



School of Education Exit Survey: Spring 2021

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 survey had an 82.22% response rate. The results from the Spring 2021 survey are listed below.

School of Education Senior Exit Survey, Spring 2021

General Information

| What was the semester you completed your teaching internship? | | |
|--|-----------|---------------|
| | Frequency | Percent |
| Fall Semester | 0 | 0.00 |
| Spring Semester | 37 | 100.00 |
| Summer Semester | 0 | |
| Total | 37 | 100.00 |

| Program Area | | |
|---------------------|-----------|---------------|
| | Frequency | Percent |
| Early Childhood | 16 | 43.24 |
| Elementary | 7 | 18.92 |
| Middle Level | 2 | 5.41 |
| Secondary | 3 | 8.11 |
| Special Education | 9 | 24.32 |
| Music Education | 0 | 0.00 |
| Total | 37 | 100.00 |

| Gender | | |
|----------------------|-----------|---------------|
| | Frequency | Percent |
| Female | 30 | 81.08 |
| Male | 6 | 16.22 |
| Prefer not to answer | 1 | 2.70 |
| Other | 0 | 0.00 |
| Total | 37 | 100.00 |

| Age | | |
|--------------------|-----------|---------------|
| | Frequency | Percent |
| Under 23 years old | 18 | 48.65 |
| 23-34 years old | 15 | 40.54 |
| 35-45 years old | 4 | 10.81 |
| Over 45 years old | 0 | 0.00 |
| Total | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Are you of Hispanic, Latino, or Spanish origin? | | |
|--|-----------|---------------|
| | Frequency | Percent |
| Yes (Y) | 0 | 0.00 |
| No (N) | 34 | 91.89 |
| No answer | 3 | 8.11 |
| Total | 37 | 100.00 |

| Ethnicity | | |
|---|-----------|---------------|
| | Frequency | Percent |
| American Indian or Alaska Native | 0 | 0.00 |
| Asian | 0 | 0.00 |
| Black or African American | 8 | 21.62 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00 |
| White | 28 | 75.68 |
| Two or More Races | 0 | 0.00 |
| No answer | 1 | 2.70 |
| Total | 37 | 100.00 |

| On which campus did you complete the majority of your coursework? | | |
|--|-----------|---------------|
| | Frequency | Percent |
| Aiken | 31 | 83.78 |
| Salkehatchie | 1 | 2.70 |
| Sumter | 5 | 13.51 |
| Total | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| 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 | 7 | 43.75 | 2 | 28.52 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 11 | 29.73 |
| Satisfied | 6 | 37.50 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 8 | 88.89 | 0 | 0.0 | 20 | 54.05 |
| Neutral | 2 | 12.50 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 4 | 10.81 |
| Dissatisfied | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

