

**Harrisburg Area Community College
Human Services Faculty Survey
Spring 2016**

Note: All comment appear at the end of the report

Q1a: Level of satisfaction: Determining what materials are covered in my course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Q1b: Level of satisfaction: Determining student requirements for my course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	45.5	45.5	45.5
	Satisfied	5	45.5	45.5	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q1c: Level of satisfaction: Determining grading standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	8	72.7	72.7	72.7
	Satisfied	2	18.2	18.2	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q1d: Level of satisfaction: Determining the content of my course syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	3	27.3	27.3	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q1e: Level of satisfaction: Determining text/materials to be used in my course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Q1f: Level of satisfaction: Determining materials covered on my course exam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	4	36.4	36.4	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

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**Q1g: Level of satisfaction: Determining out of class assignments and activities
(e.g., reports, readings, events)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Satisfied	9	81.8	81.8	81.8
Satisfied	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Q1h: Level of satisfaction: Determining teaching methodology (i.e., lectures, discussion, presentations)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Satisfied	8	72.7	72.7	72.7
Satisfied	3	27.3	27.3	100.0
Total	11	100.0	100.0	

Q2a: Level of agreement: Generally, students have the reading skills to meet my course requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	1	9.1	9.1	9.1
Agree	7	63.6	63.6	72.7
Neutral	1	9.1	9.1	81.8
Disagree	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Q2b: Level of agreement: Generally, students have the writing skills to meet my course requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	6	54.5	54.5	54.5
Neutral	1	9.1	9.1	63.6
Disagree	3	27.3	27.3	90.9
Strongly Disagree	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Q2c: Level of agreement: Generally, students have the research/library/online research skills needed for my course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	1	9.1	9.1	9.1
Agree	6	54.5	54.5	63.6
Neutral	1	9.1	9.1	72.7
Disagree	2	18.2	18.2	90.9
Strongly Disagree	1	9.1	9.1	100.0
Total	11	100.0	100.0	

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Q2d: Level of agreement: Tutoring, testing, and other support services have addressed student needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	4	36.4	36.4	36.4
Agree	3	27.3	27.3	63.6
Neutral	2	18.2	18.2	81.8
Disagree	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Q2e: Level of agreement: All program majors should have a relevant/related human services job experience prior to being admitted

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	1	9.1	9.1	9.1
Agree	1	9.1	9.1	18.2
Neutral	3	27.3	27.3	45.5
Disagree	2	18.2	18.2	63.6
Strongly Disagree	4	36.4	36.4	100.0
Total	11	100.0	100.0	

Q2f: Level of agreement: Overall, a higher proportion of my students have academic difficulties meeting my course requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	3	27.3	27.3	27.3
Neutral	2	18.2	18.2	45.5
Disagree	4	36.4	36.4	81.8
Strongly Disagree	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Q4a: Level of satisfaction: Faculty input in course development, changes, and elimination

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Satisfied	5	45.5	45.5	45.5
Satisfied	6	54.5	54.5	100.0
Total	11	100.0	100.0	

Q4b: Level of satisfaction: Faculty input in program development, standards, and requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Satisfied	5	45.5	45.5	45.5
Satisfied	6	54.5	54.5	100.0
Total	11	100.0	100.0	

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Q4c: Level of satisfaction: Faculty input in affecting course assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	4	36.4	36.4	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q4d: Level of satisfaction: Faculty input in affecting department policies/procedures/goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	3	27.3	27.3	27.3
	Satisfied	5	45.5	45.5	72.7
	Neutral	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Q4e: Level of satisfaction: Faculty input/voice in affecting committee assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	45.5	45.5	45.5
	Satisfied	3	27.3	27.3	72.7
	Neutral	1	9.1	9.1	81.8
	Dissatisfied	1	9.1	9.1	90.9
	Does Not Apply	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q4f: Level of satisfaction: Communication with dean/department heads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	45.5	45.5	45.5
	Satisfied	3	27.3	27.3	72.7
	Neutral	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Q4g: Level of satisfaction: Communication with faculty colleagues, both FT and adjuncts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	2	18.2	18.2	81.8
	Neutral	1	9.1	9.1	90.9
	Dissatisfied	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

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Q5a: Do you feel that the current practice of counseling/advising program majors is an effective means for students to receive accurate and timely information on course registration, program requirements, academic support, job/intern opportunities, and other related services?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	54.5	54.5	54.5
	Unsure	2	18.2	18.2	72.7
	No	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Q5c: Do you feel that the required fieldwork practicum, generally taken at the end of the program, remains a valuable experience for Human Services and Social Services majors?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	100.0	100.0	100.0

Q6a: Level of satisfaction: Condition of classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	3	27.3	27.3	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q6b: Level of satisfaction: Office space assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	3	27.3	27.3	81.8
	Neutral	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Q6c: Level of satisfaction: Availability of computers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	8	72.7	72.7	72.7
	Satisfied	2	18.2	18.2	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

