

Summary Report of Human Services Program Effectiveness Indicators

Data and discussion that demonstrates HUSR Program Effectiveness include the following: HUSR student GPA, results of Community Agency Supervisor survey, Agency Supervisor Evaluation of Student Interns, Student Performance on state of California exam for substance abuse counselors, HUSR students who earned the certificate to work in domestic violence shelters, the current HUSR Program Assessment Plan, and the HUSR faculty who attended the Faculty Development Center's teaching enrichment classes for faculty for teaching quality improvement .

Department Program Effectiveness Indicators

a. Student GPA report, fall 2015

Undergraduate students in HUSR =2,780 with 3.39 GPA

See University GPA document at the end of this Summary Report of Program Effectiveness Indicators.

b. Summary of Community Agency Fieldwork Day Survey

The time period of the Community Agency Survey that was distributed to agency representatives at the Fieldwork Day each semester was from fall 2012 to fall 2015. Most agencies, 95% represented were from the nonprofit sector (80% nonprofit agencies and 15% government services). The total of 67 respondents who completed the 37 question- survey provided both qualitative and quantitative data on skills, competency and knowledge relative to the Human Services student learning goals and outcomes. 87% of the respondents used interns from the Human Services Department and they reported 100% satisfaction with the interns. In fact, 50% of the agencies hired their student interns. Out of the 20 skills and competencies listed on the community agency survey, seven of the skills/competency/knowledge areas were rated important to very important by 94% of the respondents as shown in the following Chart 11.

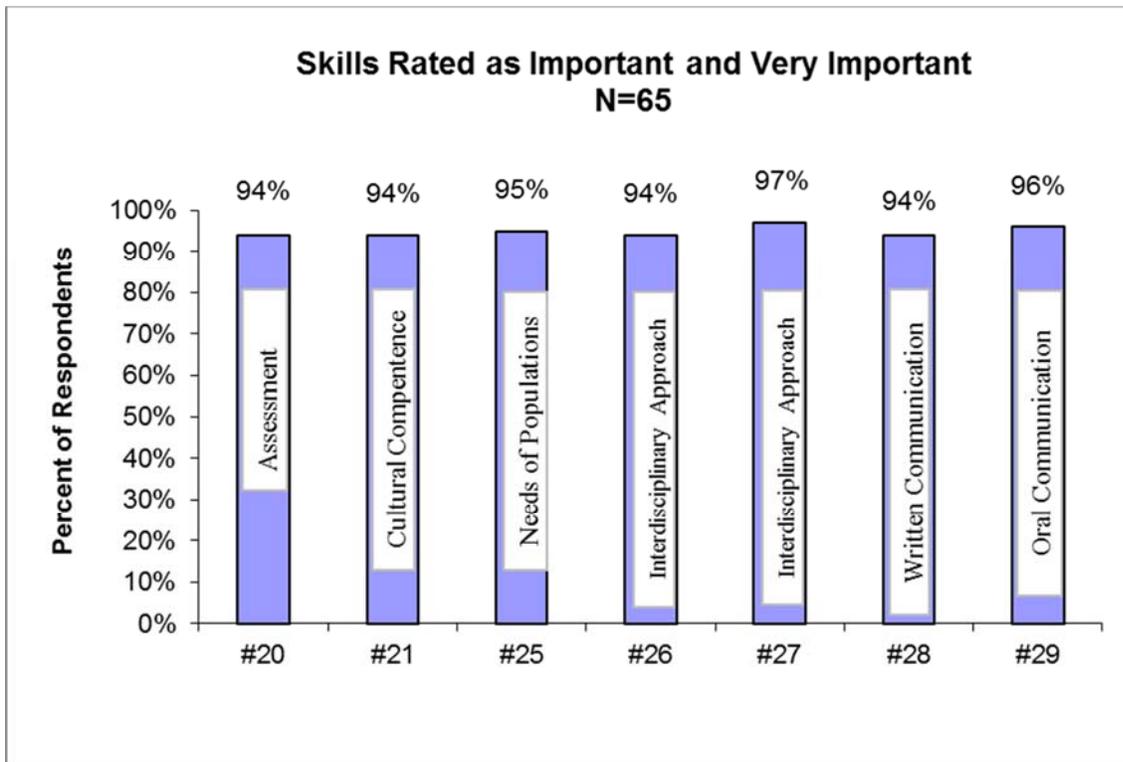
Out of the 20 skills and competencies listed on the community agency survey, seven of the skills were rated important to very important by 94% of the respondents or above. As shown in Chart 11 below, the respondents rated the following skills as important to very important when considering hiring employees:

Skill #20: Demonstrate assessment skills.

Skill #21: Demonstrate cultural competence skills.

- Skill #25: Understand that the needs of populations are multifaceted and dynamic.
- Skill #26: Understand the needs of populations are best addressed from collaborative, reflective, and an interdisciplinary approach.
- Skill #27: Demonstrate collaborative communication with individuals, families, and communities.
- Skill#28: Articulate knowledge and skills to communicate effectively about human services issues using written communication.
- Skill #29: Articulate knowledge and skills to communicate effectively about human services issues using oral communication.

Chart 11. Skills & Competencies Important for Human Service Employees



To read a full analysis and discussion of the survey results of the Community Agency Survey see pages 61-74 in the August 2016 HUSR Self-Study for CSHSE posted on the HUSR website.

c. Summary of Supervisor Evaluation of the Student Interns

Each semester the agency supervisors evaluate the student’s performance for all three fieldwork classes (HUSR 396/L, 495/L, 496/L) by completing an on-line

survey of 22 questions about student learning outcomes, competencies, and overall experience. Supervisors were asked to rate the students' performance on professionalism, personal characteristics and practice skills.