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 | 5 | 31.25 | 0 | 0.00 | 0 | 0.0 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 6 | 16.22 |
| Satisfied | 2 | 12.50 | 2 | 28.57 | 1 | 50.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 10 | 27.03 |
| Neutral | 5 | 31.25 | 2 | 28.57 | 1 | 50.00 | 1 | 33.33 | 3 | 33.33 | 0 | 0.0 | 12 | 32.43 |
| Dissatisfied | 4 | 25.00 | 2 | 28.57 | 0 | 0.0 | 0 | 0.0 | 2 | 22.22 | 0 | 0.0 | 8 | 21.62 |
| Very Dissatisfied | 0 | 0.0 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Short Range (daily) 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 | 7 | 43.75 | 2 | 28.57 | 1 | 50.00 | 1 | 33.33 | 2 | 22.22 | 0 | 0.0 | 13 | 35.14 |
| Satisfied | 9 | 56.25 | 4 | 57.14 | 1 | 50.00 | 1 | 33.33 | 6 | 66.67 | 0 | 0.0 | 21 | 56.76 |
| Neutral | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 1 | 2.70 |
| Dissatisfied | 0 | 0.0 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Planning Assessments and Using Data | | | | | | | | | | | | | | |
|--|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 4 | 44.44 | 0 | 0.0 | 10 | 27.03 |
| Satisfied | 6 | 37.50 | 2 | 28.57 | 1 | 50.00 | 3 | 100.00 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 2 | 12.50 | 3 | 42.86 | 1 | 50.00 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 7 | 18.92 |
| Dissatisfied | 3 | 18.75 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 10.81 |
| Very Dissatisfied | 0 | 0.00 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Establishing High Expectations | | | | | | | | | | | | | | |
|---------------------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 7 | 43.75 | 2 | 28.57 | 1 | 50.00 | 2 | 66.67 | 6 | 66.67 | 0 | 0.0 | 18 | 48.65 |
| Satisfied | 8 | 50.00 | 3 | 42.86 | 1 | 50.00 | 1 | 33.33 | 3 | 33.33 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 1 | 6.25 | 2 | 28.57 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 8.11 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Instructional Strategies | | | | | | | | | | | | | | |
|---------------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 8 | 50.00 | 2 | 28.57 | 0 | 0.0 | 2 | 66.67 | 6 | 66.67 | 0 | 0.0 | 18 | 48.65 |
| Satisfied | 7 | 43.75 | 4 | 57.14 | 1 | 50.00 | 1 | 33.33 | 3 | 33.33 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 1 | 6.25 | 1 | 14.29 | 1 | 50.00 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 8.11 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Providing Content to 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 | 8 | 50.00 | 1 | 14.29 | 1 | 50.00 | 3 | 100.00 | 4 | 44.44 | 0 | 0.0 | 17 | 45.95 | |
| Satisfied | 6 | 37.50 | 4 | 57.14 | 1 | 50.00 | 0 | 0.0 | 5 | 55.56 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 | |
| Dissatisfied | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| Monitoring, Assessing and Enhancing Learning | | | | | | | | | | | | | | | |
|---|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 6 | 37.50 | 3 | 42.86 | 1 | 50.00 | 2 | 66.67 | 5 | 55.56 | 0 | 0.0 | 17 | 45.95 | |
| Satisfied | 8 | 50.00 | 2 | 28.57 | 1 | 50.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 2 | 12.50 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 8.11 | |
| Dissatisfied | 0 | 0.0 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

School of Education Senior Exit Survey, Spring 2021

| Maintaining the Learning Environment | | | | | | | | | | | | | | |
|---|---------------------------|---------------|----------------------|---------------|------------------------|---------------|---------------------|---------------|-------------------|---------------|-----------------|------------|-----------|---------------|
| | 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 | 8 | 50.00 | 2 | 28.57 | 0 | 0.0 | 2 | 66.67 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 |
| Satisfied | 7 | 43.75 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 5 | 55.56 | 0 | 0.0 | 18 | 48.65 |
| Neutral | 0 | 0.0 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Dissatisfied | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Managing the Classroom | | | | | | | | | | | | | | |
|-------------------------------|---------------------------|---------------|----------------------|---------------|------------------------|---------------|---------------------|---------------|-------------------|---------------|-----------------|------------|-----------|---------------|
| | 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 | 7 | 43.75 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 11 | 29.73 |
| Satisfied | 8 | 50.00 | 2 | 28.57 | 1 | 50.00 | 3 | 100.00 | 6 | 66.67 | 0 | 0.0 | 20 | 54.05 |
| Neutral | 0 | 0.0 | 3 | 42.86 | 1 | 50.00 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 10.81 |
| Dissatisfied | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Professionalism | | | | | | | | | | | | | | |
|--------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 9 | 56.25 | 3 | 42.86 | 1 | 50.00 | 3 | 100.00 | 6 | 66.67 | 0 | 0.0 | 22 | 59.46 |
| Satisfied | 7 | 43.75 | 4 | 57.14 | 1 | 50.00 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 15 | 40.54 |
| Neutral | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Technology Integration | | | | | | | | | | | | | | |
|-------------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 7 | 43.75 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 10 | 27.03 |
| Satisfied | 6 | 37.50 | 4 | 57.14 | 2 | 100.00 | 2 | 66.67 | 5 | 55.56 | 0 | 0.0 | 19 | 51.35 |
| Neutral | 3 | 18.75 | 2 | 28.57 | 0 | 0.0 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 8 | 21.62 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| 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 | 7 | 43.75 | 1 | 14.29 | 0 | 0.0 | 3 | 100.00 | 7 | 77.78 | 0 | 0.0 | 18 | 48.65 | |
| Satisfied | 7 | 43.75 | 5 | 71.43 | 2 | 100.00 | 0 | 0.0 | 2 | 22.22 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 | |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 8 | 21.62 | |
| Satisfied | 4 | 25.00 | 4 | 57.14 | 1 | 50.00 | 2 | 66.67 | 5 | 55.56 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 5 | 31.25 | 1 | 14.29 | 1 | 50.00 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 10 | 27.03 | |
| Dissatisfied | 2 | 12.50 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 8.11 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

