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Factors in evaluation of student performance in a graduate school of social work

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FACTORS IN THE EVALUATION OF STUDENT PERFORMANCE
IN A GRADUATE SCHOOL OF SOCIAL WORK

by

SHARON J. COPELAND

GERALD E. WARNER

A thesis submitted in partial fulfillment of the
requirements for the degree of


MASTER OF
SOCIAL WORK

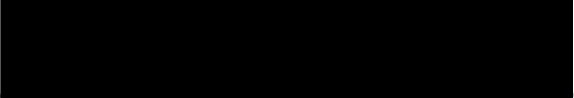
Portland State University
1970

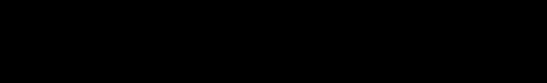
AN ABSTRACT OF THE THESIS OF Sharon Copeland and Gerald Warner For the Masters of Social Work presented May 15, 1970.

Title: Factors in the Evaluation of Student Performance in a Graduate School of Social Work.

APPROVED BY THE MEMBERS OF THE THESIS COMMITTEE:


Thomas Burgess, Chairman


Arthur Emlen


Minnie Waterman

This study refined the criteria for the measurement of graduate student performance in a school of social work.

By using present criteria from other studies and general student performance criteria from school brochures a questionnaire was constructed. This questionnaire was administered to a sample of students, faculty, and field instructors from Portland State University School of Social Work. The data from the completed questionnaires were then processed by computer to de-

termine the means, standard deviations of the items, and the correlations between items and between raters.

Through the computed correlations, means, and standard deviations the acceptability and reliability of the questionnaire were established. Through the use of cluster analysis, clusters were formed which pointed to specific criteria by which social work students could be evaluated.

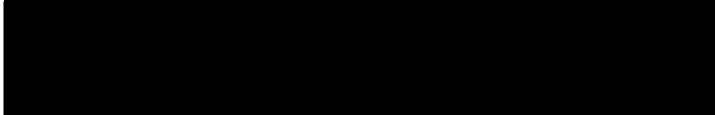
Statistical data indicated that the questionnaire was moderately acceptable and reliable. A greater acceptability and reliability would be desired.

The cluster analysis gave varying numbers of clusters for each group of raters. For the student raters there were seven clusters, for the first group of academic raters there were three clusters, for the second group of academic raters there were three clusters, and for the field raters there were two clusters. The ratings of both the field instructors and the second group of academic raters were dominated by a general-impression cluster, raising questions about the acceptability and the reliability of the questionnaire for those raters. This general-impression cluster showed that these raters did not discriminate between characteristics of students but rated them on the basis of a general impression of the student.

TO THE OFFICE OF GRADUATE STUDIES:

The members of the Committee approve the thesis of Sharon J. Copeland and Gerald E. Warner presented May 15, 1970.

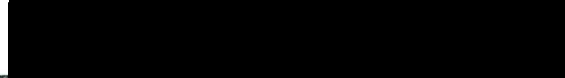

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May 15, 1970

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Sharon J. Copeland


Gerald E. Warner

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CHAPTER I

INTRODUCTION

The process of selecting students for entrance into a graduate social work program is a major task facing the administration and faculty. Continued excellence in the profession demands that schools of social work first define the factors essential to success in the field and then establish reliable measurements of these factors.

Presently pre-entrance screening involved consideration of grade-point average and the Miller Analogies test. The validity of these criteria as predictors of success in social work has been seriously questioned. Regarding the use of the Miller Analogies test to determine the scholastic potential of school of social work applications, Burgess states in his study of Portland State College¹ students, "It is obvious that all of the correlations between grades and Millers scores were low. In fact, none of them were statistically significant." And he concludes,

It would appear that Miller Analogies test scores have no value in the prediction of differences in the scholastic performance of Portland State College social work students, insofar as these performances are indicated by grades.

