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## School of Education Exit Survey: Spring 2020

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*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 April. An invitation was sent to senior Education students to provide feedback on their experiences. The results from the Spring 2020 survey are listed below.**

## School of Education Senior Exit Survey, Spring 2020

### General Information

<b>What was the semester you completed your teaching internship?</b>		
	Frequency	Percent
Fall Semester	0	0.00
Spring Semester	29	100.00
Summer Semester	0	
<b>Total</b>	<b>29</b>	<b>100.00</b>

<b>Program Area</b>		
	Frequency	Percent
Early Childhood	4	13.79
Elementary	12	41.38
Middle Level	2	6.90
Secondary	4	13.79
Special Education	6	20.69
Music Education	1	3.45
<b>Total</b>	<b>29</b>	<b>100.00</b>

<b>Gender</b>		
	Frequency	Percent
Female	27	93.10
Male	2	6.90
Prefer not to answer	0	0.00
Other	0	0.00
<b>Total</b>	<b>29</b>	<b>100.00</b>

<b>Age</b>		
	Frequency	Percent
Under 23 years old	20	69.97
23-34 years old	9	31.03
35-45 years old	0	0.00
Over 45 years old	0	0.00
<b>Total</b>	<b>29</b>	<b>100.00</b>

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<b>Are you of Hispanic, Latino, or Spanish origin?</b>		
	Frequency	Percent
Yes (Y)	1	3.45
No (N)	27	93.10
No answer	1	3.45
<b>Total</b>	<b>29</b>	<b>100.00</b>

<b>Ethnicity</b>		
	Frequency	Percent
American Indian or Alaska Native	0	0.00
Asian	0	0.0
Black or African American	3	10.34
Native Hawaiian or Other Pacific Islander	0	0.00
White	26	89.66
Two or More Races	0	0.0
No answer	0	0.0
<b>Total</b>	<b>29</b>	<b>100.00</b>

<b>On which campus did you complete the majority of your coursework?</b>		
	Frequency	Percent
Aiken	25	86.21
Salkehatchie	4	13.79
<b>Total</b>	<b>29</b>	<b>100.00</b>

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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		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	3	75.00	4	33.33	2	100.0	3	75.00	2	33.33	0	0.0	14	48.28
Satisfied	1	25.00	7	58.33	0	0.0	1	25.00	2	33.33	0	0.0	11	37.93
Neutral	0	0.00	0	0.00	0	0.0	0	0.0	2	33.33	1	100.00	3	10.34
Dissatisfied	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

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

Long Range (unit) Planning														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	25.00	1	8.33	1	50.00	1	25.00	1	16.67	0	0.0	5	17.24
Satisfied	2	50.00	8	66.67	1	50.00	0	0.0	1	16.67	1	100.0	13	44.84
Neutral	1	25.00	3	25.00	0	0.0	0	0.0	3	50.00	0	0.0	7	24.14
Dissatisfied	0	0.00	0	0.0	0	0.0	3	75.00	1	16.67	0	0.0	4	13.79
Very Dissatisfied	0	0.00	0	0.0	0	0.0	0	50.00	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

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<b>Short Range (daily) Planning</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	3	75.00	7	58.33	2	100.00	3	75.00	2	33.33	0	0.0	17	58.62
<b>Satisfied</b>	0	0.0	5	41.67	0	0.0	1	25.00	3	50.00	1	100.00	10	34.48
<b>Neutral</b>	1	25.00	0	0.0	0	0.0	0	0.0	1	16.67	0	0.0	2	6.90
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

<b>Planning Assessments and Using Data</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	3	75.00	2	16.67	1	50.00	1	25.00	1	16.67	0	0.0	8	27.59
<b>Satisfied</b>	1	25.00	9	75.00	1	50.00	1	25.00	4	66.67	0	0.0	16	55.17
<b>Neutral</b>	0	0.00	1	8.33	0	0.0	1	25.00	1	16.67	1	100.00	4	13.79
<b>Dissatisfied</b>	0	0.00	0	0.0	0	0.0	1	25.00	0	0.0	0	0.0	1	3.45
<b>Very Dissatisfied</b>	0	0.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