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 | 5 | 31.25 | 1 | 14.29 | 1 | 50.00 | 2 | 66.67 | 3 | 33.33 | 0 | 0.0 | 12 | 32.43 |
| Satisfied | 8 | 50.00 | 5 | 71.43 | 0 | 0.0 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 18 | 48.65 |
| Neutral | 2 | 12.50 | 1 | 14.29 | 1 | 50.00 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 5 | 13.51 |
| Dissatisfied | 1 | 6.25 | 0 | 10.00 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 10.00 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| 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 | 6 | 37.50 | 2 | 28.57 | 0 | 0.0 | 2 | 66.67 | 4 | 44.44 | 0 | 0.0 | 14 | 37.84 |
| Satisfied | 7 | 43.75 | 4 | 57.14 | 2 | 100.00 | 0 | 0.0 | 4 | 44.44 | 0 | 0.0 | 17 | 45.95 |
| Neutral | 3 | 18.75 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 4 | 10.81 |
| Dissatisfied | 0 | 0.0 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.0 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Scheduling of non-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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 2 | 22.22 | 0 | 0.0 | 9 | 24.32 |
| Satisfied | 7 | 43.75 | 6 | 85.71 | 1 | 50.00 | 2 | 66.67 | 4 | 44.44 | 0 | 0.0 | 20 | 54.05 |
| Neutral | 3 | 18.75 | 0 | 0.0 | 1 | 50.00 | 0 | 0.0 | 2 | 22.22 | 0 | 0.0 | 6 | 16.22 |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Helpfulness of School of Education administrative asst. | | | | | | | | | | | | | | |
|---|---------------------------|---------------|----------------------|---------------|------------------------|---------------|---------------------|---------------|-------------------|---------------|-----------------|------------|-----------|---------------|
| | 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 | 7 | 43.75 | 2 | 28.57 | 0 | 0.0 | 2 | 66.67 | 5 | 55.56 | 0 | 0.0 | 16 | 43.24 |
| Satisfied | 6 | 37.50 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 2 | 12.50 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 8.11 |
| Dissatisfied | 1 | 6.25 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| Library 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 8 | 21.62 |
| Satisfied | 6 | 37.50 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 5 | 31.25 | 3 | 42.86 | 0 | 0.0 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 13 | 35.14 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

| Library holdings (books, journals, etc.) | | | | | | | | | | | | | | |
|---|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|
| | 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 | 18.75 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 6 | 16.22 |
| Satisfied | 7 | 43.75 | 2 | 28.57 | 2 | 100.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 6 | 37.50 | 4 | 57.14 | 0 | 0.0 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 15 | 40.54 |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| 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 | 4 | 25.00 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 7 | 18.92 | |
| Satisfied | 6 | 37.50 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 6 | 37.50 | 3 | 42.86 | 0 | 0.0 | 1 | 33.33 | 4 | 44.44 | 0 | 0.0 | 14 | 37.84 | |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| 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 | 3 | 18.75 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 3 | 33.33 | 0 | 0.0 | 8 | 21.62 | |
| Satisfied | 5 | 31.25 | 2 | 28.57 | 2 | 100.00 | 2 | 66.67 | 3 | 33.33 | 0 | 0.0 | 14 | 37.84 | |
| Neutral | 8 | 50.00 | 4 | 57.14 | 0 | 0.0 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 15 | 40.54 | |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

School of Education Senior Exit Survey, Spring 2021

| Bookstore inventory for student to purchase | | | | | | | | | | | | | | | |
|--|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 18.75 | 1 | 14.29 | 0 | 0.0 | 0 | 0.0 | 2 | 22.22 | 0 | 0.0 | 6 | 16.22 | |
| Satisfied | 5 | 31.25 | 2 | 28.57 | 1 | 50.00 | 2 | 66.67 | 2 | 22.22 | 0 | 0.0 | 12 | 32.43 | |
| Neutral | 7 | 43.75 | 4 | 57.14 | 1 | 50.00 | 0 | 0.0 | 5 | 55.56 | 0 | 0.0 | 17 | 45.95 | |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 2 | 5.41 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| Classroom facilities | | | | | | | | | | | | | | | |
|-----------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 2 | 66.67 | 1 | 11.11 | 0 | 0.0 | 9 | 24.32 | |
| Satisfied | 5 | 31.25 | 3 | 42.86 | 2 | 100.00 | 1 | 33.33 | 5 | 55.56 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 6 | 37.50 | 3 | 42.86 | 0 | 0.0 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 12 | 32.43 | |
| 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

