

2018 HUMAN SERVICES STUDENT SATISFACTION SURVEY

The student satisfaction survey was completed in February 2018, it involved approximately 240 students equally distributed during the four-year college experience, at New York City College of Technology. Students were asked to rate the Human Service program on 14 item areas using a Likert Scale response of:

Excellent/Above Average/Average/Below Average/Poor

Items:

1. Learning Experience (Lectures, oral presentations, experiential)

Over 83% noted favorably to the type of learning experience they were receiving in their human service classes. Often faculty present a mini lecture along with discussion and an experiential exercise that coincides with the curriculum. Since we offer our courses 1x per week, the faculty have the liberty of utilizing a number of teaching platforms for the topic of the week.

2. Choice of Textbooks

Only 4% noted they were not satisfied with the textbook for the class. Each year the curriculum committee reviews the current text and makes a determination if the textbook should continue or be changed. Most of the textbooks used coincide with the standards for accreditation and each course text is scaffolded so that students learn one concept and build upon that. In addition, faculty use other sources for readings, which include current societal topics, peer reviewed journal articles and technology based resources. Our department has also begun to attempt a zero-cost textbook for certain classes. Here the instructor chooses items that adhere to the week's topic and students have access at no cost. While we still rely mainly on human service textbooks, our aim is to utilize internet/library/textbooks that have no cost.

3. Course assignments/exams

Approximately 50% of students and 33% gave the type of assignments and exams an excellent and Above Average. No student rated it below or poor. Each year our curriculum committee vets the assignments for each course syllabi. The department determines the assignments, so that consistency and adhering to objectives and knowledge base is part of each unique course. While some courses may repeat an assignment (intake/biopsychosocial) it is done in a way where a portion of the assignment is introduced in one course and followed up in a more advanced course. In terms of exams, almost each course has 2-3 exams. All exams are in essay format. This is so that the students begin to think critically of the human service item/case and begin to apply it as if they were in a community based setting. Also, students are required to write professionally and an essay format can showcase this skill, or not.

4. Multi-cultural inclusion in the curriculum

Out of all the items surveyed, multi-cultural inclusion rated the highest of all items with a 90% Excellent/Above Average. Our syllabus includes multi-cultural issues, as well as exams and assignments as students often choose a populations that are vulnerable and of a minority status. In addition, the readings/textbooks chosen often have at least one segment, if not a chapter on multi-cultural issues. In fact, faculty make it a point to go beyond acknowledging one's biases and begin to help the student formulate how culture is dynamic-

race/gender/ethnicity/SES/neighborhood/family strata/support systems/institutional entities/current societal issues-and how culture can be defined beyond one's basic demographic.

5. Faculty's knowledge of human services

Faculty are seasoned professionals with most having a minimum of 10 years in the field of human services. Plus, we require the instructor to have at least 5 years post masters, and experience as a supervisor. Students in this survey acknowledged this in their excellent rating of 71% for faculty's knowledge of the subject material. In addition, course assignment to instructors is decided by their field of expertise. For example, have faculty who write grants as their main source of employment, to others who are directors and trainers of individuals with developmental and intellectual disabilities. We do sometimes lack enough instructors who are can teach research concepts and area always looking to for talented teachers.

6. Courses relevant to Internship/Field Placement

Most students 69% responded that the courses are relevant to their experience in the field. We attempt at each level, associate and bachelor, to prepare the student for the upcoming internship/field experience. Courses that prepare them include the overview of what human services offers, history of the profession, ethics and case studies for evaluation. Since they will also be interfacing with vulnerable populations, elements of counseling and community mental health courses prepare them for the population that may be on their caseload. Group courses also support what they are doing in the field, as most placements are in areas where group modalities are the main course of treatment. Plus, each course does give an overview of agency type, funding, services and the like.

7. Internship/Field Placements

For placements, only 2% were dissatisfied, with the majority of students rating their placement excellent, above average or average. During the time of this self-study, the department lost the internship coordinator and students had to often find their own agency. This was a hectic process where approvals for certain agencies had to be reviewed prior to allowing the student to enter an agency. Few students were unable to obtain a site, with most successfully completing the course and the required field hours (250 Associate/300 Bachelor)

8. Use of technology in curriculum/classes (Blackboard, Power Point, internet, hybrid courses, etc.)

16% had a N/A response for use of technology as it may vary from instructor to instructor. All instructors are familiar with the basics of Blackboard and often post syllabus, assignments, announcements, grades, etc. Others choose to only post a few items and do not use the other resources including discussion board. Those who did respond noted that over 50% were satisfied with the use of technology in the classroom.

9. Faculty Advisement

Only 8% noted that faculty advisement was below average and more so were satisfied with an average of 'above'. This was surprising to faculty, who note that students often complain how they do not know their plan of action and tend to depend on the advisor, rather than being self-sufficient. The department has done a number of outreach attempts to aid students in the plan and communicates regularly when a change, or registration, graduation requirements and other semester items of importance for their academic plan.

10. Career Planning

52% responded that they got some type of career planning from the department. This could have come in many venues from orientations, advisement, announcements, our monthly Newsblast which has jobs, career paths, advice, etc.

11. Human Services Club

The Human Service Club is independent and optional for students. Unfortunately, we only have a day club, despite our large cohort of evening/weekend students. We have attempted an evening club, but since most come from work and classes begin at 6pm this has thwarted an evening club to succeed, despite numerous attempts. But, those who do participate found that 68% were satisfied and a large number 28% did not participate; this did not have a response. The club, consists of officers and a human service faculty advisor. Students meet throughout the year to plan activities around human services. The range is from topics, to trainings, to advice for graduate studies. Almost all full time faculty attend the club meetings as well.

12. Human Services Secretarial/Office Staff

Students interface with the office usually when they attend advisement. The staff is helpful in terms of making sure students are prepared to see an advisor-and that they know the procedures. Over 90% felt they were satisfied with our staff. This has been a challenge since we only have one administrative assistant for 700 students/30+faculty. At times work-study students have also been part of the reception/greeting students. In addition, our staff communicate with students by sending announcements and other important items.

13. Physical Environment

Interesting that 55% were satisfied with the physical environment of the College. NYCCT is going through a much needed renovation. There has been many complaints and projects needed to create a working atmosphere for our students. At times we have had to ask for room changes, due to noise, lighting, temperature or not enough seats in the room. We will be moving to a new Academic Complex, but students will still be having classes throughout the campus, which needs repairs.

14. Your decision to study at NYC College of Technology

For Excellent, 59% noted that they were satisfied with making the decision to study at NYCCT. Our college is the only one in Brooklyn that offers the associate and bachelor degrees. Most of our students come from Brooklyn. Other boroughs offer only the associate degree in human services, so NYCCT is the main human service bachelors degree in the City University of New York. 13% gave an average rating of their choice of NYCCT.

In summary, the results were favorable to the department. The student survey indicated that in all 14 areas the majority of students rated "excellent" or "above average". In some areas, rated average, but infrequently were below average or poor. Areas that faculty needs to address and strengthen would be choice of textbooks, use of technology in the classroom and the human Service Club. What has significantly improved from the last student survey is student satisfaction with field practicum despite the challenges the department encountered (internship coordinator leaving/vacant position).