



School of Education Exit Survey: Fall 2019

Prepared by the USC Aiken Office of Institutional Effectiveness

The purpose of the School of Education Exit Survey is to determine the level of satisfaction students experienced as Education majors. The students are asked to rate their professors, advisors, courses and overall quality of the school.

The survey was conducted online during the month of November. An invitation was sent to senior Education students to provide feedback on their experiences. The results from the Fall 2019 survey are listed below.

School of Education Senior Exit Survey, Fall 2019

General Information

What was the semester you completed your teaching internship?		
	Frequency	Percent
Fall Semester	17	100.00
Spring Semester	0	0.00
Summer Semester		
Total	17	100.00

Program Area		
	Frequency	Percent
Early Childhood	5	29.41
Elementary	6	35.29
Middle Level	1	5.88
Secondary	2	11.76
Special Education	2	11.76
Music Education	1	5.88
Total	17	100.00

Gender		
	Frequency	Percent
Female	14	82.35
Male	3	17.65
Total	17	100.00

Age		
	Frequency	Percent
Under 23 years old	8	47.06
23-34 years old	7	41.18
35-45 years old	2	11.76
Over 45 years old	0	0.00
Total	17	100.00

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Ethnicity		
	Frequency	Percent
Nonresident Alien	0	0.0
Hispanic/Latino	0	0.0
American Indian or Alaska Native	1	5.88
Asian	0	0.0
Black or African American	3	17.65
Native Hawaiian or Other Pacific Islander	0	0.0
White	12	70.59
Two or More Races	1	5.88
Race and Ethnicity are unknown	0	0.0
Total	17	100.00

On which campus did you complete the majority of your coursework?		
	Frequency	Percent
Aiken	15	88.24
Salkehatchie	2	11.76
Total	17	100.00

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How satisfied are you with your overall education program?														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	20.00	0	0.0	0	0.0	1	50.00	0	0.0	0	0.0	2	11.76
Satisfied	3	60.00	3	50.00	1	100.00	1	50.00	1	50.00	0	0.0	9	52.94
Neutral	1	20.00	3	50.00	0	0.0	0	0.0	1	50.00	1	100.00	6	35.29
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Please indicate how well the Education Program prepared you in relation to:

Long Range Planning														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	20.00	1	16.67	1	40.00	0	0.0	0	0.0	0	0.0	3	17.65
Satisfied	0	0.00	3	50.00	0	0.0	0	0.0	2	100.00	0	0.0	5	29.41
Neutral	2	40.00	2	33.33	0	0.0	1	50.00	0	0.0	0	0.0	5	29.41
Dissatisfied	1	20.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	2	11.76
Very Dissatisfied	1	20.00	0	0.0	0	0.0	1	50.00	0	0.0	0	0.0	2	11.76
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Short Range Planning														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	1	16.67	1	100.00	0	0.0	0	0.0	0	0.0	4	23.53
Satisfied	3	60.00	3	50.00	0	0.0	2	100.00	2	50.00	0	0.0	10	58.82
Neutral	0	0.0	2	33.33	0	0.0	0	0.0	0	0.0	0	0.0	2	11.76
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Planning Assessments and Using Data														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	20.00	1	20.00	1	100.00	0	0.0	0	0.0	0	0.0	3	17.65
Satisfied	2	40.00	3	50.00	0	0.0	1	50.00	0	0.0	0	0.0	6	35.29
Neutral	0	8.33	2	33.33	0	0.0	1	50.00	2	100.00	0	0.0	5	29.41
Dissatisfied	0	0.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	5.88
Very Dissatisfied	2	40.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	11.76
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Establishing High Expectations														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	4	80.00	1	16.67	1	100.00	2	100.00	2	100.0	1	100.0	11	64.71
Satisfied	1	20.00	3	50.00	0	0.0	0	0.0	0	0.0	0	0.0	4	23.53
Neutral	0	0.0	2	33.33	0	0.0	0	0.0	0	0.0	0	0.0	2	11.76
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Instructional Strategies														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	4	80.00	1	16.67	1	100.00	2	100.00	1	50.00	1	100.00	10	58.82
Satisfied	1	20.00	4	66.67	0	0.0	0	0.0	1	50.00	0	0.0	6	35.29
Neutral	0	0.0	1	16.67	0	0.0	0	0.0	0	0.0	0	0.0	1	5.88
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Providing Content to Learners															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	4	80.00	1	16.67	1	100.00	1	50.00	1	50.00	1	100.00	9	52.94	
Satisfied	1	20.00	4	66.67	0	0.0	1	50.00	1	50.00	0	0.0	7	41.18	
Neutral	0	0.0	1	16.67	0	0.0	0	0.0	0	0.0	0	0.0	1	5.88	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00	

