Student Feedback Survey Summary Report, Academic Term 2162 (SP16)

Instructor: Small, Eusebius
Course: SOCW-5303-001-FOUND OF SCIAL PLCY & SERVICES
Course ID: 2162-27082

Number of students enrolled: 15
Number of surveys submitted: 13
Response rate: 86.7%
(cf. university-wide mean response rates for Regular classes: Fall 2015 = 54%; Spring 2016 = 56%)

REPORT LAYOUT AND CONTENT

This report contains four sections:

Overall Indicator: An instructor index (a weighted average of the survey's five key items about the instructor).

Survey Results: Summary data for each of the survey's multiple choice items.
To interpret the figures, refer to the legend near the top of the next page.

Profile: The average rating for each scaled item presented in an alternative format.

Comments Report: Responses to each open-ended item, unedited.

REPORT ARCHIVING

Faculty members must download their SFS summary reports a secure location so that they are readily accessible for future use, e.g., as part of one's annual review.

Within the next several weeks, each chair/dean will receive a departmental/school compilation for review and filing within the unit.

Questions about this Student Feedback Survey summary report may be addressed to Maria Martinez-Cosio, Assistant Vice Provost for Faculty Affairs (mcosio@uta.edu).
Overall indicators

Instructor Index: Items 1.1 through 1.5 (α = 0.91)

Survey Results

Legend

<table>
<thead>
<tr>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Left pole</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 25%</td>
</tr>
<tr>
<td>2 0%</td>
</tr>
<tr>
<td>3 50%</td>
</tr>
<tr>
<td>4 0%</td>
</tr>
<tr>
<td>5 25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right pole</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 7.7%</td>
</tr>
<tr>
<td>2 7.7%</td>
</tr>
<tr>
<td>3 7.7%</td>
</tr>
<tr>
<td>4 30.8%</td>
</tr>
<tr>
<td>5 46.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=No. of responses</td>
</tr>
<tr>
<td>av.=Mean</td>
</tr>
<tr>
<td>md=Median</td>
</tr>
<tr>
<td>dev.=Std. Dev.</td>
</tr>
<tr>
<td>ab.=Abstention</td>
</tr>
</tbody>
</table>

1. **Core Survey Items.** For each of the following five items, mandated by The University of Texas System, indicate your level of agreement. *Please note the relative placement of the options on the response scale.*

1.1) The instructor clearly defined and explained the course objectives and expectations.

1 Strongly Disagree

7.7% 7.7% 7.7% 30.8% 46.2% 5 Strongly Agree

n=13
av.=4.3
md=4
dev.=1.3

1.2) The instructor was prepared for each instructional activity.

1 Strongly Disagree

0% 0% 15.4% 23.1% 61.5% 5 Strongly Agree

n=13
av.=4.5
md=5
dev=0.8

1.3) The instructor communicated information effectively.

1 Strongly Disagree

7.7% 7.7% 15.4% 30.8% 38.5% 5 Strongly Agree

n=13
av.=3.8
md=4
dev.=1.3

1.4) The instructor encouraged me to take an active role in my own learning.

1 Strongly Disagree

0% 7.7% 0% 30.8% 61.5% 5 Strongly Agree

n=13
av.=4.5
md=5
dev=0.9

1.5) The instructor was available to students either electronically or in person.

1 Strongly Disagree

0% 0% 7.7% 23.1% 69.2% 5 Strongly Agree

n=13
av.=4.6
md=5
dev=0.7

3. **Pace and workload.**
3.1) Rate the pace of the course.

- Too slow: 0%
- Slow: 0%
- Just right: 84.6%
- Fast: 7.7%
- Too fast: 7.7%

n=13

3.2) Rate the workload required for the course.

- Too light: 0%
- Light: 0%
- Just right: 38.5%
- Heavy: 38.5%
- Too heavy: 23.1%

n=13

4. Reflecting on what you learned in this course. Indicate your level of agreement with the following statements. Again, note the relative position of each option on the response scale.

4.1) I acquired knowledge that will be useful in my future.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree

n=13
av.=4.2
md=5
dev.=1

4.2) I acquired skills that will be useful in my future.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree

n=13
av.=4.3
md=4
dev.=0.8

4.3) I can apply course concepts in new contexts.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree

n=13
av.=4.2
md=5
dev.=0.9

4.4) I have become a better thinker / problem solver.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree

n=13
av.=4.1
md=5
dev.=1.3
Profile

Subunit: SOCW
Name of the instructor: Eusebius Small
Name of the course: SOCW-5303-001-FOUND OF SCIAL PLCY & SERVICES (2162-27082)

Values used in the profile line: Mean

1. Core Survey Items. For each of the following five items, mandated by The University of Texas System, indicate your level of agreement. (Please note the relative placement of the options on the response scale.)

1.1) The instructor clearly defined and explained the course objectives and expectations.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.0  md=4.0  dev.=1.3

1.2) The instructor was prepared for each instructional activity.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.5  md=5.0  dev.=0.8

1.3) The instructor communicated information effectively.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=3.8  md=4.0  dev.=1.3

1.4) The instructor encouraged me to take an active role in my own learning.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.5  md=5.0  dev.=0.9

1.5) The instructor was available to students either electronically or in person.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.6  md=5.0  dev.=0.7

4. Reflecting on what you learned in this course. Indicate your level of agreement with the following statements. Again, note the relative position of each option on the response scale.