School of Education Senior Exit Survey, Spring 2021

| Computers for student use | | | | | | | | | | | | | | | |
|----------------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 2 | 22.22 | 0 | 0.0 | 9 | 24.32 | |
| Satisfied | 6 | 37.50 | 4 | 57.14 | 2 | 100.00 | 2 | 66.67 | 2 | 22.22 | 0 | 0.0 | 16 | 43.24 | |
| Neutral | 5 | 31.25 | 2 | 28.57 | 0 | 0.0 | 0 | 0.0 | 5 | 55.56 | 0 | 0.0 | 12 | 32.43 | |
| Dissatisfied | 0 | 0.0 | 0 | 0.00 | 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 | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| Financial Aid Services | | | | | | | | | | | | | | | |
|-------------------------------|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 8 | 21.62 | |
| Satisfied | 9 | 56.25 | 5 | 71.43 | 1 | 50.00 | 1 | 33.33 | 7 | 77.78 | 0 | 0.0 | 23 | 62.16 | |
| Neutral | 1 | 6.25 | 1 | 14.29 | 1 | 50.00 | 1 | 33.33 | 0 | 0.0 | 0 | 0.0 | 4 | 10.81 | |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 2 | 5.41 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.00 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

School of Education Senior Exit Survey, Spring 2021

| Records and Registration Services | | | | | | | | | | | | | | | |
|--|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 2 | 22.22 | 0 | 0.0 | 9 | 24.32 | |
| Satisfied | 8 | 50.00 | 4 | 57.14 | 1 | 50.00 | 2 | 66.67 | 5 | 55.56 | 0 | 0.0 | 20 | 54.05 | |
| Neutral | 2 | 12.50 | 2 | 28.57 | 1 | 50.00 | 0 | 0.0 | 2 | 22.22 | 0 | 0.0 | 7 | 18.92 | |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

| Career Services (resume assistance, career counseling, etc.) | | | | | | | | | | | | | | | |
|---|----------------------------------|----------------|-----------------------------|----------------|-------------------------------|----------------|----------------------------|----------------|--------------------------|----------------|------------------------|----------------|------------------|----------------|--|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.00 | 1 | 33.33 | 2 | 22.22 | 0 | 0.0 | 9 | 24.32 | |
| Satisfied | 7 | 43.75 | 5 | 71.43 | 1 | 50.00 | 2 | 66.67 | 4 | 44.44 | 0 | 0.0 | 19 | 51.35 | |
| Neutral | 3 | 18.75 | 1 | 14.29 | 1 | 50.00 | 0 | 0.0 | 3 | 33.33 | 0 | 0.0 | 8 | 21.62 | |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 | |

School of Education Senior Exit Survey, Spring 2021

| Student Activities (clubs, student government, student events, etc.) | | | | | | | | | | | | | | |
|--|---------------------------|---------------|----------------------|---------------|------------------------|---------------|---------------------|---------------|-------------------|---------------|-----------------|------------|-----------|--------------|
| | 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 | 5 | 31.25 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 8 | 21.62 |
| Satisfied | 5 | 31.25 | 4 | 57.14 | 1 | 50.00 | 1 | 33.33 | 5 | 55.56 | 0 | 0.0 | 16 | 43.24 |
| Neutral | 5 | 31.25 | 2 | 28.57 | 1 | 50.00 | 1 | 33.33 | 3 | 33.33 | 0 | 0.0 | 12 | 32.43 |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.0 |

| Health Services | | | | | | | | | | | | | | |
|-------------------|---------------------------|---------------|----------------------|---------------|------------------------|---------------|---------------------|---------------|-------------------|---------------|-----------------|------------|-----------|---------------|
| | 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 | 25.00 | 1 | 14.29 | 0 | 0.0 | 2 | 66.67 | 0 | 0.0 | 0 | 0.0 | 7 | 18.92 |
| Satisfied | 7 | 43.75 | 4 | 57.14 | 0 | 0.0 | 1 | 33.33 | 5 | 55.56 | 0 | 0.0 | 17 | 45.95 |
| Neutral | 4 | 25.00 | 2 | 28.57 | 2 | 100.00 | 0 | 0.0 | 4 | 44.44 | 0 | 0.0 | 12 | 32.43 |
| Dissatisfied | 1 | 6.25 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.70 |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.00 |