It should also be noted that the same conclusion can be reached about the other two predictors, undergraduate G.P.A. and upper division G.P.A. The cor-

¹Recently Portland State University.

relations between these measures and social work grades were also non-significant. While Miller Analogies scores do not predict well for this group of students, they do as well as previous grade records do in predicting grades in social work. (1)

The limitations of the available criterion measures reflect the "inability of the profession to state clearly what knowledge, skill and values are needed for every social worker for basic competence in practice." (2)

In professional literature devoted to the subject of student selection one finds lists of factors to be evaluated in considering school of social work applicants. In one source the following criteria are suggested: "1. intellectual skills 2. capacity for professional identity 3. capacity for change 4. capacity for critical thinking 5. capacity for establishing purposeful relationships." (3)

Guidelines for describing success in the profession can also be found in descriptions of the "ideal" social worker. Schubert characterizes the ideal caseworker as one who is "highly effective in enabling people to solve problems in social functioning," and she continues,

The following characteristics have importance insofar as they contribute to the worker's effectiveness: 1. a sense of professional identity; 2. a command of relevant knowledge and skill; 3. an ability to face the profession's areas of ignorance, uncertainty and conflict; 4. an ability to contribute to the profession's knowledge and reduce ignorance, uncertainty and conflict. (4)

The same qualities should characterize the group worker, community organizer and administrator working with people in the problem-solving process.

Measurements currently used in pre-entrance screening, as well as the characteristics and factors suggested in the professional literature cited above, are limited as criteria of performance in a graduate school. The former are inadequate because they do not comprehend many areas of performance relevant to success in the field; the latter, because they are too general to permit evaluation of behavior. While Schubert's characteristics provide a point of departure in establishing valid criteria, they apply to field work only and may not be applicable to other areas in the curriculum.

The first step in refining the process of student selection is the establishment of criteria 1) which include all factors relevant to successful functioning in the profession and 2) which are defined in terms of specific behavior. Having arrived at such a list of factors, the researcher must then design rating scales which, when applied to the factors, will indicate the extent to which a given student evidences mastery of each skill, technique or ability.

The researchers in the present study determined the following objectives:

- 1) Hypothesize factors of performance which meet the standards of inclusiveness and specificity.
- 2) Determine the acceptability of these factors to students and faculty at the Portland State University School of Social Work.
- 3) Devise rating scales to represent these factors.

- 4) Determine the acceptability of these rating scales to the same subjects as outlined in 2).
- 5) Determine the reliability of the rating scales.
- 6) Determine the basic factors within these scales.

CHAPTER II

METHODOLOGY

A tentative set of rating scales was prepared to measure present student performance. Attributes covered by the scales were those suggested by Schubert and by the School of Social Work catalogues. Schubert's characteristics included "1) a sense of professional identity; 2) a command of relevant knowledge and skill; 3) an ability to face the profession's area of ignorance, uncertainty, and conflict." (4)

The School of Social Work statement included the following, based on a statement by the Council on Social Work Education.

The goals of the school are attained when the student:

Incorporates the knowledge and values basic to social work as a professional discipline.

Understands the central concepts, principles and techniques applied in social work practice and their significant variations by method and by field of practice.

Manifests compassionate respect for individuals, and appreciates man's capacity for growth and change.

Attains a level of competence necessary for responsible entry into professional practice and sufficient to serve as a basis for a creative and productive professional career.

Develops the discipline and self-awareness of the professional social worker, and accepts responsibility for the continued development of his own competence.

Accepts an obligation to contribute responsibility to the achievement of social welfare objectives that express the goals of a democratic society and to the development of the profession that it may increasingly serve society in the prevention of social problems and the enhancement of social well-being. (5)

The characteristics as stated were considered too general to be evaluated by a rating scale, so an attempt was made to break down the characteristics and qualities into specific behaviors which could be readily identified.

I. Student's academic skills and scholarly attitudes.

- A. Ability to remember, and to apply meaningfully academic material presented.
- B. Ability to be analytic in both written and oral communication.
- C. Originality in oral and written communication.
- D. Intelligibility of oral and written communication.
- E. Neatness in, and conformity to, conventional writing standards.
- F. Evidence of completing readings both assigned and others.
- G. Initiative and openness in regard to the social work curriculum.

II. Student's capacity to establish purposeful relationships.

- A. Frequency of reasoned disagreement with professors.
- B. Constructive relationships with professors and peers.

- C. Consistency in communication with other students, instructors and supervisors.
 - D. Accuracy of perception of other students, instructors and supervisors.
- III. Student's command of relevant knowledge and skill.
- A. Perception of, and performance in, a formed group.
 - B. Accuracy of perception of important aspects of the clients' emotional life.
 - C. Accuracy of the understanding of relationships with his clients.
 - D. Abilities with client's problems and attitudes.
 - E. Accuracy of perception of client's social and economic needs.
 - F. Accuracy of perception of a family group.
- IV. How the student handles responsibilities that are part of the profession.
- A. How well he manages his work load.
 - B. Observance of agency policies.
 - C. Contribution to agency policy development and reorganization.
 - D. Awareness of the implications of social issues to social work practices.
- V. Capacity for professional identity.
- A. Ability to examine self.
 - B. Ethical standards in his work.

