaping and supporting the mission of my school as an advocate for students	68	72.34%	25	26.6%	1	1.06%	0	0%	0	0%	0	94	3.71	0.48
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	67	71.28%	22	23.4%	5	5.32%	0	0%	0	0%	0	94	3.66	0.58
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	68	72.34%	25	26.6%	1	1.06%	0	0%	0	0%	0	94	3.71	0.48
Total/Percentage	383	67.91%	162	28.72%	17	3.01%	1	0.18%	1	0.18%	0	564		

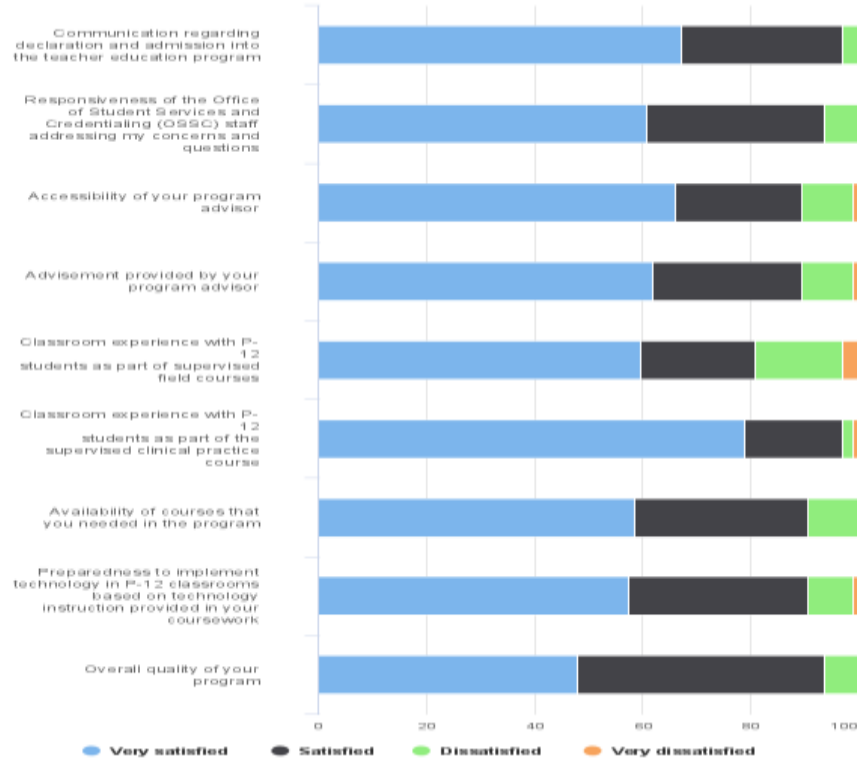
Professional Responsibility



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	63	67.02%	28	29.79%	3	3.19%	0	0%	0	94	3.64	0.54
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	57	60.64%	31	32.98%	6	6.38%	0	0%	0	94	3.54	0.61
Accessibility of your program advisor	62	65.96%	22	23.4%	9	9.57%	1	1.06%	0	94	3.54	0.71
Advisement provided by your program advisor	58	61.7%	26	27.66%	9	9.57%	1	1.06%	0	94	3.50	0.71
Classroom experience with P-12 students as part of supervised field courses	56	59.57%	20	21.28%	15	15.96%	3	3.19%	0	94	3.37	0.86
Classroom experience with P-12 students as part of the supervised clinical practice course	74	78.72%	17	18.09%	2	2.13%	1	1.06%	0	94	3.74	0.54
Availability of courses that you needed in the program	55	58.51%	30	31.91%	9	9.57%	0	0%	0	94	3.49	0.66
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	54	57.45%	31	32.98%	8	8.51%	1	1.06%	0	94	3.47	0.69
Overall quality of your program	45	47.87%	43	45.74%	6	6.38%	0	0%	0	94	3.41	0.61
Total/Percentage	524	61.94%	248	29.31%	67	7.92%	7	0.83%	0	846		

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?

How effective do you perceive the College of Charleston School of Education, Health and Human Performance has prepared you to	# 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	39	41.49%	48	51.06%	6	6.38%	1	1.06%	0	94	3.33	3.00	0.64
Total/Percentage	39	41.49%	48	51.06%	6	6.38%	1	1.06%	0	94			