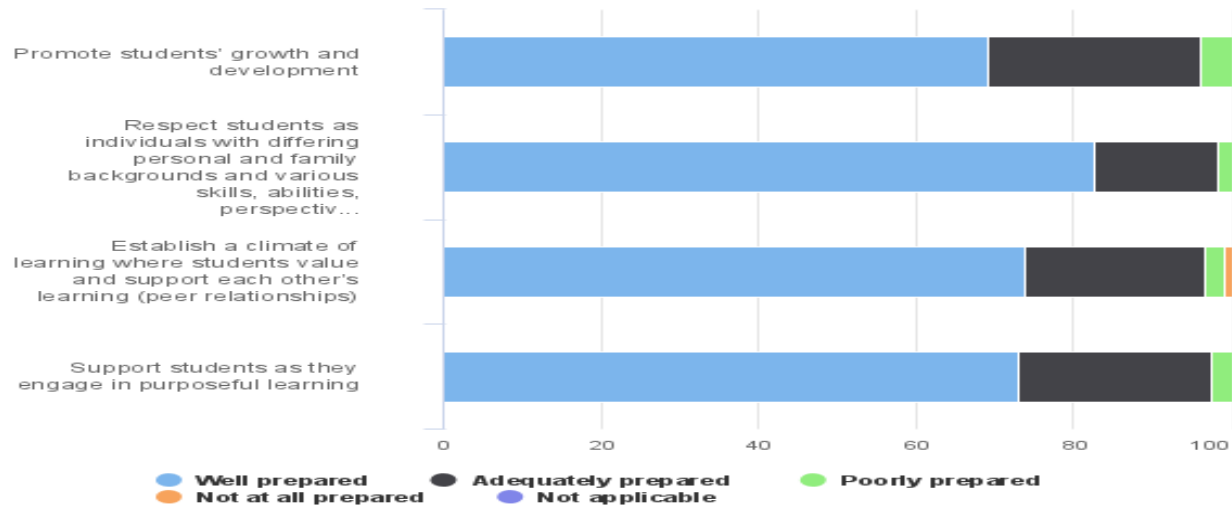**Spring 2023 Exit Survey**

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	87	69.05%	34	26.98%	5	3.97%	0	0%	0	0%	0	126	3.65	0.55
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	104	82.54%	20	15.87%	2	1.59%	0	0%	0	0%	0	126	3.81	0.43
Establish a climate of learning where students value and support each other's learning (peer relationships)	93	73.81%	29	23.02%	3	2.38%	1	0.79%	0	0%	0	126	3.70	0.55
Support students as they engage in purposeful learning	92	73.02%	31	24.6%	3	2.38%	0	0%	0	0%	0	126	3.71	0.51
Total/Percentage	376	74.6%	114	22.62%	13	2.58%	1	0.2%	0	0%	0	504		

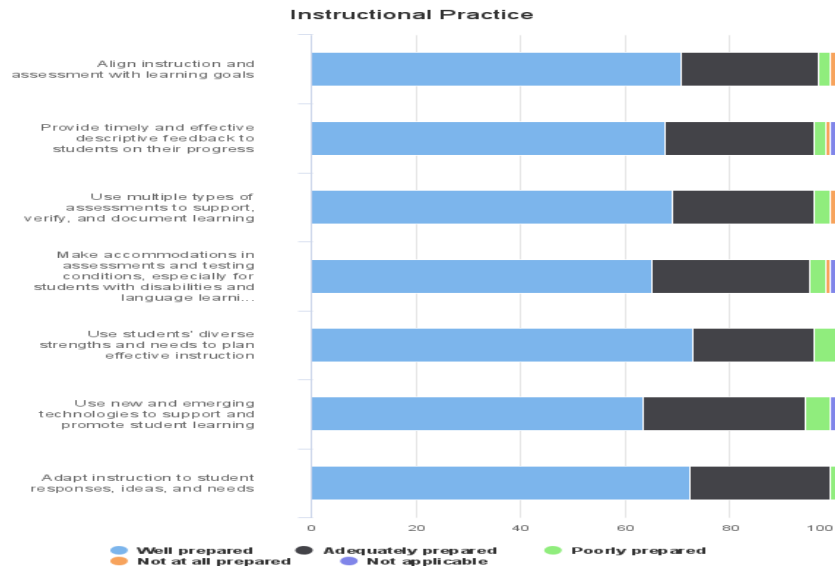**Content Knowledge**

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	74	58.73%	47	37.3%	5	3.97%	0	0%	0	0%	0	126	3.55	0.57
Recognize the potential of bias in my representation of the discipline	86	68.25%	36	28.57%	3	2.38%	0	0%	1	0.79%	0	126	3.66	0.52
Keep abreast of new ideas and understandings in the field	85	67.46%	35	27.78%	5	3.97%	1	0.79%	0	0%	0	126	3.62	0.60
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	96	76.19%	28	22.22%	2	1.59%	0	0%	0	0%	0	126	3.75	0.47
Total/Percentage	341	67.66%	146	28.97%	15	2.98%	1	0.2%	1	0.2%	0	504		