4.1) I acquired knowledge that will be useful in my future.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.2  md=5.0  dev.=1.0

4.2) I acquired skills that will be useful in my future.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.3  md=4.0  dev.=0.8

4.3) I can apply course concepts in new contexts.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.2  md=5.0  dev.=0.9

4.4) I have become a better thinker / problem solver.
1 Strongly Disagree   5 Strongly Agree
n=13  av.=4.1  md=5.0  dev.=1.3
2. Narrative Feedback.

2.1) Which attributes of the course and/or the professor **helped** you learn the material? *(When the course is next taught, what should be done in the same way?)*

- Dr. Small embodies the high expectations that he holds for his students in presence, character, and in being well read. His encouragement to know what is going on around us is invaluable, as was the time learning in his classroom.

- Dr. Small is one of the most intelligent professors I have ever had. If you pay attention in class, read the required reading, and actively participate you will excel in the class. This is a challenging but informative class. I thoroughly enjoyed it.

- I appreciated the policy analysis project that was required as a part of this course. I also appreciated having the PowerPoints available ahead of time to print before class so that I could get more information from the class discussion than simply taking notes.

- I like the detailed rubric and syllabus. I know exactly what is expected of assignments.

- I loved how we started the class of with interesting stories in the news.

- I really loved how Dr. Small challenged us to think critically and had high expectations for us. It was definitely a challenging class but I learned a lot from him and I felt pushed to do my best and to come prepared to class. He assigned a lot of reading and the work load was quite heavy in my opinion, but it was clear that he took us and the course seriously and genuinely cared about our learning, which was very motivating. He is a very intelligent professor and I feel fortunate to have had the opportunity to be his student.

- Taught me that even if we are not CAP students, policies affect all of us. And we should all be aware of the process and how our government works, continue with the policy paper and presentations.

- The PowerPoints were definitely a helpful tool.

- The professor is very knowledgeable in all aspects of policy. His course was interesting and his lectures for the most part were easy to follow. I like that he is very neutral in his approach to political discussions and did not belittle anyone's ideas or opinions, although there were disagreements among classmates. He was careful to not insert his own political views into his lectures which made the information he presented seem more credible and unbiased. I learned a lot of useful and practical information in his class, even though I did not initially expect to.

- The quiz was in alignment with the power points. The professor did not just stand and read from the power point, The professor was interacted well with the students.

2.2) Which attributes of the course and/or the professor **did not help** you learn the material? *(When the course is next taught, what might be revised?)*

- Assignment instructions and rubrics were contradictory and enforced randomly.

- Quiz questions were poorly worded and several contradicted the text of the book and his own lectures.

- Being too heavy with with work does not allow a student to take the information in and retain it. All you can do is try to memorize enough to get by. It also is so heavy and stressful that any thought about wanting to be in a policy analysis setting within my profession is gone. This class is an actual deterrent for social workers going into social policy. If it is intended for true learning of the material, and to keep social workers interested, the class should be broken up into two separate classes, or take some of the non essentials out of the class for better process time by students.

- I think sometimes we could have done even more group interactions rather than as many Power Points.

- I think we should attend a city council meeting but the paper is not necessary. But if you need a paper maybe just have the student summarize what they learned and why it's important?

- I felt like the professor only thought the class were students and had nothing else to do with our time, or even that we did not have other classes, even though he claimed to understand we had other classes. I thoroughly enjoyed all of my other classes but not this one. This class stressed me out to no end. I felt we had assignments that had nothing to do with my future and would never apply to career as a social worker. Assignments just seemed like extra busy work.

- It was sometimes difficult getting a direct answer from the professor when we had questions about course content or assignments. I understand the idea that we should be able to "find the answers" on our own at this level of our education, but when we have looked everywhere we possibly can, it would be helpful if he was more direct/clear about what he wants instead of simply pointing us back to the syllabus when that is what was initially unclear. There was a lot of very detailed information about assignments in the syllabus, but sometimes it was so detailed that it was overwhelming or the details did not match up with what he then said in class. Also, the quizzes should be formatted better. There are some very ambiguous questions and it is frustrating to lose points even after reading through the material and discussing the topic in class.
Some of the powerpoints were mundane. Please get rid of the city council paper. I feel like I got a "B" in the class because of that assignment, I loved the assignment where we had to pick a country and talk about it. I wish that was graded more because I spent a large amount of time on it.

The assignments were not well defined at the beginning of the course and therefore caused work done on assignments ahead of the due date to regularly require changes because their would be additions/subtractions/alterations. Having the rubrics ready at the beginning of the semester is incredibly important for students who need to do work ahead of time. The additional readings were too long to be realistic if you would like students to also read their textbook and keep up with the news by reading articles. Students can have many commitments outside of class.

There were a lot of assignments and reading and some weeks and it was overwhelming. I might suggest spacing out some of the assignments in a way that there isn't something big due every week plus the reading and quizzes, if that is possible. However, the material itself was all very informative and interesting.

When you have presenters allow them to go at the beginning of the class instead of the end.