Monitoring, Assessing and Enhancing Learning															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	3	60.00	1	16.67	1	100.00	0	0.0	0	0.0	1	100.00	6	35.29	
Satisfied	2	40.00	3	50.00	0	0.0	2	100.00	1	50.00	0	0.0	8	47.06	
Neutral	0	0.0	2	33.33	0	0.0	0	0.0	0	0.0	0	0.0	2	11.76	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00	

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Maintaining the Learning Environment														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	1	16.67	1	100.00	1	50.00	0	0.0	1	100.00	6	35.29
Satisfied	2	40.00	3	50.00	0	0.0	1	50.00	1	50.00	0	0.0	7	41.18
Neutral	1	20.00	2	33.33	0	0.0	0	0.0	0	0.0	0	0.0	3	17.65
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Managing the Classroom														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	1	16.67	0	0.0	1	50.00	0	0.0	0	0.0	4	23.53
Satisfied	3	60.00	4	66.67	1	100.00	1	50.00	0	0.0	0	0.0	9	52.94
Neutral	0	0.0	1	16.67	0	0.0	0	0.0	1	50.00	0	0.0	2	11.76
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	1	100.00	2	11.76
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Professionalism														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	4	80.00	1	16.67	1	100.00	1	50.00	1	50.00	1	100.00	9	52.94
Satisfied	1	20.00	4	66.67	0	0.0	0	0.0	1	50.00	0	0.0	6	35.29
Neutral	0	0.0	1	16.67	0	0.0	1	50.00	0	0.0	0	0.0	2	11.76
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Technology Integration														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	1	16.67	1	100.00	0	0.0	0	0.0	1	100.00	5	29.41
Satisfied	1	20.00	3	50.00	0	0.0	1	50.00	0	0.0	0	0.0	5	29.41
Neutral	1	20.00	2	33.33	0	0.0	1	50.0	1	50.00	0	0.0	5	29.41
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88
Very Dissatisfied	1	20.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.88
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Diverse Learners														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	1	16.67	1	100.00	0	50.00	2	100.00	0	0.0	7	41.18
Satisfied	1	20.00	3	50.00	0	0.0	1	50.00	0	0.0	1	100.00	6	35.29
Neutral	0	0.0	2	33.33	0	0.0	0	0.0	0	0.0	0	0.0	2	11.76
Dissatisfied	1	20.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	1	5.88
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

English Language Learners														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	20.00	0	0.0	0	0.0	0	25.00	0	0.0	0	0.0	1	5.88
Satisfied	1	20.00	4	66.67	0	0.0	1	75.00	1	50.00	0	0.0	7	41.18
Neutral	1	20.00	1	16.67	1	100.00	0	0.0	0	0.0	0	0.0	3	17.65
Dissatisfied	2	40.00	1	16.67	0	0.0	0	0.0	1	50.00	0	0.0	4	23.53
Very Dissatisfied	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	100.0	2	11.76
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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The following items ask you to rate several services and/or resources of the School of Education at the campus which you took most of your coursework. For example, if you took most of your coursework at USC Salkehatchie, you would be rating the following services for USC Salkehatchie as it served you as an Education student.