In all the categories there was an average of 620 respondents. Fieldwork Supervisors rated their students more than acceptable and outstanding on a range of 55% to 92%, as shown in Chart 12. There were three categories in which 90% or more students were rated more than acceptable and outstanding. These categories included, behavior and work attitude; ethical standards; and works within purpose of agency. Lastly, There were 92.4% of supervisors who rated students' overall performance above average (26%), and outstanding (66.4%), as shown in Chart 13.

Supervisor Evaluation of Student Interns

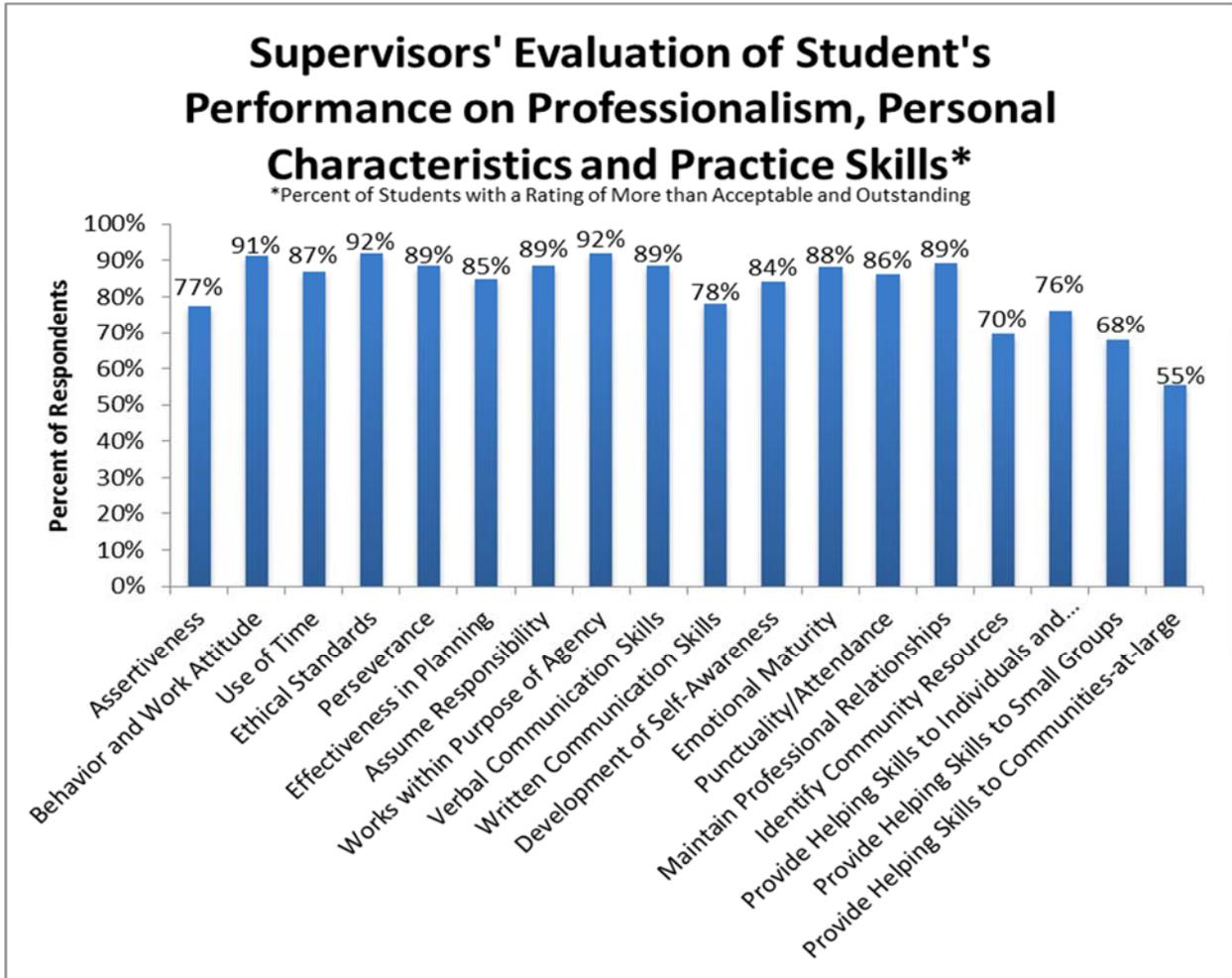
Results

Supervisors were asked to rate the students' performance on professionalism, personal characteristics and practice skills on a Likert scale of: not applicable; not acceptable; below average; average; more than acceptable; and outstanding; in the following categories:

- Assertiveness
- Behavior and work attitudes
- Use of time
- Adherence to basic ethical standards and values of the profession
- Perseverance
- Effectiveness in planning and arranging work responsibilities
- Ability to assume responsibility for own learning
- Ability to work within purpose, structure, and constraints of the agency
- Verbal communication skills
- Development of a professional self-awareness
- Emotional maturity
- Punctuality/attendance
- Ability to develop and maintain professional relationships with clients/consumers/co-workers from various cultural/ethnic backgrounds
- Ability to identify and use community resources
- Competency in providing helping skills to Individuals and Families
- Competency in providing helping skills to Small groups
- Competency in providing helping skills to Community-at-large

In all the categories, there was an average of 620 respondents. Fieldwork Supervisors rated their students more than acceptable and outstanding on a range of 55% to 92%. As shown in Chart 12 below, there were three categories where 90% or more students were rated more than acceptable and outstanding. These categories were behavior and work attitude; ethical standards; and works within purpose of agency.