School of Education Senior Exit Survey, Spring 2021

| 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 | 3 | 18.75 | 1 | 14.29 | 0 | 0.0 | 1 | 33.33 | 1 | 11.11 | 0 | 0.0 | 6 | 16.22 | |
| Satisfied | 4 | 25.00 | 4 | 57.14 | 1 | 50.00 | 2 | 66.67 | 2 | 22.22 | 0 | 0.0 | 13 | 35.14 | |
| Neutral | 9 | 56.25 | 2 | 28.57 | 1 | 50.00 | 0 | 0.0 | 5 | 55.56 | 0 | 0.0 | 17 | 45.95 | |
| Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.11 | 0 | 0.0 | 1 | 2.70 | |
| Very Dissatisfied | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | |
| Total | 16 | 100.00 | 7 | 100.00 | 2 | 100.00 | 3 | 100.00 | 9 | 100.00 | 0 | 0.0 | 37 | 100.0 | |

| What is MOST likely to be your principal activity upon graduation? | | |
|--|-----------|---------------|
| | Frequency | Percent |
| Employment, full-time paid | 29 | 78.38 |
| Employment, part-time paid | 3 | 8.11 |
| Graduate/prof. school (ft) | 0 | 0.00 |
| Graduate/prof. school (pt) | 1 | 2.70 |
| Additional undergraduate coursework | 0 | 0.00 |
| Military service | 0 | 0.00 |
| Volunteer activity (e.g. Peace Corps) | 1 | 2.70 |
| Starting or raising a family | 1 | 2.70 |
| Other | 2 | 5.41 |
| Total | 37 | 100.00 |

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:

The help desk is always amazing!

Parking

Billing services

n/a

Study rooms

n/a

Availibility of All Services (e.g. times they are open)

Please provide any comments or suggestions about the above services.

School library needs a greater children book selection for Ed majors

My advisor worked at the Salkehatchie campus. She did not explicitly communicate some of the requirements in the Education program leaving me extremely unprepared.

The bookstore could be a lot better. Stop taking money off of people’s cards if the item(s) they ordered aren’t even in stock. It should be mandatory for the bookstore to update the website to SOLD OUT once a item exceeds capacity. They follow a “you’ll get it when you get it” type attitude which can delay you.

"I feel as though some of the councilors in the counseling center were not as empathic as they needed to be at times.

I feel as though more education classes should be offered in person. I feel that I did not get as much out of my classes because of most of my classes being online. "

I have felt that the students not attending Aiken's campus have been forgotten. The students that are not on campus receive very little support.

I chose neutral for most of my answers due to the fact that I completed all of my coursework online through Palmetto College. I have actually only been on campus one time (March 26 for Day of Diversity).

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 loved all my practicum experiences because I had real life situations to apply what I was learning to.

I believe this semester (Spring 2021) and Fall (2020) are the semesters I've gained skills/knowledge that is beneficial to my career.

Public Education for American schools with Dr. Riley, read to succeed classes, and internship

EDPY A334 and EDSE A446 did a great job preparing me for my in classroom experience as a student teacher/professional. EDSE A312 was also a good experience as it helped me learn about diverse learners besides obvious differences between students such as race, ethnicity, and language.

The application classes. Dynamics of Public Education was very eye opening with Dr. Riley and any class with Jeremy Rinder. Their classes were discussion based and allowed us to explore what we thought about education and expand our knowledge by hearing from them and our classmates. Most beneficial was also any experience in the classroom. I wish we were in the classroom observing more often.

The Student learning objective assignment, practicums, and internship. Some of the things that will actually happen in the classroom we become familiar with by experience and we will have to complete a student learning objective assessment in the classroom.

There isn't on specific course I found most valuable. The senior seminar and internship has probably been the most real experience I have had. Getting in the classroom and spending all day everyday has been wonderful. Senior seminar where you can share experiences and get feedback from others going through the same things you are has been eye opening.

EDSE A450 & EDSE A453

Classroom management because I learned allot of techniques.

I thoroughly enjoyed Dr. Collazo's classroom assessment class. I learned how to effectively asses students learning and I learned how to easily make rubrics.

Young Adolescent Literature was a really good course. I enjoyed it, and it really related to what I'd be teaching.