Scheduling of Education Classes														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.00	0	0.0	0	0.0	0	0.0	0	0.0	3	17.65
Satisfied	2	40.00	3	50.00	0	0.0	1	50.00	1	50.00	0	0.0	7	41.18
Neutral	0	0.0	3	50.00	0	0.0	1	50.00	0	0.0	0	0.0	4	23.53
Dissatisfied	0	0.0	0	0.0	1	100.00	0	0.0	1	50.00	1	100.00	3	17.65
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Academic advisement from the School of Education														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	4	23.53
Satisfied	2	40.00	4	66.67	0	0.0	1	50.00	1	50.00	0	0.0	8	47.06
Neutral	0	0.0	2	33.33	0	0.0	1	50.00	0	0.0	0	0.0	3	17.65
Dissatisfied	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.0	2	11.76
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.0	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Scheduling of non-Education classes														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	4	23.53
Satisfied	2	40.00	4	66.67	1	100.00	1	50.00	1	50.00	0	0.0	9	52.94
Neutral	0	0.0	2	33.33	0	0.0	1	50.00	1	50.00	0	0.0	4	23.53
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Helpfulness of School of Education administrative asst.														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.00	0	0.0	0	0.0	1	50.00	1	100.00	5	29.41
Satisfied	2	40.00	5	83.33	1	100.00	1	50.00	1	50.00	0	0.0	10	58.82
Neutral	0	0.0	1	16.67	0	0.0	1	50.00	0	0.0	0	0.0	2	11.76
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Library Hours														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	0	0.00	1	100.00	4	23.53
Satisfied	1	20.00	3	50.00	1	100.00	0	0.0	1	50.00	0	0.0	6	35.29
Neutral	1	20.00	2	0.0	0	0.0	2	100.00	1	50.00	0	0.0	6	35.29
Dissatisfied	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Library holdings (books, journals, etc.)														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	1	50.00	1	100.00	5	29.41
Satisfied	1	20.00	4	66.67	1	100.00	0	0.0	0	0.0	0	0.0	6	35.29
Neutral	1	20.00	2	33.33	0	0.0	2	100.00	1	50.00	0	0.0	6	35.29
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Library computer search capabilities														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	1	50.00	1	100.00	5	29.41
Satisfied	1	20.00	4	66.67	1	100.00	0	0.0	0	0.0	0	0.0	6	35.29
Neutral	1	20.00	2	33.33	0	0.0	2	100.00	1	50.00	0	0.0	6	35.29
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Bookstore Hours														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	4	25.53
Satisfied	1	20.00	4	66.67	1	100.00	0	0.0	2	100.00	0	0.0	8	47.06
Neutral	0	0.00	2	33.33	0	0.0	1	50.00	0	0.0	0	0.0	3	17.65
Dissatisfied	1	20.00	0	0.0	0	0.0	1	50.00	0	0.0	0	0.0	2	11.76
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Bookstore inventory for student to purchase															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	4	23.53	
Satisfied	1	20.00	3	50.00	0	0.0	0	0.0	0	0.0	0	0.0	4	23.53	
Neutral	1	20.00	3	50.00	1	100.00	2	100.00	2	100.00	0	0.0	9	52.94	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00	

Classroom facilities															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	2	40.00	0	0.0	0	0.0	0	0.0	1	50.00	1	100.0	4	23.53	
Satisfied	2	40.00	5	83.33	1	100.00	1	50.00	1	50.00	0	0.0	10	58.82	
Neutral	1	20.00	1	16.67	0	0.0	1	50.00	0	0.0	0	0.0	3	17.65	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00	

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Computers for student use														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	60.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	4	25.53
Satisfied	1	20.00	4	66.67	1	100.00	1	50.00	1	50.00	0	0.0	8	47.06
Neutral	1	20.00	2	33.33	0	0.0	1	50.00	0	0.0	0	0.0	4	23.53
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

Financial Aid Services														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	0	0.0	0	0.0	0	0.0	1	50.00	1	100.00	4	23.53
Satisfied	2	40.00	4	66.67	0	0.0	1	50.00	0	0.0	0	0.0	7	41.18
Neutral	1	20.00	2	33.33	1	100.00	1	50.00	0	0.0	0	0.0	5	29.41
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00

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Records and Registration Services															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	2	40.00	0	0.0	0	0.0	0	0.0	1	50.00	1	100.00	4	23.53	
Satisfied	2	40.00	4	66.67	1	100.00	1	50.00	0	0.0	0	0.0	8	47.06	
Neutral	1	20.00	2	33.33	0	0.0	1	50.00	1	50.00	0	0.0	5	29.41	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.00	

Career Services (resume assistance, career counseling, etc.)															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	2	40.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	3	17.65	
Satisfied	1	20.00	4	66.67	1	100.00	0	0.0	0	0.0	0	0.0	6	35.29	
Neutral	2	40.00	2	33.33	0	0.0	2	100.00	2	100.00	0	0.0	8	47.06	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.00	6	100.00	1	100.00	2	100.00	2	100.00	1	100.00	17	100.0	

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Student Activities (clubs, student government, student events, etc.)															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	2	40.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	3	17.65	
Satisfied	1	20.00	3	50.00	1	100.00	1	50.00	0	0.0	0	50.00	6	35.29	
Neutral	2	40.00	3	50.00	0	0.0	1	50.00	2	100.00	0	0.0	8	47.06	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	50.00	0	0.0	
Total	5	100.0	6	100.0	1	100.0	2	100.00	2	100.00	1	100.00	17	100.0	

Health Services															
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Very Satisfied	2	40.00	0	0.0	1	100.00	0	0.0	1	50.00	1	100.00	5	29.41	
Satisfied	1	20.00	3	50.00	0	0.0	1	50.00	0	0.0	0	0.0	5	29.41	
Neutral	2	40.00	3	50.00	0	0.0	1	50.00	1	50.00	0	0.0	7	41.18	
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
Total	5	100.0	6	100.0	1	100.0	2	100.00	2	100.00	1	100.00	17	100.0	