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<b>Establishing High Expectations</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	4	100.00	6	50.00	2	100.00	3	75.00	2	33.33	0	0.0	17	58.62
<b>Satisfied</b>	0	0.0	6	50.00	0	0.0	0	0.0	3	50.00	1	100.00	10	34.48
<b>Neutral</b>	0	0.0	0	0.0	0	0.0	1	25.00	1	16.67	0	0.0	2	11.76
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

<b>Instructional Strategies</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	2	50.00	4	33.33	2	100.00	2	50.00	3	50.00	1	100.00	14	48.28
<b>Satisfied</b>	2	50.00	7	58.33	0	0.0	2	50.00	2	33.33	0	0.0	13	44.83
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	0	0.0	1	16.67	0	0.0	2	6.90
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

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<b>Providing Content to Learners</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	3	75.00	2	16.67	1	50.00	1	25.00	2	33.33	0	0.0	9	31.03	
<b>Satisfied</b>	1	25.00	9	75.00	1	50.00	2	50.00	3	50.00	1	100.00	17	58.62	
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	1	25.00	1	16.67	0	0.0	3	10.34	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

<b>Monitoring, Assessing and Enhancing Learning</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	4	100.00	4	33.33	1	50.00	2	50.00	2	33.33	0	0.0	13	44.83	
<b>Satisfied</b>	0	0.0	8	66.67	1	50.00	2	50.00	2	33.33	1	100.00	14	48.28	
<b>Neutral</b>	0	0.0	0	0.0	0	0.0	0	0.0	2	33.33	0	0.0	2	6.90	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

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<b>Maintaining the Learning Environment</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	4	100.00	3	25.00	1	50.00	2	50.00	2	33.33	0	0.0	12	41.38
<b>Satisfied</b>	0	0.0	8	66.67	1	50.00	1	25.00	2	33.33	1	100.00	13	44.83
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	1	25.00	2	33.33	0	0.0	4	13.79
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	50.00	0	0.0	0	5.88
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Total</b>	4	100.00	12	100.00	1	100.00	4	100.00	6	100.00	1	100.00	29	100.00

<b>Managing the Classroom</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	3	75.00	5	41.67	1	50.00	2	50.00	2	33.33	1	100.00	14	48.28
<b>Satisfied</b>	1	25.00	5	41.67	1	50.00	0	0.0	3	50.00	0	0.0	10	34.48
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	0	0.0	1	16.67	0	0.0	2	6.90
<b>Dissatisfied</b>	0	0.0	1	8.33	0	0.0	2	50.00	0	0.0	0	0.0	3	10.34
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00



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<b>Professionalism</b>														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	4	100.00	7	58.33	2	100.00	4	100.00	2	33.33	1	100.00	20	68.97
Satisfied	0	0.0	5	41.67	0	0.0	0	0.0	3	50.00	0	0.0	8	27.59
Neutral	0	0.0	0	0.0	0	0.0	0	0.0	1	16.67	0	0.0	1	3.45
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

<b>Technology Integration</b>														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	2	16.67	1	50.00	1	25.00	2	33.33	1	100.00	9	31.03
Satisfied	2	50.00	9	75.00	0	0.0	1	25.00	2	33.33	0	0.0	14	48.28
Neutral	0	0.0	0	0.0	1	50.00	1	25.00	2	33.33	0	0.0	4	13.79
Dissatisfied	0	0.0	1	8.33	0	0.0	1	25.00	0	0.0	0	0.0	2	6.90
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

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Diverse Learners														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	4	100.00	4	33.33	1	50.00	2	50.00	2	33.33	1	100.00	14	48.28
Satisfied	0	0.0	7	58.33	1	50.00	2	50.00	3	50.00	0	0.0	13	44.83
Neutral	0	0.0	1	8.33	0	0.0	0	0.0	1	16.67	0	0.0	2	6.90
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