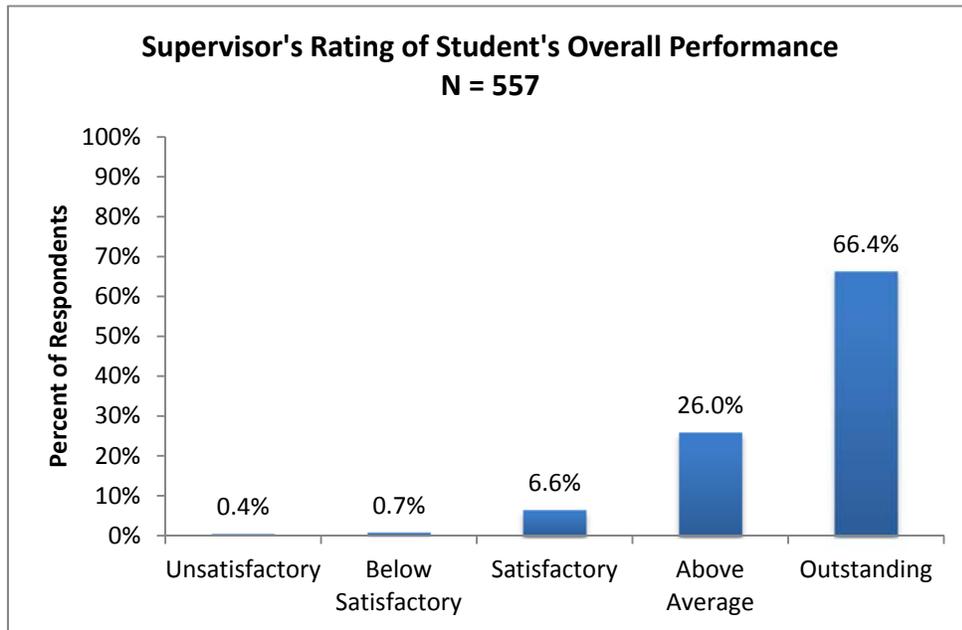
Chart 12. Supervisor’s Evaluation of Student’s Performance



Rate student’s performance overall

As shown in Chart 13 below, there were 92.4% of supervisors who rated student’s overall performances above average (26%) and outstanding (66.4%).

Chart 13. Supervisor's Rating of Student's Overall Performance



To read a full analysis of the survey results of the Field Supervisor's rating of Student Interns, see pages 89-91 in the August 2016 HUSR Self-Study for CSHSE posted on the HUSR website.

d. Student Performance on Standardized Exams

The Substance Abuse Prevention and Treatment track is comprised of the courses: HUSR 415, Treatment Issues in Substance Abuse; HUSR434, Physiological Effects of Alcohol & Other Drugs; HUSR 435, Drug Abuse Prevention & Early Intervention; HUSR 436, Family Dynamics of Addiction; and HUSR 437, Co-Occurring Disorders. Completion of the track prepares students to take the California Association for Alcohol/Drug Educators (CAADE) certification exam that can lead to the Certified Addictions Treatment Counselor (CATC) credential.

Data from CAADE Exam Statistics from 2013 to 2015 reports 85.7% pass rate for HUSR students who took the exam as shown in following table:

Table 5. CAADE Exam Statistics 2013-2015

Year	HUSR/CSUF Students Took Exam	HUSR/CSUF Students passed	HUSR/CSUF Pass rate
2013	3	3	100%
2014	5	5	100%
2015	6	4	66%
2013-2015 Total	14	12	85.7%

e. Intimate Partner Violence Certificate

Data on HUSR students who received the Intimate Partner Violence Certificate after completing the Intimate Partner Violence (IPV) course (HUSR 425T) is presented in Table 6 showing 311 HUSR students who earned the certificate. Basically, the IPV course examines violence in intimate relationships ranging from conventional family situations to alternative family structures. Although considerable attention is devoted to spousal abuse, substantial consideration is also allotted to elder abuse, LGBT partner abuse, dating violence, and characteristics of societies and cultures which enhance and promote interpersonal violence.

The IPV class is an introductory course designed to be the student's first exposure to the practical applications of working with individuals and families who are victims of domestic violence. A counseling/social work perspective, utilizing terminology, methods, and theoretical orientations are used to discuss intimate partner violence. Curriculum embedded in the IPV course is equivalent to the 40-hour domestic violence training curriculum required to intern at the domestic violence shelters. The content of this class is built on the suggested 40-hour training curriculum offered by the California Partnership to End Domestic Violence. This 40-hour training is required for all those who work in a domestic violence shelters in the state of California and it is highly recommended for all helping professionals. At the end of the semester, a verification form is given to each student who completed the course with a "C" or better and who has completed the 40 hour training which is equivalent to the 40-hour training offered by Shelters. The class material includes community speakers who share their professional experience working with victims and perpetrators of Intimate Partner Violence.

Table 6. Number of Students Who Completed the 40-Hour IPV Training by Semester, 2013 to 2015

Semester	Student Completion
Fall 2013	63
Spring 2014	58
Fall 2014	66
Spring 2015	60
Fall 2015	64
Total	311

f. Program Evaluation of Student Learning Goals and Outcomes

The HUSR department conducts an ongoing formal evaluation to determine its effectiveness in meeting the needs of students, community, and the human services field. The results of which are used to modify the program as necessary. Toward this goal, the HUSR department has clearly stated measureable student learning outcomes that are tied to the CSHSE Standards and an assessment plan.

Measureable student learning outcomes have been development by the faculty in response to the University's WASC re-accreditation requirements. The following is the HUSR Department's Assessment Plan which continues the ongoing effort of measuring student goals and learning outcomes.

