Student Feedback Survey Summary Report, Academic Term 2148 (FA14)

Instructor: Small, Eusebius
Course: SOCW-5303-001-FOUND OF SCIAL PLCY & SERVICES
Course ID: 2148-83347

Number of students enrolled: 25
Number of surveys submitted: 11
Response rate: 44%
(cf. university-wide mean response rates: Fall 2014 = 44%; Spring 2014 = 44%)

REPORT LAYOUT AND CONTENT

This report contains four sections:

**Overall Indicators:** An instructor index (a weighted average of the survey's five key items about the instructor) plus indices relevant to special courses (e.g., laboratory facilities), if applicable.

**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 David J. Silva, Vice Provost for Faculty Affairs (djsilva@uta.edu).
Overall indicators

Global Index

Instructor Index: Items 1.1 through 1.5 (α = 0.94)

Survey Results

Legend

Question text

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.

1.2) The instructor was prepared for each instructional activity.

1.3) The instructor communicated information effectively.

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

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

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

<table>
<thead>
<tr>
<th>Pace</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too slow</td>
<td>0%</td>
</tr>
<tr>
<td>Slow</td>
<td>0%</td>
</tr>
<tr>
<td>Just right</td>
<td>100%</td>
</tr>
<tr>
<td>Fast</td>
<td>0%</td>
</tr>
<tr>
<td>Too fast</td>
<td>0%</td>
</tr>
</tbody>
</table>

3.2) Rate the workload required for the course.

<table>
<thead>
<tr>
<th>Workload</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too light</td>
<td>0%</td>
</tr>
<tr>
<td>Light</td>
<td>0%</td>
</tr>
<tr>
<td>Just right</td>
<td>81.8%</td>
</tr>
<tr>
<td>Heavy</td>
<td>18.2%</td>
</tr>
<tr>
<td>Too heavy</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>72.7%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10%</td>
</tr>
<tr>
<td>Agree</td>
<td>80%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0%</td>
</tr>
</tbody>
</table>

4.3) I can apply course concepts in new contexts.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>72.7%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>27.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>63.6%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0%</td>
</tr>
</tbody>
</table>
Profile

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

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.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.3  md=5.0  dev.=1.4

1.2) The instructor was prepared for each instructional activity.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.6  md=5.0  dev.=0.9

1.3) The instructor communicated information effectively.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.0  md=5.0  dev.=1.6

1.4) The instructor encouraged me to take an active role in my own learning.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.7  md=5.0  dev.=0.6

1.5) The instructor was available to students either electronically or in person.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.7  md=5.0  dev.=0.6

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.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.6  md=5.0  dev.=0.7

4.2) I acquired skills that will be useful in my future.
   - Strongly Disagree
   - Strongly Agree
   n=10  av.=4.5  md=5.0  dev.=1.3

4.3) I can apply course concepts in new contexts.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.5  md=5.0  dev.=0.9

4.4) I have become a better thinker / problem solver.
   - Strongly Disagree
   - Strongly Agree
   n=11  av.=4.5  md=5.0  dev.=0.9
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?)

- Activities to involve class discussion, including stories read at beginning of each class and discussion of current events in the news.
- Dr. Small was by far one of the best professors I have ever had. He held the class to high expectations and because of that, I worked hard in his class and ended up learning a lot!
- His passion for the subject and ability to explain policy, which I never thought I would understand analytically, made this class my favorite.
- I enjoyed the manner in which Dr. Small began the class with a story and then had the class discuss what meaning they saw in the story as well as a discussion of what was in the news the previous week.
- I hate to say it, but the weekly quizzes helped by forcing me to read and re-read more carefully than I would have otherwise done. Lectures and Q/A in the classroom were also helpful. Dr. Small answers students’ questions at one or two levels deeper than they are asked. He shows consideration and respect for each student's contribution to classroom discussions. He is an excellent role model for interpersonal communication and teaching.
- Learning how to analyze policies was really informative.
- Professor is knowledgeable and is good with explaining things
- Reading on our own
- The Policy Analysis was instrumental in my learning, as well as, the lectures over the power points
- This by far was my favorite class and my favorite professor. The professor is clearly very intelligent and does everything in his power to inspire and motivate the students to learn. I learned a lot in this class and truly appreciate the importance of understanding policies to be successful in this field.
- When we would break into our groups and discuss the weeks readings and apply them to a interactive game or discussion

**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?)

- Confusing assignments all the time
- Group projects were not as helpful.
- I never knew what he really wanted from us in assignments. We would ask questions but we received different answers each time, so it was really confusing especially when we didn't know specific guidelines.
- Nothing. I really enjoyed this course and Professor Small
- Sometimes the instructions for assignments were confusing or unclear.
- The requirement to do the policy analysis assignments with a partner has not contributed to my learning. We have opposite work habits: I work ahead, my partner does things at the last minute. I refine early drafts, my partner does not. I rehearse presentations, my partner does not. My partner is easily offended by suggestions, so in order to get along, I have stepped back from trying to produce the best product that we can.
- some of the directions for assignments were not clear in the syllabus.