English Language Learners														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	25.00	2	16.67	1	50.00	0	0.0	1	16.67	1	100.0	6	20.69
Satisfied	0	0.0	4	33.33	0	0.0	1	25.00	1	16.67	0	0.0	6	20.69
Neutral	2	50.00	4	33.33	1	50.00	1	25.00	2	33.33	0	0.0	10	34.48
Dissatisfied	1	25.00	2	16.67	0	0.0	2	50.00	1	16.67	0	0.0	6	20.69
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	1	16.67	0	0.0	1	3.45
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

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		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	1	8.33	1	50.00	3	75.00	2	33.33	0	0.0	9	31.03
Satisfied	2	50.00	8	66.67	1	50.00	1	25.00	4	66.67	0	0.0	16	55.17
Neutral	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	1	100.00	2	6.90
Dissatisfied	0	0.0	2	16.67	0	0.0	0	0.0	0	0.0	0	0.0	2	6.90
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

Academic advisement from the School of Education														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	25.00	3	25.00	2	100.0	4	100.00	2	33.33	0	0.0	12	41.38
Satisfied	2	50.00	6	50.00	0	0.0	0	0.0	4	66.67	0	0.0	12	41/38
Neutral	1	25.00	1	8.33	0	0.0	0	0.0	0	0.0	1	100.00	3	10.34
Dissatisfied	0	0.0	1	8.33	0	100.00	0	0.0	0	0.0	0	100.0	1	3.45
Very Dissatisfied	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
<b>Total</b>	<b>4</b>	<b>100.0</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

School of Education Senior Exit Survey, Spring 2020

<b>Scheduling of non-Education classes</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	1	25.00	1	8.33	1	50.00	2	50.00	3	50.00	0	0.0	8	27.59
<b>Satisfied</b>	2	50.00	6	50.00	0	0.0	1	25.00	2	33.33	0	0.0	11	37.93
<b>Neutral</b>	1	25.00	5	41.67	1	50.00	0	0.0	1	16.67	0	0.0	8	27.59
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	1	25.00	0	0.0	0	0.0	1	3.45
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	3.45
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

<b>Helpfulness of School of Education administrative asst.</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	2	50.00	0	0.0	1	50.0	3	75.00	3	50.00	1	100.00	10	34.48
<b>Satisfied</b>	2	50.00	8	66.67	1	50.00	1	25.00	3	50.00	0	0.0	15	51.72
<b>Neutral</b>	0	0.0	3	25.00	0	0.0	0	0.0	0	0.0	0	0.0	3	10.34
<b>Dissatisfied</b>	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

School of Education Senior Exit Survey, Spring 2020

<b>Library Hours</b>														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	2	16.67	1	50.00	2	50.00	4	66.67	0	0.0	11	37.93
Satisfied	2	50.00	10	83.33	1	50.00	1	25.00	2	33.33	0	0.0	16	55.17
Neutral	0	0.0	0	0.0	0	0.0	1	25.00	0	0.0	1	100.00	2	6.90
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

<b>Library holdings (books, journals, etc.)</b>														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	1	8.33	1	50.00	2	50.00	4	66.67	0	0.0	10	34.48
Satisfied	1	25.00	11	91.67	1	50.00	1	25.00	2	33.33	0	0.0	16	55.17
Neutral	1	25.00	0	0.0	0	0.0	1	25.00	0	0.0	1	100.00	3	10.34
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

School of Education Senior Exit Survey, Spring 2020

Library computer search capabilities														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	1	8.33	1	50.00	2	50.00	3	50.00	0	0.0	9	31.03
Satisfied	1	25.00	10	83.33	1	50.00	2	50.00	3	50.00	0	0.0	17	58.62
Neutral	1	25.00	1	8.33	0	0.0	0	0.0	0	0.0	1	100.00	3	10.34
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

Bookstore Hours														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	2	50.00	1	8.33	1	50.00	2	50.00	2	33.33	0	0.0	8	27.59
Satisfied	2	50.00	9	75.00	1	50.00	1	25.00	2	33.33	0	0.0	15	51.72
Neutral	0	0.00	1	8.33	0	0.0	1	25.00	2	33.33	1	100.00	5	17.24
Dissatisfied	0	0.00	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
Very Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.00</b>