C. Handling of his reaction to conflict or opposition.

D. Motivation and commitment to social work.

A sample of students, faculty and field instructors evaluated the questionnaire to determine if it was understandable, operational and complete. Revisions were made incorporating their suggestions. The improved questionnaire can be seen in appendix A.

In September, 1968, 58 students entered the School of Social Work at Portland State University. At the time the questionnaire was completed, at the end of their first year, 51 of these students were still enrolled and this group of 51 comprised the sample of students, i.e., the group whose performance would be evaluated using the questionnaire. Before the questionnaire was administered it was coded by an individual who did not know the respondents in order to maintain anonymity.

For the purpose of evaluating the questionnaire it was administered to four groups: the 51 students, who were instructed to evaluate themselves (the Self-Ratings) four instructors of social work methods, each of whom was asked to evaluate the first year student enrolled in his section (referred to as Academic Rater II); two instructors of social welfare history, each of whom was asked to evaluate the students in his section (Academic Rater I); 17 field instructors, each of whom evaluated those first-year students assigned to him for supervision of field experience (referred to as Field). As each of

the 51 students was to be evaluated four times, once by himself, once by a social work methods instructor, once by a social welfare history instructor, and once by a field instructor, a total of 204 questionnaires was distributed. 199 of these were completed according to instructions and returned. (Four students failed to return their self-evaluations, and one field instructor did not return the questionnaire regarding a student under his supervision).²

In scoring, each response to an item on the completed questionnaire was assigned a numerical value from 1 to 9 depending upon its location along a nine-point continuum. Minimal performance in a given area was rated 1 and the scale continued through a rating of 9 for outstanding or exceptional performance. The numerical values of item responses were then punched on paper tape for computer processing. All statistical computations were done on a CDC 3000 at Oregon State University through a remote terminal in the Computer Center at Portland State University.

The computer was programmed to compute the means, and standard deviations for all items as well as correlation coefficients among all items.

Acceptability of the questionnaire items was to be determined from an analysis of the student responses, i.e., how many

²Error in punching of tape which accounts for one less Methods Rating and one more Field Rating.

of the items elicited a response and the correlations between student self-ratings and the faculty ratings for the same items. The questionnaire would be considered acceptable if the majority of the items were answered and if a high correlation was found between self and instructor ratings.

Reliability of the questionnaire was to be determined from the correlations between the ratings given by different faculty raters on the same student.

The factors of student performance were discovered by means of a cluster analysis in which highly correlated ratings were grouped. These clusters were interpreted and named, permitting a comparison of the clusters found for each type of rater. It was hoped that similar clusters would be found in order to validate the factors and to provide a basis for simplification of future versions of the rating scales.

The cluster analysis was used to group items together which correlate highly with each other. This was done using a correlation matrix based on the questionnaire variables. The two items in the matrix showing the highest correlation formed the nucleus of the cluster. The cluster was then expanded by selecting variables in descending order of their correlation to the nucleus variables until all which correlated highly were included.

The nucleus of a second cluster was formed of two variables with high correlations to each other and low correlations to items in the first cluster. The process was continued until all apparently significant clusters had been isolated.

CHAPTER III

RESULTS AND DISCUSSION

ACCEPTABILITY

Frequency of Usage of Items by Raters

As was stated in Chapter II an initial measure of the acceptability of the questionnaire would be whether the majority of the items were answerable. The data show that a majority of the questions were answered and therefore, at least from this standpoint, the questionnaire was acceptable. This is evident particularly in the responses of students and field instructors. The ratings given students by academic raters indicated that their knowledge of the student was too limited to respond appropriately to many questionnaire items. For example, the academic raters were unable to evaluate such areas as field work, agency policies, and management of work load.

The following chart gives the mean, standard deviation and number of responses to each item in the questionnaire as based on (left to right): student self-ratings (47 possible responses); academic rater one (51 possible responses); academic rater two (50 possible responses); field instructors (51 possible responses).

