



COLLEGE OF EDUCATION DEPARTMENT OF TEACHER EDUCATION NARRATIVE

CANDIDATE EXIT SURVEY

OVERALL: Questions 1.1-6.2

DISAGGREGATE

TROY/ PHENIX CITY/ DOTHAN

BY CAMPUS

7 CYCLES

FALL 2012-FALL 2017

Narrative for:

Fall 2012-Fall 2017 Candidate Exit Survey

College of Education: Department of Teacher Education

NARRATIVE: OVERVIEW OF THE STUDENT EXIT SURVEY

Why is the survey important?

- It gives students a chance to express their views about their student experience
- It forms part of the quality assurance framework for higher education
- It provides institutions with important information about their performance
- It provides essential information for future/potential students when considering where and what to study.

 $\underline{http://www.lse.ac.uk/intranet/LSEServices/TQARO/National-Student-Survey-Results-and-Guide.aspx}$

How do students take part in the survey?

Eligible students (College of Education/Division of Education Internship candidates) receive a URL address during their final notebook review session inviting them to complete the survey

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ALIGNED WITH Intasc STANDARDS: The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning

implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into

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#1	2.4 How well were you prepared to provide practice and summarization for the
#2	students?
#3	
#4	2.5 How well were you prepared to demonstrate knowledge of subject matter and
#5	

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Are students allowed to add open comments?

Yes, respondents are invited to add comments on both positive and negative aspects of their student experience.

Are the students' responses anonymous?

Yes, your responses are confidential – institutions will not know whether you have participated in the survey, and results are not attributed to individual respondents.

Survey Levels of Rubric Responses:

- Excellent Preparation
- Good Preparation
- Weak Preparation
- Unsatisfactory Preparation
- Total

Survey Disaggregated Responses by:

- Overall
- Campus: Troy/Phenix City/Dothan
- Gender: Male/Female
- Age: 24 yrs. & under/25 yrs. & older
- Ethnicity: African American/Caucasian/Other
- Educational RET Q 2 (m) 1T0 481 -641Tm /TT7 1 T18 () 9.24T4 1 T8cm BT 50 0 0 50 6T0 50 0

Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 1.1

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 1.2 How well you prepared to identify various instructional strategies? ACCRS/ InTASC #8

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (785 of 814)

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 2.1 How well were you prepared to orient students to the lesson? ACCRS/ InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (789 of 813) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:

PHENIX CITY	EXCELLENT	70%
DOTHAN	EXCELLENT	64%
TROY	EXCELLENT	47%

TROY	GOOD PREPARATION	49%
DOTHAN	GOOD PREPARATION	34%

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 2.2 How well were you prepared to give clear directions? InTASC #4/#5

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (788 of 812) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: **STRONGEST** TO **WEAKEST** BY %:

Over the seven cycles of data collected relating to Troy University's College of Education

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 2.4 How well were you prepared to provide practice and summarization for the students? InTASC #1/#2/#3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (777 of 813) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: **STRONGEST** TO **WEAKEST** BY %:

PHENIX CITY

EXCELLENT

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy? InTASC #4/#5

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (781 of 810) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:

PHENIX CITY

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 3.2 How well were you prepared to measure student progress systematically? InTASC #6

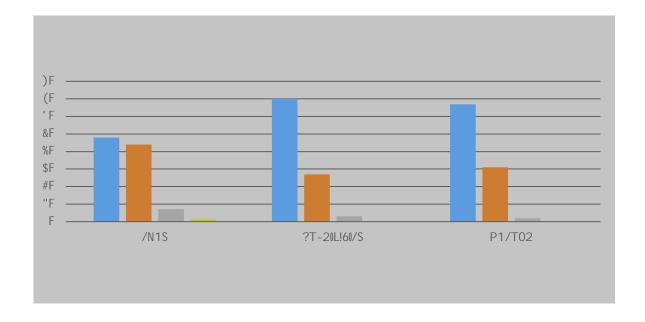
TROY CAMPUS/ PHENIX CITY/ DOTHAN 90% (731 of 813)

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 4.1 How well were you prepared to manage class time? InTASC #1/#3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 91% (737 of 813) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: **STRONGEST** TO **WEAKEST** BY

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 5.1 How well were you prepared to involve students in interaction? ACCRS/ InTASC #5/ #8

TROY CAMPUS/ PHENIX CITY/ DOTHAN 98% (794 of 811) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: **STRONGEST** TO **WEAKEST** BY %:

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PHENIX CITY	EXCELLENT	76%
DOTHAN	EXCELLENT	74%
TROY	EXCELLENT	58%

TROY	GOOD PREPARATION	39%
DOTHAN	GOOD PREPARATION	24%
PHENIX CITY	GOOD PREPARATION	24%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 2% (17 of 811) of the candidates on these campuses responded in the <u>Weak Preparation</u> or <u>Unsatisfactory Preparation</u> range.

*RANKING BY CAMPUS: **WEAKEST** TO **STRONGEST** BY %:

TROY	WEAK PREPARATION	2%	
DOTHAN	WEAK PREPARATION	2%	

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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 5.3 How well were you prepared to express positive affect/minimize negative affect? ACCRS/ InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (786 of 809) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:

PHENIX CITY

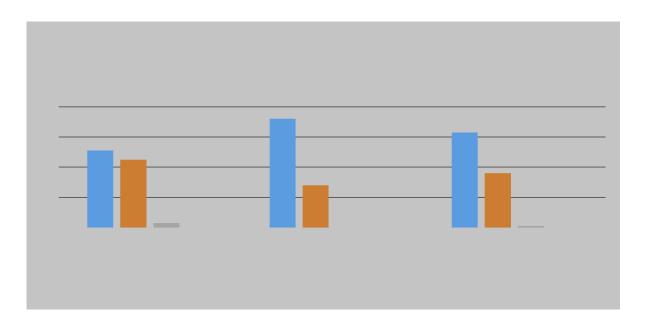
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Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; 5.4 How well were you prepared to maintain physical environment conductive to learning within limitations of facilities provided?

InTASC #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (785 of 809) of the candidates on these campuses responded in the <u>Excellent</u> or <u>Good Preparation</u> range.

*RANKING BY CAMPUS: **STRONGEST** TO **WEAKEST** BY %:

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PHENIX CITY	EXCELLENT	72%
DOTHAN	EXCELLENT	63%
TROY	EXCELLENT	51%

TROY	GOOD PREPARATION	45%
DOTHAN	GOOD PREPARATION	36%
PHENIX CITY	GOOD PREPARATION	28%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 3% (24 of 809) of the candidates on these campuses responded in the <u>Weak Preparation</u> or <u>Unsatisfactory Preparation</u> range.

*RANKING BY CAMPUS: **WEAKEST** TO **STRONGEST** BY %:

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ACCRS/	Survey Questions asked Candidates at the end of Internship:
InTASC	
	COMPETENCY 1.0: PREPARATION FOR INSTRUCTION
	1.1 How well were you prepared to select/state long-range goals and short term measurable
	objectives?
ACCRS	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus
#7	PHENIX CITY EXCELLENT 71 %

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