The courses I found to be most valuable were the ones taught by Dr. Melissa Martin. She made sure to provide us with a variety of tools and information that we can use in our future classrooms, as well as in our current field experiences. She was the most reliable professor I have had at USC Aiken. The field experiences I have been placed in have also been extremely valuable in my program of study. I was able to experience a variety of classrooms within the SPED department, which I feel better prepared me for my future classroom.

I found my classroom management assignments to be the most helpful. The first day prep and script are great to prepare for the first week of school.

School of Education Senior Exit Survey, Spring 2021

Lesson planning to an extent and the incorporation of technology into the classroom.

Classroom management and all of my math education courses because my professor was in person and provided me with more than enough skills to be prepared

"I found my practicum and internship experiences to be the most valuable in my study. Being in a classroom on the daily and seeing the ideas we have been learning about put into practice truly helped me master my idea of the topic as it related to the classroom and students.

My favorite, or most valuable course was behavior management with Dr. Taylor. The content discussed in this class was not only valuable to me as a teacher, but as a human. We practiced vulnerability and the class itself helped me understand myself and other better. I enjoyed that this class not only taught us the educational side of behavior management but the life side to it."

Classroom Management

Luckily, there were so many courses I gained from. Teaching Social Studies with Dr. Rinder, Math with Dr. Coleman, EDPY with Dr. McMurtrie. I am so lucky to have had amazing professors who offered us so much!

Internship

I liked being with the same group of students throughout the professional program. It was helpful to have them to rely on when needed. The classroom environment course in the junior block was also very helpful and organizing and managing a class.

The classes that I took with Dr. Martin related to Special Education were the most valuable classes that I took. I feel that she prepared us for a variety of experiences in the classroom. She was also extremely open to giving advice and helping when things are not going well. I do not believe I would have been as successful without her help.

ECD 321 Dynamics of American Public Education because it gave me so much background information for all of my other educational classes.

Student teaching, behavior management, and teaching students with ID. These are the classes that are most relevant to me for the setting I have been hired for in my first year of teaching.

Teaching social studies in the elementary classroom. I found this class to be the most valuable because my professor did a great job of incorporating all aspects of being a first year teacher within the course.

Social Studies Methods

Classroom Management has been the most valuable class. If I could not control my classroom, I would not be able to teach.

I had many favorites. I enjoyed all of the courses that I took with Dr. Martin.

Courses / subjects that focused on practical aspects of education were definitely the most helpful. For example, focusing on specific disabilities and how to work with individuals who have those

School of Education Senior Exit Survey, Spring 2021

disabilities is very helpful. I also found practical aspects like breaking down the Acting Out Cycle and real life examples of disabilities (e.g. watching "The Rain Man") to be helpful.

IEP training

Practicums and internship. I was able to learn a lot from classroom experiences, but assignments from other courses took away from those experiences.

Being able to attend Day of Diversity was one of most valuable experiences within the School of Education. During this day I was able to see different perspectives from those who have been within the educational field for many years. Also, I was able to infuse those perspectives within my educational philosophy.

Classroom management. It is ESSENTIAL that you guys get some face to face instructors for the education department. Mrs. Parrish was the LIGHT BEACON in the classroom and she made every aspect of learning about education so passionate and meaningful.

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 wish there were more in person classes

Lesson plan templates, they're unrealistic and take the focus from implementation to reading from a script

The senior seminar course was something that I could have done without, or maybe something that could have met more infrequently. I personally did not gain much from it as a secondary educator, as many of my peers in the class were elementary or early childhood educators who had very different experiences in their student teaching that were not necessarily relatable for me. I might suggest splitting senior seminar into two different sections. One for early childhood/elementary educators and one for middle/secondary educators. The senior seminar in my opinion has been geared more towards early childhood/elementary education because that is the category that the majority of the students in the course fall under.

"Least valuable were the classes that we were taught not to teach off of a power point from a teacher reading a power point.

Least valuable was also when we had a lot of assignments due during our practicum experience. It would've been more beneficial for professors to allow us to observe and jump in when our CT allowed us. "

Didn't much have one they all helped me in some kind of way

I didn't find any course not valuable.

Discussion Board Posts are unhelpful unless they are thoughtfully designed.

Teaching Health and PE.

Classroom management could be more in-depth for students teaching higher grade levels. If you're in early childhood or elementary, you may have gained more from it than middle school or high.