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Please rate "other services" here and specify below														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Totals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	40.00	0	0.0	1	100.00	0	0.0	1	50.00	1	100.00	5	29.41
Satisfied	1	20.00	3	50.00	0	0.0	0	0.0	0	0.0	0	0.0	4	23.53
Neutral	2	40.00	3	50.00	0	0.0	2	100.00	0	0.0	0	0.0	7	41.18
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	1	5.88
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.0	6	100.0	1	100.0	2	100.00	2	100.00	1	100.00	17	100.0

What is MOST likely to be your principal activity upon graduation?		
	Frequency	Percent
Employment, full-time paid	15	88.24
Employment, part-time paid	1	5.88
Graduate/prof. school (ft)	0	0.00
Graduate/prof. school (pt)	1	5.88
Additional undergraduate coursework	0	0.00
Military service	0	0.00
Volunteer activity (e.g. Peace Corps)	0	0.00
Starting or raising a family	0	0.00
Other	0	0.00
Total	17	100.00

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Comments

Please specify the “other” service or resource you rated in the question above:

Disability Services

Wifi

N/A

Please provide any comments or suggestions about the above services.

Rgere needs to be more attention paid to computer and other services for students with visual impairments

Wifi: from the beginning, I have never been able to use my logon to connect or sustain reliable wifi while on campus on my computer/devices. Most of the time I found it best to simply use the guest wifi, but even then I wouldn't recommend trying to take an online exam or quiz on it. Wifi issues is expected when at a university or college campus, but please keep trying to improve this for future students! :) The only other suggestion/comment I have is that being a commuter makes it difficult to find/receive information about things such as graduation. Most of the time I rely on the website and emailing people, but it's almost impossible to get the info I need unless I make a drive to the campus. I would suggest that the university look at better organizing info and getting it more easily available to help students feel more confident that they if they are unsure/confused about something, they can easily look it up or email someone (and not get a message back saying, "be on the look out, more information will be coming soon!). It's been very stressful trying to make sure I have everything ready for graduation. Recently, we received more info about it, however, this last semester of student interning is stressful enough with out the nightmare of trying to make sure I'm not overlooking anything or that I hadn't been "skipped" when info about something was sent out about something that is required by USCA for graduation/commencement. Students shouldn't have to constantly be "checking up" on the university to make sure they received info about things they need; the university should be a place that students can trust to take care of them.

Financial Aid: at the beginning of each school year (sometimes multiple times a year) I had many issues with financial aid not being applied to my account; my emails were never responded to and I could never get anyone on the phone to help, so I would have to make an hour drive each time there was an issue. Typically, the first person I would be in contact with once arriving would not be able to answer my question or would assume that the issue was due to a mistake/hold on my part. However, the second person usually spoke to me and was able to fix the issue by hitting one button. It took less than a minute once I was able to speak to a person who listened, realized everything was correctly completed on my part, and knew what to do --> it should not take an hour drive, ignored emails and phone calls, and having to speak with two different people to resolve an issue that was on their side and was easily fixable with the push of one button. Please hire more people in financial aid who are more knowledgeable. I also think USCA students would greatly benefit from financial aid having different ICE events or info sessions on things such as scholarships, grants, loans, and what to expect/what you're to do about loans once you graduate.

I think a lot of the education classes need to be offered every semester and not every other semester. Because of this, my graduation was pushed back an entire semester.

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The Salkehatchie library hours needs to be extended. Closing at 8 is not conducive to a college student.

N/A

Which courses, assignments and experiences within the School of Education did you find to be the most valuable in your program of study and why?

I believe that EDSE 449 was the most valuable leading up to my internship because it required me to teach more than any other practicum.

I found the assessment and management classes that Jeremy Rinder taught were extremely helpful. These are two main aspects to teaching that are very important and that I know I will need when I start to teach. The math methods class taught by Dr. Coleman was also very helpful and I learned a lot from her and gained confidence in teaching math. Dr. Lintner's social studies methods class was another class that was beneficial. In all of these classes, I used multiple things during my internship and I know I will use what I learned from these classes in my own classroom.

The internship was the most valuable to me. I learned so much from my CT! It was an awesome experience and I am so thankful I chose education. I wish I had more time in the classrooms throughout the Education program. I also truly enjoyed my math education class with Ms. Smith. She taught me so much about different methods to use with the students. The way she taught was very valuable because she did not make us write paper after paper, instead she put us in the "children's shoes" and taught us how to teach according to the way a child will think. She is amazing!