School of Education Senior Exit Survey, Spring 2020

<b>Bookstore inventory for student to purchase</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	2	50.00	1	8.33	1	50.00	2	50.00	1	16.67	0	0.0	7	24.14	
<b>Satisfied</b>	2	50.00	9	75.00	1	50.00	1	25.00	2	33.33	0	0.0	15	51.72	
<b>Neutral</b>	0	0.0	2	16.67	0	100.00	1	25.00	2	33.33	1	100.00	6	20.69	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	1	16.67	0	0.0	1	3.45	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

<b>Classroom facilities</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	2	50.00	1	8.33	1	50.00	2	50.00	3	50.00	0	0.0	9	31.03	
<b>Satisfied</b>	2	50.00	10	83.33	1	50.00	2	50.00	2	33.33	0	0.0	17	58.62	
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	0	0.0	1	16.67	1	100.00	3	10.34	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

School of Education Senior Exit Survey, Spring 2020

<b>Computers for student use</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	2	50.00	1	8.33	1	50.00	1	25.00	4	66.67	0	0.0	9	31.03
<b>Satisfied</b>	2	50.00	10	83.33	1	50.00	3	75.00	2	33.33	0	0.0	18	62.07
<b>Neutral</b>	0	0.0	0	0.0	0	0.0	0	50.00	0	0.0	1	0.0	1	3.45
<b>Dissatisfied</b>	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00

<b>Financial Aid Services</b>														
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Satisfied</b>	1	25.00	2	16.67	2	100.00	2	50.00	2	33.33	0	0.0	9	31.03
<b>Satisfied</b>	2	50.00	9	75.00	0	0.0	2	50.00	2	33.33	0	0.0	15	51.72
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	0	0.0	2	33.33	1	100.00	4	13.79
<b>Dissatisfied</b>	1	25.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00



School of Education Senior Exit Survey, Spring 2020

<b>Records and Registration Services</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	1	25.00	1	8.33	2	100.00	2	50.00	3	50.00	0	0.0	9	31.03	
<b>Satisfied</b>	3	75.00	10	83.33	0	0.0	1	25.00	3	50.00	0	0.0	17	58.62	
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	1	100.00	2	6.90	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	1	25.00	0	0.0	0	0.0	1	3.45	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

<b>Career Services (resume assistance, career counseling, etc.)</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	2	50.00	1	8.33	1	50.00	2	50.00	2	33.33	0	0.0	8	27.59	
<b>Satisfied</b>	2	50.00	9	75.00	1	50.00	1	25.00	3	50.00	0	0.0	16	55.17	
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	1	25.00	1	16.67	1	100.00	4	13.79	
<b>Dissatisfied</b>	0	0.0	1	8.33	0	0.0	0	0.0	0	0.0	0	0.0	1	3.45	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.0	

School of Education Senior Exit Survey, Spring 2020

<b>Student Activities (clubs, student government, student events, etc.)</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	2	50.00	1	8.33	1	50.00	2	50.00	3	50.00	0	0.0	9	31.03	
<b>Satisfied</b>	2	50.00	10	83.33	1	50.00	1	25.00	3	50.00	0	0.0	17	58.62	
<b>Neutral</b>	0	0.0	1	8.33	0	0.0	1	25.00	0	0.0	1	100.00	3	10.34	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.0	

<b>Health Services</b>															
	<b>Early Childhood Education</b>		<b>Elementary Education</b>		<b>Middle Level Education</b>		<b>Secondary Education</b>		<b>Special Education</b>		<b>Music Education</b>		<b>Total</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Very Satisfied</b>	1	25.00	1	8.33	1	50.00	2	50.00	4	66.67	1	100.00	10	34.48	
<b>Satisfied</b>	3	75.00	9	75.00	1	50.00	1	25.00	2	33.33	0	0.0	16	55.17	
<b>Neutral</b>	0	0.0	2	16.67	0	0.0	1	25.00	0	0.0	0	0.0	3	10.34	
<b>Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Very Dissatisfied</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
<b>Total</b>	4	100.00	12	100.00	2	100.00	4	100.00	6	100.00	1	100.00	29	100.00	