TABLE I
 MEANS AND STANDARD DEVIATIONS OF
 RATINGS BY TYPE OF RATER

Item	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
1	6.04	1.22	47	6.21	1.43	51	6.20	1.76	50	6.41	1.48	49
2	6.06	1.23	46	5.90	1.11	50	5.88	1.92	50	6.31	1.38	51
3	6.43	1.39	47	6.37	1.17	51	6.00	1.84	50	5.98	1.54	48
4	5.53	1.44	47	5.58	1.44	50	6.08	1.90	49	5.94	1.62	21
5	5.93	1.19	47	6.28	1.31	51	6.42	2.00	50	5.42	1.80	38
6	6.38	1.13	47	6.50	0.85	48	6.54	1.50	50	6.88	1.51	51
7	7.31	1.09	47	7.29	1.09	49	7.26	1.86	50	7.23	1.40	47
8	6.42	1.89	47	5.86	1.77	7	6.60	1.96	50	7.13	1.80	24
9	6.82	1.32	47	6.33	1.21	6	7.00	1.64	50	6.79	2.01	28
10	6.06	2.03	47	6.00	1.82	51	6.34	2.15	50	6.13	1.82	46
11	7.06	1.59	47	5.91	1.23	47	5.90	2.17	50	7.18	1.74	51
12	6.78	1.12	47	6.47	1.00	46	6.54	1.76	50	6.84	1.27	51
13	6.04	0.95	47	6.39	0.89	51	5.73	1.41	49	6.44	1.57	50
14	7.10	1.36	47	7.49	1.49	51	6.94	2.09	49	7.35	1.85	46
15	6.67	1.67	46	6.62	0.87	51	6.12	2.07	34	6.23	1.78	47
16	6.69	1.38	45	6.90	0.78	51	6.06	2.22	35	6.84	1.69	49
17	7.16	0.99	45	6.76	1.07	45	6.11	1.60	35	7.00	1.67	47
18	6.98	1.13	45	6.78	0.89	46	6.47	1.84	36	6.82	1.49	51
19	6.91	1.03	46	6.83	0.75	29	6.53	0.99	15	6.76	1.17	38
20	6.76	0.94	46	6.94	0.88	32	6.50	1.01	14	6.76	1.22	41
21	6.57	0.91	46	7.00	0	1	6.22	1.28	23	6.72	1.23	50

Item	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
22	7.09	1.08	47	7.69	1.35	35	7.21	2.06	33	6.75	1.91	51
23	6.67	1.40	46	4.00	0	1	5.93	1.73	14	6.85	1.44	46
24	6.49	1.08	45	0	0	0	7.00	0	1	6.54	1.31	35
25	6.87	1.21	45	0	0	0	7.00	0	2	6.97	1.26	37
26	7.47	0.99	47	0	0	0	6.54	1.36	35	7.18	1.41	51
27	7.68	0.93	47	0	0	0	6.47	1.38	36	6.80	1.52	51
28	7.85	0.96	47	0	0	0	6.70	1.46	23	7.49	1.35	51
29	7.76	0.92	46	0	0	0	6.72	1.25	32	7.18	1.34	50
30	8.00	0.81	47	0	0	0	7.03	1.04	35	7.51	1.32	51
31	7.63	0.90	47	0	0	0	7.05	1.62	21	7.42	1.43	50
32	7.62	0.77	47	0	0	0	6.83	1.85	12	7.30	1.73	50
33	7.51	0.88	47	0	0	0	6.27	1.91	15	7.10	1.30	51
34	7.38	1.34	47	0	0	0	0	0	0	6.74	1.69	50
35	6.30	1.73	47	6.67	0.95	51	6.20	1.55	49	6.31	1.80	35
36	5.89	1.96	47	6.78	1.24	51	5.78	1.90	49	6.71	1.53	31
37	6.09	1.95	47	6.08	1.07	51	6.33	2.09	39	6.09	2.16	35
38	7.64	0.87	47	7.00	0	1	6.63	1.75	19	7.18	1.53	51
39	7.53	0.91	47	8.00	0	1	0	0	0	7.42	0.84	50
40	7.51	0.95	47	0	0	0	6.67	1.47	27	7.18	1.60	51
41	6.96	1.27	47	0	0	0	5.67	0.78	12	6.90	1.23	50
42	6.55	1.28	47	0	0	0	5.15	1.73	34	6.14	1.97	51
43	6.42	1.31	45	0	0	0	5.48	1.46	33	6.28	1.70	47
44	6.52	1.50	42	0	0	0	5.00	1.41	14	6.68	1.28	38