Department of Human Services Assessment Plan

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: Analyze human services related theories and models.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students are exposed to human services theories and models</p> <p><i>Course:</i> HUSR 201 Introduction to Human Services</p>	<p><u>Knowledge:</u> Beginning to integrate and apply human services theories and models in a variety of settings and contexts.</p> <p><i>Course:</i> HUSR 310 Case Management</p>	<p><u>Knowledge:</u> Students are able to effectively integrate and apply theory and practice.</p> <p><i>Course:</i> HUSR 380 Theories and Techniques of Counseling</p>
<p><u>Performance:</u> Exam scores on relevant theories/models</p> <p><i>Measurement Tool:</i> Exam # 2 scores that cover theories section of text</p>	<p><u>Performance:</u> Students engage in meaningful learning activities that integrate theory with practice such as creating case plans or through role-play activities.</p> <p><i>Measurement Tool:</i> Ecological Model assignment</p>	<p><u>Performance:</u> Students engage in clinical applications, write integration or application papers, and conduct presentations that effectively analyze human services related theories and models.</p> <p><i>Measurement Tool:</i> Paper on integration/application</p>

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1b: Employ logical approaches to real world problems in the human services field that rely on the development of research, program designs, and evaluation methods to draw reasonable evidence based conclusions.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students are exposed to various techniques in research design and data collection techniques</p> <p>Course: HUSR 315 Research and Data Management in Human Services</p>	<p><u>Knowledge:</u> Students develop critical thinking techniques for best practices in program design and implementation</p> <p>Course: HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students review and assess evaluation methods and create an appropriate evaluation protocol utilizing relevant sources that address agency needs. Students show critical thinking and problem solving skills in order to draw reasonable, evidence-based conclusions.</p> <p>Course: HUSR 470 Evaluation of Human Services Programs</p>
<p><u>Performance:</u> Exams on research methodology and ability to utilize appropriate technology to analyze data</p> <p><i>Measurement Tool:</i> 1) Exams that cover research methodology; 2) Data analysis assignment</p>	<p><u>Performance:</u> Evaluate and integrate appropriate literature on a Human Service related topic and draw reasonable conclusions that inform the design of a relevant program proposal.</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performance:</u> Students conduct evaluations and prepare reports via written and oral formats that demonstrate critical thinking and scientific acumen.</p> <p><i>Measurement Tool:</i> Program evaluation final report that address course objectives</p>

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2: Demonstrate cultural competence in working collaboratively and ethically with diverse populations in the human services field.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Demonstrate an understanding of culturally competence and ethical behavior as well as develop insight into interpersonal and intrapersonal skills necessary for effectively interact with others</p> <p><i>Course:</i> HUSR 411 Service Delivery to Communities</p>	<p><u>Knowledge:</u> Demonstrate the ability to work collaboratively and ethically in human services delivery to diverse communities.</p> <p><i>Course:</i> HUSR 396/L Practicum Seminar</p>	<p><u>Knowledge:</u> Demonstrate proficiency with working with culturally diverse populations.</p> <p><i>Course:</i> HUSR 496/L Internship Seminar</p>
<p><u>Performance:</u> Students engage in small group activities that address ethical and cultural issues.</p> <p><i>Measurement Tool:</i> Four Skills of Cultural Competence Worksheets</p>	<p><u>Performance:</u> Students role play group and individually clinically related skills in class.</p> <p><i>Measurement Tool:</i> Supervisors' Evaluation of the Interns</p>	<p><u>Performance:</u> Students facilitate interpersonal growth and cultural relational skills under supervision; students demonstrate four cultural competence understanding and skills through case analysis and action plans.</p> <p><i>Measurement Tool:</i> Supervisors' Evaluation of the Interns</p>

Goal 3: Communication skills

Learning Outcome 3a: Communicate effectively about human services issues using written communication.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students demonstrate basic understanding of written documentation of client interactions through case notes.</p> <p><i>Course:</i> HUSR 310 Case Management</p>	<p><u>Knowledge:</u> Students demonstrate a working knowledge of written communication using English and APA format on issues related human services</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students demonstrate effective written communication using APA format on topics related to human services and evaluation of programs.</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Students will be given in-class writing assignments as well as essay exams.</p> <p><i>Measurement Tool:</i> Case Management Client Folders</p>	<p><u>Performance:</u> Students will be given essay examinations or participate in on-line forums in which they write about various human services issues.</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performances:</u> In final paper, students demonstrate the ability to write about human services issues without grammatical/APA formatting errors.</p> <p><i>Measurement Tool:</i> Program evaluation final report that address course objectives.</p>

Goal 3: Communication skills

Learning Outcome 3b: Communicate effectively about human services issues using oral communication.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students demonstrate basic oral communication skills on topics related to human services</p> <p><i>Course:</i> HUSR 350 Human Services Leadership</p>	<p><u>Knowledge:</u> Students demonstrate a working knowledge of oral communication on topics related to human services</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students demonstrate effective oral communication on topics related to human services</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Group Presentation on Leadership Service Announcement</p>	<p><u>Performance:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Presentation of Program and Proposal for Funding</p>	<p><u>Performances:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Presentation of Intervention and the Presentation of the Final Evaluation Results</p>

Goal 3: Communication skills

Learning Outcome 3C: Integrate information technology in support of human services implementation

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Can articulate the need for information that is appropriate to complete a specific college level research paper.</p> <p><i>Course:</i> HUSR 315 Research and Data Management in Human Services</p>	<p><u>Knowledge:</u> Organize and evaluate information from multiple sources based on usefulness, reliability, accuracy and point of view (or bias)</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Successfully complete a college level research paper (Needs refinement)</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Can implement a search strategy for a number of database systems including campus library systems, online reference tools, or other information databases</p> <p><i>Measurement Tool:</i> Literature Review Research Paper</p>	<p><u>Performance:</u> Compile a discipline appropriate bibliography of sources obtained through their research</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performances:</u> Successfully discuss, present and “publish” (to the professor, or in online format per the assignment) a research paper using collaboration software and/or social media.</p> <p><i>Measurement Tool:</i> Program Evaluation Final Report And Final Exam</p>

Timeline for Implementation of HUSR’s Assessment Plan

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: *Completed* Spring 2015 (and presented below)

Learning Outcome 1b: AY 2015/2016

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2 AY 2016/2017

Goal 3: Communication Skills

Learning Outcome 3a AY 2017/2018

Learning Outcome 3b AY 2017/2018

Learning Outcome 3c AY 2017/2018

Assessment Tools (such as rubrics, exams, portfolios, surveys, and capstone evaluations)