School of Education Senior Exit Survey, Spring 2020

Please rate "other services" here and specify below														
	Early Childhood Education		Elementary Education		Middle Level Education		Secondary Education		Special Education		Music Education		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1	25.00	3	25.00	2	100.00	1	25.00	2	33.33	0	0.0	9	31.03
Satisfied	2	50.00	7	58.33	0	0.0	1	25.00	2	33.33	0	0.0	12	41.38
Neutral	1	25.00	2	16.67	0	0.0	2	50.00	2	33.33	1	100.00	8	27.59
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
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>12</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>	<b>4</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>29</b>	<b>100.0</b>

What is MOST likely to be your principal activity upon graduation?		
	Frequency	Percent
Employment, full-time paid	27	93.10
Employment, part-time paid	0	0.00
Graduate/prof. school (ft)	0	0.00
Graduate/prof. school (pt)	0	0.00
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	2	6.90
<b>Total</b>	<b>29</b>	<b>100.00</b>

## Comments

**Please specify the “other” service or resource you rated in question 11:**

**11) Rate several services and /or resources of the School of Education at the campus at which you took most of your coursework. Please rate “other services” here and specify below:**

Cafeteria [Neutral]

Teacher to student ratio [Very Satisfied]

N/A [Satisfied]

Dean of Education/ Help from Monica Martin [Very Satisfied]

**Please provide any comments or suggestions about the above services.**

The school nurses staff very caring and helpful. There are enough computers around campus for there to always be one open. The library hours are perfect because it usually closes at midnight which can seem like a bad time to close, but it also forces the strong headed people to actually go to bed that night.

I believe that the School of Education needs to work on reaching and welcoming all students, not a select group.

In the Fall of 2019 during my practicums I was given little to no face-to-face interaction with any of my professors. I was required to drive an hour to Allendale, along with four other girls who live in Cottageville and Walterboro for a virtual video lecture. Thankfully, because of Dr. Collazo we were able to move our virtual video to the Salkehatchie campus in Walterboro. Little details like this made my life more difficult having to commute two hours a week just for a virtual lecture. If I had known that the majority of my interaction in the Education program would be online I would've made my decision to continue. Unfortunately, I was unaware this would be happening until I had already enrolled in the program. Additionally, the computers at Salk are older than I am and very slow.

If a student does not have a good relationship with his or her advisor I believe it should be up to the STUDENT if they need to switch advisors. I was told I would not switch advisors from my advisor, who was only ruining my educational experience. I believe this was done with malice and ill intent. It should have been my choice because I was not happy nor getting what I needed out of an advisor.

**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?**

The courses that required practicum experiences were the most valuable because I learn best through hands-on learning.

My professional program courses

Implementing different forms of classroom management procedures I learned helped me during internship. For this reason, I think it was the most valuable.

The classes I found to be most valuable to me in the education program were Teaching Math in the elementary classroom, teaching social studies in the elementary classroom and Foundations of reading with Dr. Clark. They were most applicable to what I teach in the classroom.

I think that Assessment and Classroom Management were extremely helpful. These were two areas that I would have struggled with if I had not taken these classes during practicum periods.

Truly the courses taught by Dr. Clark and Dr. Martin gave me more than just the course description information. I wouldn't say that a specific course had the most helpful information, I say that it is the professors that really help/prepare us.

I found that the courses of Assessment, ELA, and Classroom Management to be the three most beneficial education classes with the most beneficial assignments in the schooling here at USCA. This is because these classes provided learning opportunities for real life application, and had the best professors that were so willing to adjust and help their students.

My internship.

Internship experience and practicum experiences were most valuable. The more time spent in the classroom the better.

Internship, practicums, and methods in teaching: real-world application

Adolescent Literature: Very interesting, great professor. Methods: Very detailed and personal.

Being able to go into local classrooms was the more valuable. Real world experience is the best way to learn. It also gave me an opportunity to see different schools and how they functioned.