Content Knowledge

- Well prepared
- Adequately prepared
- Poorly prepared
- Not at all prepared
- Not applicable
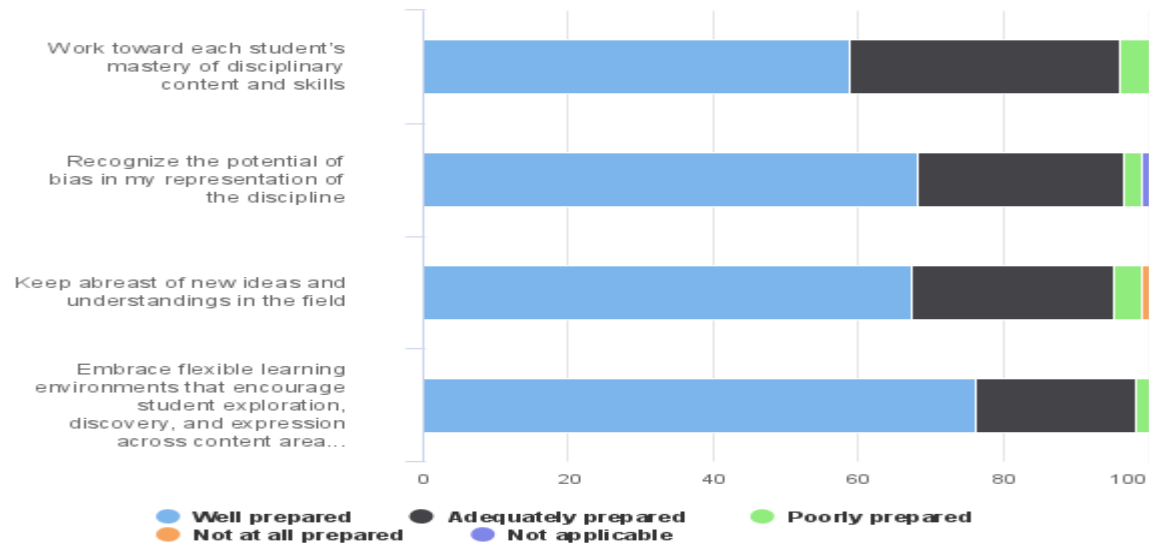
Instructional Practice

Instructional Practice	# Well prepared	% Well prepared	# Adequately	% Adequately	# 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	89	70.63%	33	26.19%	3	2.38%	1	0.79%	0	0%	0	126	3.67	0.56
Provide timely and effective descriptive feedback to students on their progress	85	67.46%	36	28.57%	3	2.38%	1	0.79%	1	0.79%	0	126	3.64	0.57
Use multiple types of assessments to support, verify, and document learning	87	69.05%	34	26.98%	4	3.17%	1	0.79%	0	0%	0	126	3.64	0.58
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	82	65.08%	38	30.16%	4	3.17%	1	0.79%	1	0.79%	0	126	3.61	0.59
Use students' diverse strengths and needs to plan effective instruction	92	73.02%	29	23.02%	5	3.97%	0	0%	0	0%	0	126	3.69	0.54
Use new and emerging technologies to support and promote student learning	80	63.49%	39	30.95%	6	4.76%	0	0%	1	0.79%	0	126	3.59	0.58
Adapt instruction to student responses, ideas, and needs	91	72.22%	34	26.98%	1	0.79%	0	0%	0	0%	0	126	3.71	0.47
Total/Percentage	606	68.71%	243	27.55%	26	2.95%	4	0.45%	3	0.34%	0	882		

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).	98	77.78%	27	21.43%	0	0%	1	0.79%	0	0%	0	126	3.76	0.48
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	82	65.08%	38	30.16%	4	3.17%	1	0.79%	1	0.79%	0	126	3.61	0.59
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	92	73.02%	29	23.02%	5	3.97%	0	0%	0	0%	0	126	3.69	0.54
Share responsibility for shaping and supporting the mission of my school as an advocate for students	94	74.6%	31	24.6%	1	0.79%	0	0%	0	0%	0	126	3.74	0.46
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	95	75.4%	25	19.84%	6	4.76%	0	0%	0	0%	0	126	3.71	0.55
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	99	78.57%	25	19.84%	2	1.59%	0	0%	0	0%	0	126	3.77	0.46
Total/Percentage	560	74.07%	175	23.15%	18	2.38%	2	0.26%	1	0.13%	0	756		