I felt that the EDRD classes we were required to take were the least valuable in my program of study because I haven't been able to use a lot of the materials or information provided within those classes as I have with the more SPED related classes.

In some ways the lesson plan template is very long and the requirements for it can be too much depending on when the lesson is due and when the actual lesson will be taught. At times, many of the assignments given seem to be busy work and there needs to be more focus on things that would never be expected within a classroom (if that makes sense).

the p.e. class but only because I took it online and at very beginning of my program

A few of my SPED courses with a specific professor did not live up to my expectations. It was sad because I feel as if I could have learned a lot in these classes had they been taught in the correct manner. This professor seemed uninterested in teaching these courses, and often relied on

School of Education Senior Exit Survey, Spring 2021

us to Google information and teach ourselves. I felt as if her expectations were set too high given the lack of instruction she provided.

Math and Social Studies instruction

Unfortunately, classroom management, was my least favorite course. I understand that we had to transition to an online structure, however I felt as if it did not offer a lot of tools we would need for actual classrooms. The assignments seemed to be filler assignments and I have not been able to apply them in the classroom I am student teaching in.

I feel that I did not learn anything other than the definitions of the diagnosis's in my Autism, TBI, and Others class with Kay Hanson. We really did not take the time to work with instructional strategies that are known to work with these groups of students.

I feel like I took a ton of classes about teaching children how to read but was taught little to nothing about teaching students about math. I know this may be due to being in SPED but I really would have valued that.

Online classes with an overload of discussion posts.

Elementary math

I cannot remember all of the courses that I had, but I feel like most of the classes were repetitive.

I found all of the courses to be valuable in some way.

Although theory is considered foundational to teaching, understanding Bandura's theory is much less important than understanding the driving points behind his theory and how to implement them in the classroom. Once again, practical aspects of education is much more helpful.

All the SpEd ones

I cannot think of my least valuable course, assignment, or experience.

Too many professors and work due to a professor that is SO far away.

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?

The education program does a great job preparing us for lesson planning and differentiated instruction.

"The Diversity Conference was very beneficial in bringing our attention to different types of students and how best to teach them. USCA was very strict about "autographing ourself with excellence" any where we were. They wanted us to represent them and ourselves and teacher candidates well. "

This program has been a great learning experience and I am so glad I chose to attend USCA to finish my degree.

Dr. Martin did an excellent job providing reading material, lectures, and supplemental supports to strengthen my understanding of diverse learners.

I was never formally taught how to create a unit plan. We were just given the assignment and were told to create one. I made pretty good grades on the only two unit plans I wrote during my time in the education program. But, I still feel unsure on how to properly write one. I wish we had as much instruction and practice on this before being thrown in to internship/ my career. Other than that, I feel like my professors did a phenomenal job teaching me the necessary skills to become an effective educator.

They don't teach you short range planning. They teach you lesson plans that are 6 pages long, which can be GREAT for hypotheticals, but in reality, that doesn't help us. My courses focused deeply on classroom management strategies.

I feel as USCA addressed the areas of diverse learners (UDL), professionalism, instructional strategies, and short range planning in more depth and more routinely than the other areas. Most education courses in some way or another discussed each of these categories. I also feel as if I am very satisfied with these areas because with the amount of daily lesson plans we wrote each of these areas are addressed within each plan.

The program is strong in these areas and usually only teaches in these areas.

I answered very satisfied because those were areas where my professors offered a lot of advice and ideas on. We were able to be extremely collaborative and creative as a cohort, with the guidance of our professors, to make these areas strong.

I feel as though there were some areas that I was really prepared for by the School of Education, but there were some areas that I feel I did not get enough preparation for. I was very satisfied with learning about instructional strategies, professionalism, and working with diverse learners. The special education program, specifically Dr. Martin, really covered these topics. I feel that the area that I did not get preparation for would be long term planning. I do not know how to plan for entire units, semesters, or years.

I feel that the education program at USCA has prepared me for my first classroom.

I felt as though long term planning and utilizing data was only touched on. The majority of my

School of Education Senior Exit Survey, Spring 2021

classes have been about how to reach all of our students but the planning portion of the program has not been thorough.

If I indicated very satisfied on any of them it is because I felt VERY immersed in the process in my internship.

What is MOST likely to be your principal activity upon graduation?

Other (Comment)

Graduate school full time, full time work, raising a family

Employment full time, paid and part time graduate school