Emotional behavior disorder class Traumatic brain injury class Both made me feel more prepared for internship

## School of Education Senior Exit Survey, Spring 2020

### Classroom management

I found the special education courses to be most valuable because they exposed you to the reality of teaching.

I learned the most and best when we had a physical class at the elementary school. We were able to be hands on learning.

Field placements. They allow you first hand experience with teaching.

The experiences I find most valuable in my program of study were the practicum placements. Seeing Special Education classes of all types across all levels was super important to my major.

Teaching Fellows was very valuable to me in the education department. Apart from that, the classes that benefitted me the most were my literacy classes with Dr. Burks during my junior block. This class was very beneficial and I learned a great deal of information. The other class that was very beneficial was my S.S and Science class with Dr. Rinder during my senior block. That class was great and I learned a lot of information. My favorite activities were in this class because we used hands on activities and did activities that we could teach and use in our classrooms.

Our Assessment course with Dr. Collazo, Classroom Management with Dr. Rinder, and Educational Psychology with Dr. McMurtrie were the most valuable classes that I have taken. Educational psychology was key in helping me to understand developmentally appropriate content for the students and helps prepare us for the PLT. Assessment was helpful in preparing us for what we will be doing in the classroom and gave us versatile tools that we can apply to any assessment situation we may run into. Classroom management is the most important aspect of our job, because without it, we would not be able to teach. This course prepared us for many different scenarios as well as prompting us to be able to apply our techniques and skills in unpredictable situations we may run into.

I enjoyed all of my education courses and I thoroughly loved all of my professors. There was a lot to learn from each individual as they all had taught and had been in a classroom. My three favorite professors throughout the program were Dr. Lintner, Dr. Reeves and Dr. Fears.

My reading intervention course. I had no idea how to help any student that was not on reading level and now I am able to help them and get them working towards the grade level they need to be on!

Learning about F&P testing as well as running records. Dr. Clark gave the most useful information. I use it everyday in the classroom. As well as diverse learning strategies from Dr. Reeves. Also writing a contextual factors report with Dr. Collazo was extremely helpful for writing the reports that teachers do at the beginning of the year. Very informative.

**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?**

The math methods course from last semester was unsatisfactory. The purpose of the class was to teach us to teach math and I did not come out of the class with much more knowledge about teaching math than I came in with. Honestly, I just think the professor was struggling a bit to teach the class, as it was her first semester as a professor.

EDRD A423-199 was the elastic valuable class for me. I feel as though it didn't prepare me for anything in my internship.

I found the extensive lesson plan format was least valuable because teachers do not plan in the format we are required to use.

I cannot think of any classes that were not valuable or effective in the educational program at USCA. Teaching science in the elementary setting was very useless to me. I don't feel like the class prepared for me anything that I would need in the future. I wish that there would've been more time in math and ELA classes.

My course that was Autism, TBI and OHI was the least valuable of any course/class I have taken my entire life. There was no instruction given to us. We had assignments that did not help us learn anything on our own either.

My most recent math course for Early Childhood Education was not valuable in my program of study because of how it was taught to me. This was a course that had "busy work" and assignments that were given, but graded not realistically. I would also ask for feedback and was provided with none in time for my next assignment, or if I would implement the feedback, I would still get credit counted against me. This was a course that provided more headaches than learning opportunities, and I feel as though a new professor should be chosen for it. I would not recommend that class to any upcoming seniors.

I believe that the School of Education should allow student interns to witness the beginning of the school year. Interning in the Spring is great but we miss out on seeing how structure is established. Maybe allow Spring interns to see 3 weeks of the beginning of the school year in the Fall with the class that they will intern with in the Spring.

N/A

Classroom Management and Assessment: We only learned about assessment; I did not feel prepared for classroom management after this course. Educational Technology: This class was super unhelpful and didn't really accomplish anything.

A educational technology class that I took junior year was the least valuable. Professor Mandy Senn taught it. I have nothing against her, the class was just very outdated. I would have rather taken a class on how to use a smart board or things we can do on laptops/ipads since most schools are switching over to student use of those.

Integrating technology

I found the history of education class to be the most valuable. I think the information we learned is valuable, but the class does not focus on the actual teaching and realistic things that we will be

facing.