Item	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
45	6.76	1.65	42	0	0	0	4.00	0	1	6.60	1.58	35
46	7.66	1.09	47	6.53	0.81	51	6.90	1.52	48	7.55	1.17	51
47	7.22	1.36	46	6.67	0.76	36	7.35	1.92	26	7.25	1.38	51
48	7.74	1.13	47	7.00	0	1	0	0	0	8.20	0.86	50
49	6.07	1.81	46	8.00	0	1	0	0	0	5.68	1.75	40
50	8.17	1.11	47	8.32	1.02	50	7.77	1.46	39	7.80	1.33	51
51	6.89	1.37	46	6.81	1.22	43	7.18	1.63	45	6.75	1.10	44

Spread of Ratings

A second indicator of the acceptability of the scales would be the extent to which raters tended to use the whole continuum of values.

Responses (see table two) indicated that the majority of the raters consistently rated students at the upper end of the scale. A number of raters used the entire continuum in evaluating students on individual items as indicated by the standard deviations.

As all raters were able to use the scales provided, the rating scale was considered acceptable in this sense.

TABLE II
 MEANS AND STANDARD DEVIATIONS
 OF RATINGS ON STUDENTS

Stu- dent	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
34	6.71	1.23	45	6.97	0.95	28	7.05	1.11	35	6.97	1.05	42
35	6.40	1.73	49	5.19	1.07	21	4.25	1.88	32	3.62	1.84	51
36	6.96	1.48	51	7.61	0.75	26	4.76	1.63	39	6.96	1.07	51
37	6.98	1.58	50	6.73	0.96	26	6.14	1.42	21	7.33	1.39	42
38	7.37	1.08	51	7.33	0.91	21	6.38	1.81	39	8.43	0.81	51
39	6.10	2.19	49	6.68	1.09	22	6.76	1.05	34	7.85	1.09	39
40	7.24	1.14	51	7.67	1.49	24	3.74	1.88	34	6.65	0.87	51
41	7.10	1.40	51	5.52	1.16	25	3.46	1.53	24	6.44	1.39	50
42	7.06	1.22	51	6.15	1.38	26	5.76	1.56	33	4.00	2.32	43
43	6.27	1.35	48	5.88	0.99	26	6.16	1.42	37	5.31	1.26	51
44	7.22	1.04	50	6.41	1.22	27	7.31	1.42	39	6.42	1.54	38
45	6.29	1.27	51	6.24	1.05	25	4.49	1.59	37	7.01	1.09	48
46	6.15	1.36	51	6.23	1.21	26	6.66	1.00	32	5.60	1.36	45
47	6.31	1.54	51	5.57	1.50	23	4.97	1.54	35	6.30	1.87	46
48	6.94	1.65	51	6.39	1.27	23	8.33	0.85	21	7.76	1.19	51
49				6.72	1.03	22	6.24	1.65	33	6.80	1.43	45
50	7.25	1.71	51	6.00	1.02	66	6.00	1.48	31	7.93	1.06	46
51	7.57	1.17	51	6.60	1.15	25	7.29	0.96	37	5.58	2.09	43
52	6.66	1.11	51	6.33	1.11	21	5.85	1.33	39	7.67	1.35	46
53	8.43	0.85	51	6.81	1.02	26	7.24	0.95	37	7.89	0.93	45
54				6.73	1.19	26	6.38	0.97	21	5.34	1.81	46

Stu- dent	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
55	6.31	1.12	51	6.55	1.36	20	6.38	1.66	21	6.24	1.08	46
56	7.10	1.33	51	7.35	0.74	20	6.22	1.00	37	7.20	0.97	45
57				6.26	1.40	26	7.89	0.67	35	6.84	1.08	44
58	6.49	0.91	51	6.58	0.98	26	7.57	1.20	21	6.45	1.26	40
59	7.10	1.51	50	6.58	1.21	26	3.51	1.37	37	5.27	1.34	51
60	7.32	1.11	50	7.20	0.62	20	7.12	1.06	42	7.62	0.72	45
61	6.51	1.45	51	6.29	1.06	21	5.32	1.53	38	7.31	1.17	51
62	8.35	0.98	51	6.54	1.07	26	7.89	0.83	18	7.88	1.26	51
63	6.84	0.99	50	5.96	1.31	26	8.62	0.80	21	8.05	0.89	39
64	7.25	1.54	51	6.08	0.98	26	5.48	0.75	21	6.59	1.49	49
65	7.04	1.35	47	7.23	0.91	26	8.13	0.93	36	7.34	0.94	38
66	7.47	1.01	51	5.52	1.48	25	6.05	1.80	21	7.70	0.78	46
67	7.10	1.21	49	7.73	0.77	26	7.54	0.91	39	6.83	1.04	40
68	7.34	1.68	51	6.96	0.87	26	5.76	1.28	37	7.57	1.38	49
69				7.05	0.89	20	6.86	1.49	21	5.85	1.03	46
70	5.70	2.15	51	6.43	1.47	23	6.28	1.75	39	6.51	1.79	45
71	6.29	1.47	51	7.77	0.87	22	7.76	1.26	21	7.40	0.87	47
72	6.57	0.83	51	7.58	0.58	26				7.42	1.12	21
73	6.61	1.74	49	7.54	0.63	28	7.50	1.02	34	7.02	0.92	51
74	7.12	1.24	50	7.68	0.66	28	7.21	0.98	37	7.04	0.88	49
75	6.94	1.24	51	6.00	1.57	26	5.81	2.54	21	6.85	1.18	39
76	6.27	0.96	51	6.31	1.54	26	5.38	1.62	37	6.16	1.17	37