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Q6d: Level of satisfaction: Technical support (e.g., use of smart classrooms, software training)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	3	27.3	27.3	81.8
	Neutral	1	9.1	9.1	90.9
	Dissatisfied	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q6e: Level of satisfaction: Student evaluation (e.g., SEEQ)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	45.5	45.5	45.5
	Satisfied	5	45.5	45.5	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q6f: Level of satisfaction: Dean/supervisor's evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	8	72.7	72.7	72.7
	Satisfied	2	18.2	18.2	90.9
	Neutral	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q6g: Level of satisfaction: Professional development opportunities (e.g., workshops, conferences, graduate education)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	63.6	63.6	63.6
	Satisfied	2	18.2	18.2	81.8
	Neutral	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Q6h: Level of satisfaction: Salary and benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	2	18.2	18.2	18.2
	Satisfied	8	72.7	72.7	90.9
	Dissatisfied	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

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Q6i: Level of satisfaction: Opportunity to participate on college/campus-wide committees, faculty senate, in-service, and other groups/events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	3	27.3	27.3	81.8
	Neutral	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Q6j: Level of satisfaction: Diversity of faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	45.5	45.5	45.5
	Satisfied	5	45.5	45.5	90.9
	Dissatisfied	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q6k: Level of satisfaction: Diversity of student majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	54.5	54.5	54.5
	Satisfied	4	36.4	36.4	90.9
	Dissatisfied	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q7a: Would you support providing human service courses online?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	90.9	90.9	90.9
	No	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Q7b: If yes, would you be interested in teaching online?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	63.6	70.0	70.0
	Unsure	1	9.1	10.0	80.0
	No	2	18.2	20.0	100.0
	Total	10	90.9	100.0	
Missing	No response	1	9.1		
Total		11	100.0		

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3a	How would you assess students' readiness to meet both course and Human Services program graduation requirements?
	As indicated on the form, students writing and reading skills are lacking by the time they reach HUMS courses. This is <i>with</i> a pre-req of English in place.
	Generally they are well prepared
	Generally, I believe that most students I have taught are ready to meet both course and Human Services program graduation requirements. However, there are always some exceptions.
	I feel they are in good shape. They have the opportunity to learn all the basic skills for Human Services.
	Increasingly, students are coming to me unprepared to handle college level work. Not all, but more and more students are barely literate, barely able to do the most basic of computer skills, spelling and grammar, etc.
	It is essential that student entering into higher HUMS classes are prepared to collaborate with other students and communicate effectively to convey their understanding of the subject. Regarding students' readiness to meet Human Service program graduation requirements, I look for appropriate critical thinking problem solving skills and an ability to use necessary resources (i.e.: use of tutoring, library, research aids), That they are able to understand and incorporate an appropriate HUMS ethical framework and demonstrate their respect for diversity. It is also important that they have an understanding of their own belief system and have developed some self-awareness of the impact of their work on others.
	Overall, students seem ready to meet both course and HS program graduation requirements. Most students continue to struggle with study skills, time management skills and test anxiety/test performance issues.
	Some students are not prepared and consequently struggle.
	Students, overall, are ready when the complete HUMS 215
	Successful completion of core courses – Human Service courses and field work. Eliminate clearances as a requirement for graduation.
	These processes are currently in place both throughout the college and the program.

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3b	What could you and/or the program/college do to improve Human Services student performance and persistence so they can be successful?
	Continue focus on vocational/personal application of learned material
	Continue to improve course delivery methods (ie online, blended) that meet students' needs for flexibility. Much more coordination with other disciplines for assistance in teaching reading/research skills.
	Continue to push them to think/process material
	Continue to set clear standards and expectations. Increase tutoring opportunities, require in person advising sessions and continue to address opportunities to grow skills in study, time and test performance.
	Continue using the current assessment model and implement the indicated changes.
	I believe that students at HACC benefit from close professional relationships with professors and advisors, which helps support and guide them as they reach their educational goals. Understanding the unique needs of many adult learners is essential. Field experiences are vital and I believe help the student to practice implementing what they have learned, which translates into graduates obtaining suitable Human Service jobs.
	I think the program is doing everything it can to achieve this outcome. Sometimes it is about the commitment of the student and their willingness to take responsibility for their education. We can give them the work they need to meet the goals, but we can't make them do the work nor should we do the work for them.
	It is the basic foundation skills in language, research, computers, etc. that is lacking. <u>Much</u> more work should be done with these students before they ever get to me.
	- Pay attention to how students are counseled – they often complain that they get bad advice - Course availability delays graduation – again better advising
	Require students complete developmental reading & writing courses before HUMS courses.
	The college needs to be more aware of how poorly students write as well as require A.P.A. as a writing/citation tool in English classes.
5	Do you feel that the current practice of counseling/advising program majors is an effective means for students to receive accurate and timely information?
	According to students ["No" selection was checked] I meet many HUMS students who do not know what their major is and what they can do with it.