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: 201 Exam
310 Ecological Model Grading Rubric
380 Integrative and Application paper

Learning Outcome 1b: 315 Exam & Data Analysis Assignment
385 Program Proposal and Grading Rubric
470 Program Evaluation Final Report

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2 411 Four Cultural Skills Worksheets
396/L Supervisors' evaluation of interns
496/L Supervisors' evaluation of interns

Goal 3: Communication Skills

Learning Outcome 3a 310 Case Management Client Folders Guidelines and Grading
Rubric 385 Program Proposal Guidelines
470 Program Evaluation Final Results

Learning Outcome 3b 350 Group Presentation
385 Presentation of Program and Proposal for Funding
470 Presentation of Intervention and Final Evaluation

Learning Outcome 3c 315 Literature Review Research
385 Program Proposal Guideline
470 Program Evaluation Final Report and Final Exam

Implementation of the Human Service Department Assessment Plan

The initial implementation of the HUSR Department's Assessment Plan began in fall 2014 with the results provided in Spring 2015. The

evaluation activities are moving forward based on the schedule described in the previous section.

The collection methodology for the data and analysis of the results for *Goal 1: Intellectual inquiry, critical thinking, and problem solving* and Learning Outcome 1a was completed spring 2015. The following are the results.

**Goal 1a: Intellectual inquiry, critical thinking, and problem solving
Learning Outcome 1a Analyze human services related theories and models.**

There are three levels of learning that are assessed for Goal 1a: Beginning, Developing, and Mastery.

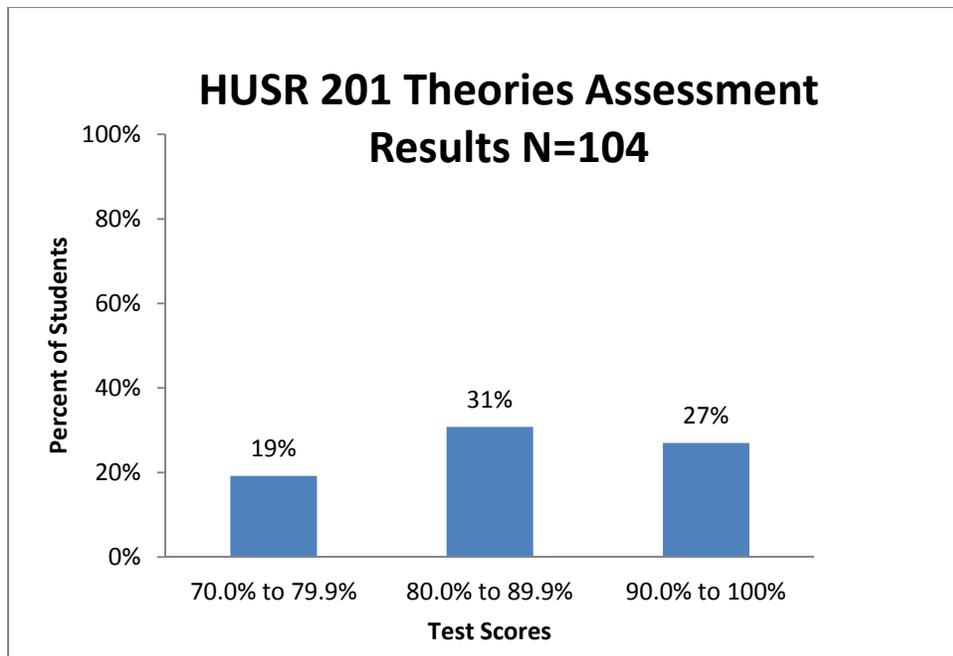
- **Beginning** is measured by data on student exam scores for the Introduction to Human Services course HUSR 201;
- **Developing** as measured by data from the case management course, HUSR 310, and
- **Mastery** as measured by data from the Theories and Techniques of Counseling course (HUSR 380)

Beginning Level Results for Goal 1a: HUSR 201: Introduction to Human Services

Data were based on multiple-choice questions covering several human services theories. Exams were administered to students in HUSR 201 classes but varied in the number of questions as well as the range of theories covered.

A total of 104 student scores were compiled from the theory specific multiple-choice questions. Chart 14 below demonstrates the results from the three sections in HUSR 201 with 70% as a passing grade. There were 77% of the students who scored 70% or higher on the theories assessment. There were 58% of the students who scored 80% or higher.

Chart 14: HUSR 201 Theories Assessment



Faculty Response to the HUSR 201 Goal 1a Results.

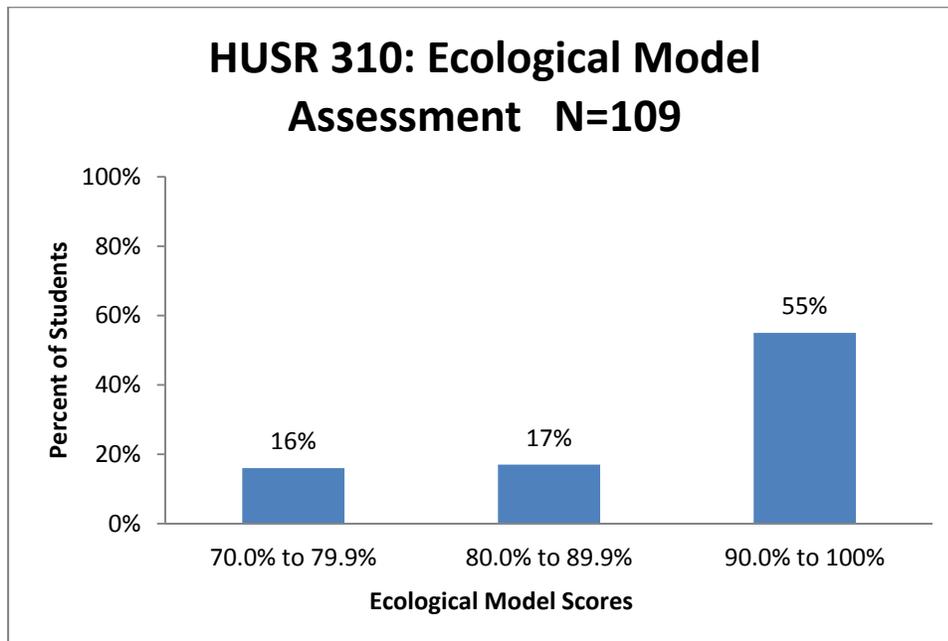
There were 23% of students who scored lower than 70.0% on the theories assessment exam. In addition there was much variability in the scores by sections of the HUSR 201 course, therefore during the fall 2016 Faculty Meeting, faculty will discuss aligning the theories instruction across the sections of the HUSR 201 course as well as refining the assessment tool.