Professional Responsibility
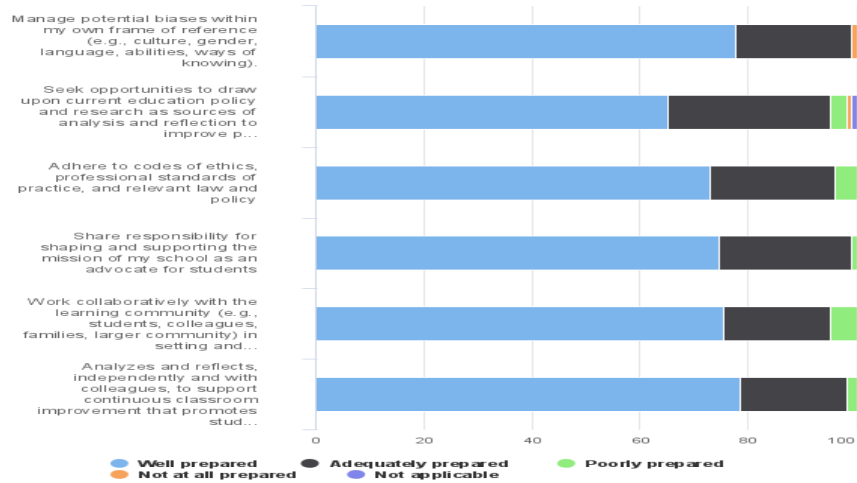
Please rate your level of satisfaction

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	83	66.4%	36	28.8%	4	3.2%	2	1.6%	1	125	3.60	0.63
Responsiveness of the Office of Student Services and Credentialing (OSSC) staff addressing my concerns and questions	70	55.56%	48	38.1%	5	3.97%	3	2.38%	0	126	3.47	0.69
Accessibility of your program advisor	77	61.11%	42	33.33%	6	4.76%	1	0.79%	0	126	3.55	0.62
Advisement provided by your program advisor	77	61.11%	38	30.16%	8	6.35%	3	2.38%	0	126	3.50	0.72
Classroom experience with P-12 students as part of supervised field courses	75	59.52%	37	29.37%	11	8.73%	3	2.38%	0	126	3.46	0.75
Classroom experience with P-12 students as part of the supervised clinical practice course	94	74.6%	24	19.05%	6	4.76%	2	1.59%	0	126	3.67	0.64
Availability of courses that you needed in the program	72	57.14%	41	32.54%	10	7.94%	3	2.38%	0	126	3.44	0.74
Preparedness to implement technology in P-12 classrooms based on technology instruction provided in your coursework	71	56.35%	44	34.92%	10	7.94%	1	0.79%	0	126	3.47	0.67
Overall quality of your program	65	51.59%	54	42.86%	6	4.76%	1	0.79%	0	126	3.45	0.62
Total/Percentage	684	60.37%	364	32.13%	66	5.83%	19	1.68%	1	1133		

Please rate your level of satisfaction of the following…
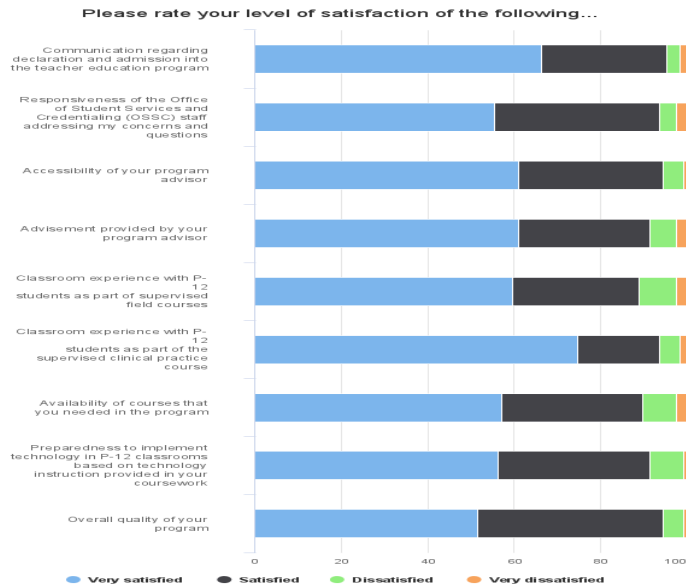
How effective do you perceive the College of Charleston School of Education, Health and Human Performance has prepared you to become a teacher?

How effective do you perceive the College of Charleston School of	# More than effective	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	52	41.27%	64	50.79%	9	7.14%	1	0.79%	0	126	3.33	3.00	0.64
Total/Percentage	52	41.27%	64	50.79%	9	7.14%	1	0.79%	0	126			