Classroom management was the least valuable class. I did not learn anything effective in management from this course.

Overall I had a great experience.

The least valuable classes related to my program of study were the EDRD classes for general education teachers. Being a SPED major I felt that those classes didn't apply to me because we teach reading and subjects completely different than a general education teacher would.

The class that was the LEAST beneficial was my math course with Dr. Maness during my senior year. Personally, I believe I wasted money taking this class because I did not learn any strategies on how to better teach math to my students. I did not learn how to use manipulatives in this classroom nor how to help struggling students. This was supposed to be a beneficial class but it was a waste of time and money because I learned nothing. This class structure needs to be reevaluated because MATH is so important.

As previously mentioned, the Technology and Integration pre-professional course was not valuable. The content taught in that class was outdated and not applicable to our field. I have learned more about educational technology from current elementary teachers and other professors than I learned from Dr. Senn during that course.

I found the Technology in the Classroom very dull, outdated and not helpful. The websites and resources were from before I could walk.

None. All of my courses were very helpful. Some of my assignments may have felt like "busy" work in the beginning, but at the end of the day I learned a lesson from every single course.

I learned nothing in Dr. Hanson's class. I believe it was supposed to be about teaching students with learning disabilities, but instead I was made fun of for having a learning disability. Awful experience and I did not learn anything.



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

**8) How satisfied are you with your overall education program?**

Because I felt the program strongly met the items

The education program at USCA did a good job of making sure we knew how to create very detailed lesson plans and differentiate learning. I would only suggest that there be more opportunities to work on classroom management, but I know that will come with experience.

I am very equipped with a multitude of instructional strategies. Every class I've had at USCA has taught instructional strategies. I have never received any instruction on how to help English language learners, in fact It has never been brought up in a single class or required reading.

USCA had very high expectations for all of the students enrolled in the Education department. USCA also provided a great hands on learning opportunity for the following classes Classroom Management, Assessment, and Diversity in the classroom.

Overall, I am satisfied with my experience.

Education courses primarily focused on smaller lessons, instead of unit lesson planning. The Education Program focused on assessments but not in using the data from assessments, at least within the secondary concentration. Many of the technologies taught are not used within the classroom. There needs to be technology integrated that is regularly used within the classroom or that can be incorporated. Examples: smartboard, powerteacher, class dojo, sending appropriate emails and conducting appropriate parent contacts. There were no classes that concentrated (even for a short unit) on ELL students, which would be most beneficial with a small practicum with ELL students or having a speaker address the class on said students. The Education Program has always instilled a respectful, energetic, and caring learning environment, which I have then been able to transfer into my internship classroom.

Lesson planning was drilled into us. It was a lengthy process at first, but when it came to internship it was easy to pop out everyday lesson plans.

I just did not feel like we were exposed to these things like we should have been.

I feel very confident moving into the field full time. USCA has prepared me for success.

English Language Learners are not something that if really learned about in our education program. We briefly mention it. I know a good bit about ELL learners due to a project I did with those students and wanting to get a masters in that area. Our program needs more education on how to teach ELL students because those students will be in our classrooms.

All of the areas in which I indicated Very Satisfied were items that were constantly mentioned and/or very specifically discussed and worked on. Our Technology and Integration course was very dissatisfying, however, the professors in my professional program made up for it, so I thought they deserved to be credited.

School of Education Senior Exit Survey, Spring 2020

I was highly disqualified with the technology integration class. The websites and resources given to me during this course were extremely outdated and boring.

I feel like this program has prepared me for my own classroom. I am ready to see what my future holds as an educator.

We often created lesson plans to help plan daily lessons, but not much focus on weekly lesson planning or units. I feel that I learned the most valuable information about teaching and assessing from Dr. Clark, Dr. Reeves, and Dr. Rinder. The other assignments felt like busy work and I did not use any information that I learned in other classes in my internship at all.

**What is MOST likely to be your principal activity upon graduation?  
Other (Comment)**

Employment full time and graduate school full time

Taking a year off due to child birth in August