Developing Level Results for Goal 1a: HUSR 310: Case Management

Students were asked to demonstrate their understanding of the Ecological Model by listing the different levels (knowledge) of the model and then providing examples of related systems at each level (application).

A total of 109 student scores were compiled from the Ecological Model. Chart 15 below demonstrates the results from the five sections in HUSR 310 with 70% as a passing grade. There were 88% of the students who scored 70% or higher on the theories assessment. There were 72% of the students who scored 80% or higher.

Chart 15: HUSR 310 Ecological Model Assessment



Faculty Response to the HUSR 310 Goal 1a Results

Some students were not in class on the day the assignment was given and had received a zero for the assignment. Thus, in this situation, a zero does not indicate a lack of understanding the theory but rather the student simply failed to complete the assignment. There were a number of zeros for the on-line class as well. During the fall 2016 faculty meeting discussion, the administration of the Ecological Model assessment needs to be aligned across the sections of the HUSR 310 course and ways to include all students in the assessment needs to be explored. In addition, the variability in grading rubric for this assignment needs clarification in relation to students' understanding of the model and ability to apply the model correctly across the sections of the HUSR 310 course. .

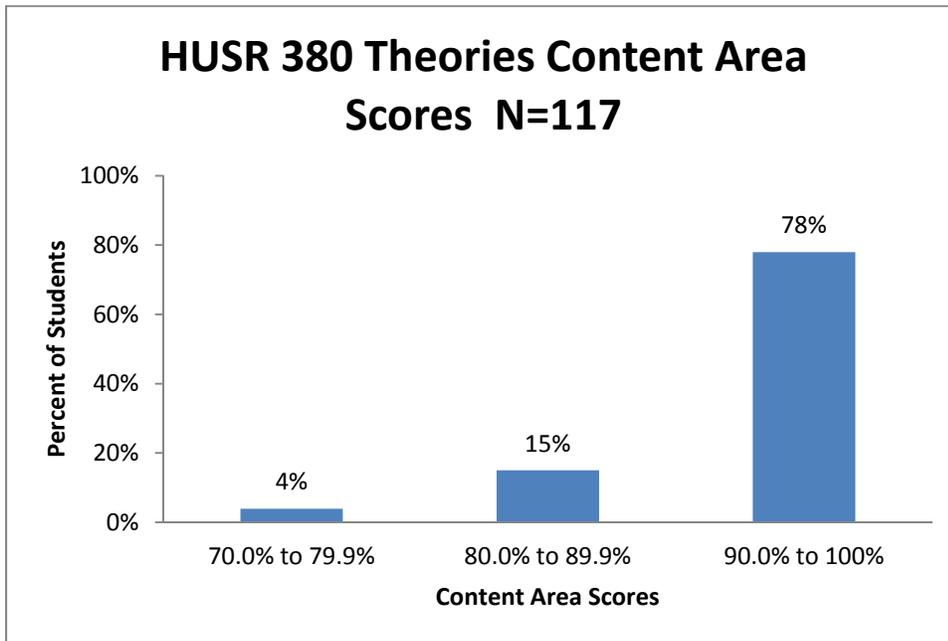
Mastery Level Results for Goal 1a: HUSR 380: Theories and Techniques

Students were asked to demonstrate their identification and application of theories to a case analysis.

A total of 241 students were enrolled across the ten sections of HUSR 380. Five sections provided individually scored grading rubrics/guideline sheets for a total of 117 students. Thus, this assessment addressed the performance of 48.5% of students enrolled in a HUSR 380 fall 2015. Content Area scores were extrapolated from the individually scored grading sheets which required identifying theories and applying them to a case. A total of 117 student scores were compiled from the Content Area scores. Chart 16 below demonstrates the

results from the ten sections in HUSR 380 with 70% as a passing grade. There were 97% of the students who scored 70% or higher on the theories assessment. There were 93% of the students who scored 80% or higher with 78% of the students who scored 90% or higher.

Chart 16: HUSR 380: Theories Content Area Scores



Faculty Response to the HUSR 380 Goal 1a Results.

There were three sections out of ten sections of the HUSR 380 course that did not have a paper assignment on the application or integration of a major theory. During the fall 2016 faculty meeting, the alignment of the application and integration assignment across all sections needs to be discussed as well as refining the guidelines and grading rubric.

g. Professional Training of HUSR Faculty in University's Faculty Development Center (FDC)

Additionally, HUSR faculty have participated in a variety of teaching effectiveness workshops offered by the University Faculty Development Center in order to continuously improve their teaching performance. Specifically, ten HUSR faculty participated in classes from 2013-2015, some in ongoing trainings and even certificates of program completion in pedagogical improvements. There are

trainings in online delivery, building diversity into your classroom, and developing teaching philosophies, for example. HUSR faculty thus demonstrate another indicator of their dedication to teaching effectiveness.