Stu- dent	Self-rating			Academic I			Academic II			Field		
	M	S.D.	N	M	S.D.	N	M	S.D.	N	M	S.D.	N
77	7.10	1.33	51	6.81	1.29	21	6.41	1.24	37	8.43	0.72	51
78	7.53	1.14	51	7.12	0.77	26	7.97	1.04	39	8.11	0.85	46
79	6.23	1.59	47	6.42	1.39	26	6.11	1.54	37	6.54	1.11	46
80	7.00	0.63	51	7.00	1.06	24	7.27	0.76	33	7.73	1.30	51
81	7.02	0.87	50	6.48	1.17	21	7.87	0.80	39	7.48	0.74	48
82	7.53	1.24	51	4.67	1.03	18	7.62	1.02	21	5.56	1.20	43
83	6.76	1.12	51	6.58	0.99	26	8.11	0.99	37	7.65	1.06	48
84	6.24	1.54	51	7.19	1.08	21	6.57	1.17	37	6.65	1.64	46

Correlation of Self-Ratings with Others Ratings

The third measurement of acceptability is how well student self-ratings correlate with those of academic and field raters. The relevant data is summarized in Table III.

Summarizing the data in Table III, correlations of student self-ratings with ratings by Academic Rater I varied from $-.38$ to $.68$ (median correlation $.34$); with ratings of Academic Rater II, from $-.40$ to $.68$ (median correlation $.34$); with ratings of Field Instructors, from $-.14$ to $.61$ (median correlation $.33$). These were not as high as would be desirable. These relatively low correlations indicate that, in describing the student, the raters did not tend to rank the student's strengths and weaknesses as the student ranked them himself.

TABLE III
 CORRELATIONS BETWEEN SELF-RATINGS
 AND RATINGS BY
 FACULTY

Student	Acad. I	Acad. II	Field
34	.53*	.63*	.48*
35	-.05	.38*	.44*
36	.01	.35*	.50*
37	-.13	.52*	.59*
38	.59*	.62*	.41*
39	.51*	.46*	.17
40	-.12	.18	.27
41	.36	.05	.31*
42	.67*	.29	.25
43	.34	.04	.14
44	.55*	.50*	.61*
45	.39	.24	.19
46	.50*	.51*	.23
47	.29	.30	.50*
48	-.18	.30	.31*
49			
50	.45*	.53*	.49*
51	.56*	.54*	.02
52	.19	.22	.43*
53	-.02	.31	.30*
54			
55	.32	.45*	.26

Student	Acad. I	Acad. II	Field
56	.31	.68*	.04
57			
58	-.01	.49*	.34*
59	.47*	.12	.33*
60	.56*	.01	.50*
61	-.03	-.39*	.49*
62	.23	.09	.02
63	.35	.08	.45*
64	-.22	.27	.34*
65	.51*	.30	.22
66	-.38	-.44	.09
67	.28	.30	.32*
68	.15	-.09	.37*
69			
70	.34	.53*	.55*
71	.31	.46	.34*
72			
73	.31	.49*	.17
74	.50*	-.11	.24
75	.68*	.59*	.41*
76	.40*	-.10	-.14
77	.19	.49*	.29*
78	.35	.06	.34*
79	.18	.26	.24

Student	Acad. I	Acad. II	Field
80	-.25	.20	.46*
81	.09	.39*	.55*
82	.56*	.43*	.22
83	.53*	.24	.41*
84	.54*	.21	.12

* Correlations significant at the .05 level

RELIABILITY

Correlations among Faculty Raters

Reliability of the questionnaire was determined by comparing the ratings given the student by each group of faculty raters.