I feel that the Math in early childhood, taken in senior block, is the most beneficial because the professor used the rubric 4.0 and taught us how to actually teach math lessons and not just how to do a USCA lesson plan.

I personally learned so much more in my Practicum placements and in my student internship than I did in any other on campus class

Teaching social studies, math, or science in the elementary classrooms. It allowed for hands on active teaching. This prepared me for the real world aspect of a classroom.

Classroom Management

I found my internship and practicums to be the most valuable! They helped me learn what programs/assessments are currently used by teachers, as well as other things that are learned by hands-on experiences.

The course that I found to be most valuable was the Assessments of Reading but unfortunately, we only had that class for once semester.

Internship and practicum.

None of them were that stand out

All of the methods courses because I got to incorporate what I've learned in those courses into my internship and will in my own classroom.

N/A

Dynamics of Public Education with Dr. Riley Teaching Music in Elementary with Dr. Porter

Which courses, assignments and experiences within the School of Education did you find to be the least valuable in your program of study and why?

I think that the EDUC 245 was the least valuable because it showed me computer programs but none of which are actually used within my district. I believe that if it showed us the ends and outs of programs it would have been more effective.

The reading courses in junior block and senior block I found were less helpful. I have not used what I learned in those classes in any reading or ELA lesson

I think I would have benefited more from an actual ELA methods class just like the math and social studies methods class.

I think all the education classes were very important to take. I wish I had more time in the classrooms for more hands-on experience.

The least valuable courses for me would be the 2 reading courses, one taken in junior block of the professional program and the other in senior block. One of these courses was good, but for the second course we basically learned the same information twice. I feel like there could be another course put in place of one of these that would be more beneficial for students.

Personally, I feel that the online classes were the least interesting and helpful. I am a social, face to face learner.

None.

The ELA classes were very repetitive. It wasn't necessary to take so many and do the same course work multiple semesters.

I found the Autism/TBI/and other Severe Disabilities class to be the least valuable, because I still feel as though I do not know much about working with students with Autism. I also felt that while I learned a lot in my literacy classes, I wish they either had a section for SPED majors or that the professor of those classes was able to give out info relevant to Gen Ed majors AND SPED majors; it was highly geared towards gen ed instruction.

Instructional practice in Reading was a course we could have replaced with another "Assesments" class. We spent a lot of time going over and practice "4 page lessons" and the instructional framework, but not enough time on guided reading, and reading assessments which is HUGE in early childhood. If I spend my day doing anything, it's working on LAP folders and ensuring that I'm doing small groups and assessing students. Unfortunately, I struggled a lot with this because I didn't have much experience.

They were all valuable.

the 200+ hours of observation vs. the 4 hours of actual teaching before internship

The TWS because teachers must complete an SLO.

N/A

If you indicated Very Dissatisfied or Dissatisfied on any of the items in #8, please indicate why:

I have not had any classes that went in detail about English Language Learners.

I feel that there should be a course or at least a section integrated into a course on long range planning. Usca only teaches how to use usca lesson plans and not how to actually plan for an entire unit or year.

I believe there could be more instruction on the areas I selected such as classroom management, which I think there should be a mandatory class on. There could also be more information on how to better integrate technology into education, I also think that there needs to be more information and instruction given on dealing with and helping English Language Learners in the modern classroom.

Planning Assessments and Using Data: I don't feel like I was prepared for planning assessments. I discovered this semester that previous professors and my supervisor had two very different ideas of what the different types of assessments are and how to administer them. Technology integration: There was very little exposure to different types of technology used in the schools. I only worked with a smart board briefly in one semester and it wasn't enough for how much I used it during internship.

"Monitoring, Assessing, and Enhancing Learning" were marked as "Dissatisfied", because there are many types of assessments in SPED; I feel prepared and satisfied with this category when it comes to Resource, but when it comes to self-contained, I feel a little unprepared to teach in that type of classroom.

For English Language Learners, I feel like I was taught was to be diverse in what I teach but unfortunately I don't feel like I was taught the reality of having an English language learner. I have learned this semester that having an ESOL student is very difficult, especially when they don't know any English at all. We are given a lesson plan and told to plan strategically by having a well-balance of different races, gender, and learning levels but not how to handle the ONE child in the class who doesn't know English, and doesn't get pulled but once a week for ESOL intervention. I never knew until this semester that ESOL students can get "100" in Science and Social Studies if they can identify letters....

There was nothing in the curriculum for long term planning or for diversity in the classroom.