Titles of the Faculty Development Center Training Workshops Completed, 2013-2015:

Quality Online/Hybrid Teaching: Learning from the Award-Winning Online Courses

Dining with Diversity: Understanding Men of Color

An Introduction to R (an open-source statistical computing and graphics package)

Encouraging Conversations: A Dialogue about Diversity and Inclusivity

Grading Essentials in TITANium

Lunchtime Digging into Diversity Series, Building on the Cultural Capital of Diverse Learners: Strengthening

Lunchtime Digging into Diversity Series, Unpacking White Privilege: A Personal and Theoretical Examination

Open Lab Hours

Preparing the RTP Portfolio

Scholarship of Teaching and Learning Institute

Making Collaborative Student Groups Work

Grading Essentials in TITANium

Keynote Lunch and Learn with HIPs

Getting Started with TITANium

Dining with Diversity: Experiencing Confidence and Enjoyment of Learning (EXCEL) Program: Practical Resources

Faculty-Led, Short-Term Study Abroad Programs.

Grant Programs for Current Semester

Lunchtime Digging into Diversity Series, Embracing Gender-From Cis to Trans

Lunchtime Digging into Diversity Series, The Pieces of Me: Understanding Vietnamese American Students

Appendix:

Department GPA

The screenshot shows a web browser window with the URL <http://www.fullerton.edu/analyticalstudies/student/grades/departmentgrades.php>. The page header includes the CSUF logo and navigation links: QUICK FACTS, STUDENT DATA, FACULTY DATA, PRESENTATIONS, SURVEYS, ABOUT US. The report is filtered for 'Health & Human Development' and 'Fall 2015'.

College	Department	Lower Division Headcount	Lower Division GPA	Upper Division Headcount	Upper Division GPA	Undergraduate Headcount	Undergraduate GPA	Graduate Headcount	Graduate GPA
Health & Human Development	Child & Adol Studies	479	3.24	2,899	3.02	3,378	3.05		
	Counseling	24	3.31	183	3.27	207	3.27	541	3.62
	Health Science	1,203	3.02	3,605	3.05	4,808	3.04	117	3.65
	Human Services	196	3.40	2,584	3.38	2,780	3.39		
	Kinesiology	3,544	3.41	4,155	3.06	7,699	3.16	152	3.55
	Military Science	46	3.47	49	3.70	95	3.60		
	Nursing			1,699	3.43	1,699	3.43	875	3.77
	Social Work							727	3.82
Total		5,492	3.25	15,174	3.15	20,666	3.17	2,412	3.73
Grand Total		5,492	3.25	15,174	3.15	20,666	3.17	2,412	3.73

Data shown for college: Health & Human Development, semester: Fall 2015

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2013

Student Rating Of Instruction		Frequency distribution of responses						n (Total Resp.)	
		Mean	Deviation	A	B	C	D		E
I rate the professor's preparation for this class as:		3.58	0.73	70%	22%	6%	2%	0%	1905
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.55	0.79	70%	19%	8%	2%	0%	1898
I rate the organization of the professor's lecture as:		3.52	0.79	67%	21%	9%	2%	0%	1904
I rate the professor's use of examples and illustrations as:		3.61	0.72	72%	19%	7%	1%	0%	1900
I rate the professor's active, personal interest in the class as:		3.71	0.66	80%	14%	5%	1%	0%	1901
I rate the professor's specificity of course objectives as:		3.59	0.73	71%	20%	7%	2%	0%	1888
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.62	0.72	74%	18%	7%	2%	0%	1888
I rate the degree to which examinations or assignments covered the subject of the course as:		3.55	0.79	69%	20%	7%	3%	0%	1875
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.49	0.86	67%	20%	9%	3%	1%	1887
I rate the professor's willingness to answer questions as:		3.69	0.71	80%	13%	5%	2%	0%	1902
I rate the professor's availability outside of class as:		3.54	0.79	69%	20%	8%	2%	0%	1878
I rate the degree to which the professor was concerned with student needs and interests as:		3.64	0.73	76%	15%	6%	2%	0%	1893
I rate the degree to which the assigned reading materials contributed to the course as:		3.58	0.75	70%	21%	7%	2%	0%	1899
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.58	0.71	69%	23%	6%	1%	0%	1901
Overall, I rate this course as:		3.6	0.73	71%	20%	7%	2%	0%	1901
Overall, I rate the professor's teaching in this course as:		3.61	0.75	73%	18%	6%	2%	0%	1896
Totals		3.59	0.75	72%	19%	7%	2%	0%	30316

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Spring 2014

Student Rating Of Instruction		Frequency distribution of responses						n (Total Resp.)	
		Mean	Deviation	A	B	C	D		E
I rate the professor's preparation for this class as:		3.57	0.74	70%	21%	7%	2%	0%	1960
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.54	0.77	68%	22%	8%	2%	0%	1957
I rate the organization of the professor's lecture as:		3.49	0.82	65%	23%	9%	3%	0%	1958
I rate the professor's use of examples and illustrations as:		3.6	0.7	71%	21%	7%	1%	0%	1956
I rate the professor's active, personal interest in the class as:		3.68	0.66	77%	15%	6%	1%	0%	1955
I rate the professor's specificity of course objectives as:		3.55	0.78	68%	22%	7%	2%	0%	1946
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.62	0.72	74%	18%	7%	1%	0%	1936
I rate the degree to which examinations or assignments covered the subject of the course as:		3.55	0.79	69%	21%	8%	2%	0%	1923
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.46	0.88	65%	22%	9%	3%	1%	1938
I rate the professor's willingness to answer questions as:		3.67	0.7	77%	16%	5%	1%	0%	1958
I rate the professor's availability outside of class as:		3.53	0.76	66%	23%	9%	2%	0%	1928
I rate the degree to which the professor was concerned with student needs and interests as:		3.62	0.74	73%	18%	7%	1%	0%	1939
I rate the degree to which the assigned reading materials contributed to the course as:		3.52	0.81	67%	22%	8%	2%	1%	1956
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.53	0.77	66%	25%	7%	2%	0%	1954
Overall, I rate this course as:		3.55	0.76	68%	22%	7%	2%	0%	1959
Overall, I rate the professor's teaching in this course as:		3.57	0.77	71%	20%	7%	2%	0%	1945
Totals		3.57	0.76	70%	20%	7%	2%	0%	31168