Summarizing the data given in Table IV, correlations between ratings given by Raters I and II range from $-.34$ to $.76$ (median correlations $.33$); between those by Raters I and Field range from $-.30$ to $.60$ (median correlation $.30$); between those by Raters II and Field range from $-.30$ to $.59$ (median correlation $.29$).

The data in Table IV shows some significance between the ratings of different faculty raters. Using this standard of reliability, therefore, the questionnaire must be considered reliable. The low correlations indicate that, in describing the student, two individual raters will rank student's strengths and weaknesses somewhat the same.

TABLE IV
 INTER-RATER RELIABILITY
 COEFFICIENTS

Student No.	Acad. I and II	Acad. I and Field	Acad. II and Field
34	.56*	.44*	.36*
35	.37	-.13	.53*
36		.36	.06
37	.34	.13	.44*
38	.60*	.44*	.40*
39	.42	.52*	.35
40	.18	.28	.12
41	-.34	.05	.22
42	.42*	.43*	.55*
43	.41*	.32	.03
44	.29	.60*	.59*
45	.39*	.43*	.10
46	.76*	.42*	.44*
47	.48*	.14	.25
48	.12	.14	.28
49			
50	-.04	.17	.36*
51	.45*	-.28	-.09
52	.22	.07	.59*
53	.02	.57*	.16
54			
55	.39	.21	.25

Student No.	Acad. I and II	Acad. I and Field	Acad. II and Field
56	.61*	-.08	-.02
57			
58	.04	.33	-.26
59	.21	.57*	.52*
60	.31	.55*	.06
61	.22	.05	-.03
62	.35	-.04	.02
63	-.03	.41	-.21
64	.16	.47*	.57*
65	.25	.09	.29
66	.12	.31	.32
67	.33	.35	.00
68	.34	-.04	.10
69			
70	.48*	.38	.53*
71	.46*	.03	.10
72			
73	.19	.28	.41*
74	.21	.31	.13
75	.42	.26	-.08
76	.15	.19	.56*
77	.65*	.39	.38*
78	.03	.29	-.30

Student No.	Acad. I and II	Acad. I and Field	Acad. II and Field
79	.47*	.37	.48*
80	.19	-.30	.18
81	.13	.21	.10
82	.56*	.22	.04
83	.21	.26	.11
84	.39	.30	-.18

* Correlations significant at the .05 level

FACTORS OF STUDENT PERFORMANCE

Cluster analysis was used to group the items in a manner showing their relationship with each other. Each group of items contains variables that correlate highly with one another and have low correlations with variables in other groups. This group then forms what is called a cluster. This will be reported first for clusters based on self-ratings. Items which fail to correlate with any others will be listed as "residuals".

Clusters Based on Self-ratings

Beginning with the set of student self-ratings the following clusters were found.

TABLE V

INTERCORRELATIONS OF ITEMS IN CLUSTER ONE
FOR STUDENT SELF-RATINGS

Items	8	10	9	34	3	7	1	5
8	100							
10	73	100						
9	60	57	100					
34	35	54	32	100				
3	48	53	51	25	100			
7	43	46	61	20	53	100		
1	45	37	25	38	50	37	100	
5	32	40	41	30	71	42	59	100

The items which were contained in the first cluster of the student self-ratings were the following:

1. Student's ability to remember and apply meaningfully academic material presented.
3. Ability to be analytic in written communication.
5. Shows originality in written communication.
8. Conformity to conventions regarding organization, citation and footnotes of written material.
9. Neatness of manuscripts. (typographical errors, strikeouts, submission of original copy, etc.)
10. Conformity to conventions regarding spelling, grammar, word usage, etc.
34. Student's management of work load.

Description: The items in cluster one reflect the ability of the student to meet standards for written work in both academic and agency settings.

TABLE VI
INTERCORRELATIONS OF ITEMS IN CLUSTER TWO
FOR STUDENT SELF-RATINGS

Items	29	31	42	47	43
29	100				
31	59	100			
42	48	58	100		
47	46	42	51	100	
43	36	43	54	30	100

The items which were contained in the second cluster of the student self-ratings were the following:

29. Student's ability to recognize client's strengths as well as weaknesses in the problem solving process.
31. Professional purposefulness in contacts with clients.
42. Accuracy of student's perception about the client's feelings.
43. Accuracy of student's perception of family group interaction.
47. Student's ethical standards in his work.