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5b	What changes to the current counseling/advising system would you recommend to increase effectiveness and student participation?
	<ol style="list-style-type: none"> 1. Dedicated advising staff for this program at each campus that actually knows and understands the program fully and thoroughly. 2. Required in person advising sessions 3. Help students understand the web-based tools available to them for self-advising
	I do not feel that I am involved enough in the advising system to comment on needed changes, however, what I have observed is that the more contact students have with advisors the better. Further I think helping to coordinate how classes are offered throughout the different campuses to help students meet HUMS class regiments in a timely manner would be helpful.
	In my experience, most students seek out their advisor for assistance. Continued department meetings to address college changes that affect advising need to continue.
	not sure
	Students in the major should only be advised by Human Services faculty.
	The counselors do not give many of my students what I would consider to be sound advice.
5c	Do you feel that the required fieldwork practicum remains a valuable experience for HS and SS majors?
	I do believe that it is becoming a barrier for some students to graduate from HACC as it does not transfer into 4 year schools as a requirement. Therefore, students decide to leave HACC early rather than waste time and energy for a class that will only be an elective at the next school.
5d	What changes, enhancements, and/or requirements would you suggest that the HS Department undertake to improve this experience for program majors?
	I think field practicums are essential to our work. I think the current program is working well. I do think there could be added benefits for the program to offer earlier smaller field experiences for students. For example, a class requirement for students to interview human service professionals, explore different community resources, shadow a professional for the day... I know some of these things are already being integrated into the curriculum in several classes.
	I would suggest a shadowing experience early on to solidify the student's choice for the major.
	NONE
	<ol style="list-style-type: none"> 1. Offer classes with low enrollment rather than cancelling classes 2. Offer entire program at each campus
	Paid Internship-maybe through use of Work Study, Endowment or Scholarship funds would make a world of difference to many of our students.
	The practicum is a very good experience for most students.

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7b	Would you be interested in teaching online?
	particularly flipped classroom – blended [“Yes” selection was checked]
7c	If online human services courses were approved, what are some of the issues, concerns, and/or opportunities of which the department should be aware in establishing this instructional option?
	I feel students need interaction w/ professors to learn about Human Services. Some classes (ie 120, 200) could be taught on line but others I feel shouldn't.
	Initial (intro) classes should <u>not</u> be on line. Faculty do need to know who students are and whether they are appropriate for the Human Services field.
	Issues include determining which courses to offer fully online, blended, or traditional classroom only. Since the majority of our students work, online/blended courses would be of great benefit.
	Lack of skills development in communication, active listening.
	On-line courses would allow for optimal flexibility and encourage non-traditional students to benefit from increased opportunities to allocate their time while juggling their many life roles. I do believe that there will continue to be a need for a balance of online and in class opportunities, especially considering that the Human Service field needs professionals who have honed their skills in a variety of settings including classroom presentations, roles play and even simple participation.
	Finally, through informal discussions with students I think that at times online classes do not provide enough direct support for students who are struggling to understand material or keep up with tasks, this may simply be a “learning curve” during a transition into online learning.
	The skills courses should not be offered online
8	Please comment and/or make suggestions regarding what HACC and the HS program could do to help you enhance your teaching, advising, and support of students.
	Assessment of prospective student skill levels in basic English, spelling, grammar, punctuation, computer skills, how to use the library, etc. And <u>several</u> foundation classes to address deficiencies and enhance skills.
	Clarity on transfer agreements
	I believe the current processes and resources have served very well to give support in these areas.
	More coordination between campuses re: scheduling of courses, allowing the Program Director to make decisions regarding course offerings across campuses, not just the main campus-these would be helpful in providing the student with some consistency and stability in staffing and course offerings.
	Provide faculty meeting time to connect with our fellow instructors across campuses to discuss teaching methods and techniques, resources, etc....
	The program as it is now offers a great deal of autonomy which I appreciate. However, further opportunities to collaborate in less formal ways than the regular faculty meetings could be helpful. Perhaps an on-line group for HUMS faculty to encourage quick updates, keep up with trends, share small classroom achievements or ideas, or basic how to's may be beneficial particularly because we are spread throughout several campuses.

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9	Please comment and/or make suggestions regarding what HACC and the HS program could do to improve student learning and retention and how best to help them reach their educational goal.
	[name omitted] is an incredible asset to this program along with [name omitted]
	Continue to hire instructors that are working in the field. Help instructors stay connected with HACC yet, reduce the gigantic number of emails that are required to address as adjunct staff.
	Generally, the students who struggle academically are not prepared for the amount of time and work necessary to be successful. Although this is addressed with the students, a more effective way and conveying this could be helpful.
	I do believe that HACC/Human Service program does a good job recognizing the needs of non-traditional students, my suggestion would be to continue to integrate individualized programs for students that recognizes the need for more self-directed learning, considering student's prior knowledge based on life experiences and continuing to build curriculums that incorporate task centered learning experiences.
	I think the depart. does very well in providing resources through, Disability services, learning center activities & library assistance.
	Students who are behind their classmates in the most basic skills often become frustrated and just quit. I don't have the time to be teaching basic skills (really things that should have been mastered in middle school) in my classes.