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2014

Student Rating Of Instruction		Frequency distribution of responses					n (Total Resp.)		
		Mean	Deviation	A	B	C		D	E
I rate the professor's preparation for this class as:		3.67	0.64	75%	19%	5%	1%	0%	2073
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.64	0.7	71%	20%	7%	1%	0%	2071
I rate the organization of the professor's lecture as:		3.56	0.73	68%	22%	8%	1%	0%	2059
I rate the professor's use of examples and illustrations as:		3.67	0.66	76%	17%	5%	1%	0%	2066
I rate the professor's active, personal interest in the class as:		3.76	0.6	83%	12%	4%	0%	0%	2068
I rate the professor's specificity of course objectives as:		3.63	0.68	72%	20%	7%	0%	0%	2059
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.62	0.72	73%	19%	7%	1%	0%	2058
I rate the degree to which examinations or assignments covered the subject of the course as:		3.58	0.75	71%	20%	8%	2%	0%	2062
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.51	0.82	68%	20%	9%	3%	0%	2060
I rate the professor's willingness to answer questions as:		3.75	0.62	82%	13%	4%	0%	0%	2072
I rate the professor's availability outside of class as:		3.62	0.71	73%	19%	7%	0%	0%	2052
I rate the degree to which the professor was concerned with student needs and interests as:		3.7	0.65	78%	15%	5%	1%	0%	2058
I rate the degree to which the assigned reading materials contributed to the course as:		3.61	0.69	72%	19%	8%	1%	0%	2064
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.62	0.68	71%	22%	6%	1%	0%	2066
Overall, I rate this course as:		3.65	0.68	74%	18%	6%	1%	0%	2072
Overall, I rate the professor's teaching in this course as:		3.66	0.69	75%	17%	5%	2%	0%	2066
Totals		3.64	0.69	74%	18%	6%	1%	0%	33036

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Spring 2015

Student Rating Of Instruction		Frequency distribution of responses							n (Total Resp.)
		Mean	Deviation	A	B	C	D	E	
I rate the professor's preparation for this class as:		3.65	0.67	74%	19%	6%	1%	0%	2015
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.61	0.73	72%	19%	6%	2%	0%	2008
I rate the organization of the professor's lecture as:		3.57	0.75	70%	20%	8%	2%	0%	2014
I rate the professor's use of examples and illustrations as:		3.66	0.7	76%	16%	6%	1%	0%	2013
I rate the professor's active, personal interest in the class as:		3.69	0.69	79%	14%	5%	1%	0%	2010
I rate the professor's specificity of course objectives as:		3.62	0.73	74%	17%	7%	1%	0%	2002
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.68	0.67	77%	17%	5%	1%	0%	2004
I rate the degree to which examinations or assignments covered the subject of the course as:		3.63	0.71	74%	18%	6%	2%	0%	2013
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.57	0.79	72%	18%	7%	2%	1%	2015
I rate the professor's willingness to answer questions as:		3.73	0.65	81%	13%	4%	1%	0%	2013
I rate the professor's availability outside of class as:		3.6	0.73	72%	19%	8%	1%	0%	2002
I rate the degree to which the professor was concerned with student needs and interests as:		3.68	0.68	78%	15%	6%	0%	0%	2012
I rate the degree to which the assigned reading materials contributed to the course as:		3.6	0.75	73%	18%	7%	2%	0%	2016
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.63	0.69	72%	20%	6%	1%	0%	2013
Overall, I rate this course as:		3.64	0.7	75%	18%	6%	1%	0%	2015
Overall, I rate the professor's teaching in this course as:		3.64	0.73	75%	17%	5%	2%	0%	2009
Totals		3.64	0.71	75%	17%	6%	1%	0%	32174

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2015

Student Rating Of Instruction		Frequency distribution of responses							n (Total Resp.)
		Mean	Deviation	A	B	C	D	E	
I rate the professor's preparation for this class as:		3.67	0.65	75%	19%	5%	1%	0%	2141
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.62	0.72	73%	18%	6%	2%	0%	2136
I rate the organization of the professor's lecture as:		3.59	0.73	71%	20%	7%	2%	0%	2141
I rate the professor's use of examples and illustrations as:		3.68	0.66	77%	16%	6%	1%	0%	2137
I rate the professor's active, personal interest in the class as:		3.75	0.63	82%	12%	5%	0%	0%	2138
I rate the professor's specificity of course objectives as:		3.64	0.69	74%	19%	6%	1%	0%	2132
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.67	0.68	76%	17%	5%	2%	0%	2130
I rate the degree to which examinations or assignments covered the subject of the course as:		3.63	0.71	73%	18%	7%	1%	0%	2138
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.56	0.79	71%	17%	8%	2%	0%	2136
I rate the professor's willingness to answer questions as:		3.75	0.63	82%	12%	4%	0%	0%	2135
I rate the professor's availability outside of class as:		3.62	0.72	73%	18%	7%	1%	0%	2131
I rate the degree to which the professor was concerned with student needs and interests as:		3.69	0.67	78%	15%	5%	1%	0%	2131
I rate the degree to which the assigned reading materials contributed to the course as:		3.62	0.71	72%	20%	6%	1%	0%	2137
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.65	0.66	73%	21%	5%	0%	0%	2138
Overall, I rate this course as:		3.67	0.68	76%	17%	5%	1%	0%	2140
Overall, I rate the professor's teaching in this course as:		3.67	0.7	77%	15%	5%	2%	0%	2137
Totals		3.65	0.69	75%	17%	6%	1%	0%	34178