Description: The items contained in the second cluster pertain to the student's perceptiveness in clinical work. This involves the student's perception and ethical commitment to the client.

TABLE VII
INTERCORRELATIONS OF ITEMS IN CLUSTER THREE
FOR STUDENT SELF-RATINGS

Items			
	35	36	37
35	100		
36	66	100	
37	60	52	100

The items which were contained in the third cluster of the student self-ratings were the following:

35. Evidence student gives of completing assigned reading.
36. Evidence student gives of completing recommended reading.
37. Evidence student gives of doing un-mentioned reading.

Description: The items contained in the third cluster reflect the student's ability to articulate information obtained through reading.

TABLE VIII
 INTERCORRELATIONS OF ITEMS IN CLUSTER FOUR
 FOR STUDENT SELF-RATINGS

Items	44	45	51	23	25	24
44	100					
45	66	100				
51	51	30	100			
23	48	49	40	100		
25	44	29	49	60	100	
24	40	40	29	55	51	100

The items which were contained in the fourth cluster of the student self-ratings were the following:

44. Student's ability to focus group on task goals.
45. Student's ability to maintain a group while encouraging the group to develop its own unique characteristics.
51. Nature of student's reaction to opposition or conflict.
23. Accuracy of student's perception of interaction in a formed group when a participant.
25. Accuracy of student's perception of interaction in a formed group when a leader.
24. Accuracy of student's perception of interaction in a formed group when an observer.

Description: The items in cluster four pertain to student's mastery of group techniques. This involves the ability of the student to perceive and to skillfully participate in the group process.

TABLE IX
INTERCORRELATIONS OF ITEMS IN CLUSTER FIVE
FOR STUDENT SELF-RATINGS

Items	32	38	33	30	39	40	41
32	100						
38	63	100					
33	62	47	100				
30	56	53	34	100			
39	49	61	25	36	100		
40	46	50	18	43	55	100	
41	50	54	37	38	61	33	100

The items which were contained in the fifth cluster of the student self-ratings were the following:

32. Student's overall performance in service to clients.
38. Student's ability to handle clients feelings about a problem.
33. Estimate of student's helpfulness to clients.
30. Student's attitude toward his clients.
39. Student's ability to inform clients of resources, from other social agencies.

40. Accuracy of student's perception of clients' social needs.
41. Accuracy of student's perception of clients' economic needs.

Description: The items in cluster five reflect the student's effectiveness in helping clients.

TABLE X
INTERCORRELATIONS OF ITEMS IN CLUSTER SIX
FOR STUDENT SELF-RATINGS

Items			
	19	20	21
19	100		
20	59	100	
21	50	47	100

The items which were contained in the sixth cluster of the student self-ratings were the following:

19. Accuracy of student's perception of other students.
20. Accuracy of student's perception of instructors and supervisors.
21. Accuracy of student's perception of clients.

Description: The items in cluster six pertain to the accuracy of the student's perception of others.

TABLE XI
 INTERCORRELATIONS OF ITEMS IN CLUSTER SEVEN
 FOR STUDENT SELF-RATINGS

Items	4	16	2	17	6	28
4	100					
16	29	100				
2	52	28	100			
17	30	51	45	100		
6	32	46	49	46	100	
28	39	38	31	20	29	100

The items which were contained in the seventh cluster of the student self-ratings were the following:

4. Shows originality in oral communication.
16. Constructive relationships with instructors.
2. Ability to be analytic in oral communication.
17. Constructive relationships with peers.
6. Intelligibility of oral communication.
28. Student's ability at engaging client's participation.

Description: The items in cluster seven pertain to verbal proficiency. This involves formal and informal articulation of one's ideas to instructors, peers, and clients.

Residuals: Residuals are the items which did not correlate with any other items.

11. Eagerness for suggestions.

12. Use of suggestions.
13. Frequency of student's demands for consultation or explicit detailed assignments.
14. Frequency of reasoned disagreement with professor.
15. Acceptance of relevant portions of the curriculum.
18. Consistency in communication with others.
22. Ability to examine self.
26. Accuracy of student's perception of significance of client's past life experiences as related to present functioning.
27. Accuracy of student's understanding of the relationship with clients.
46. Student's motivation in and commitment to social work.
48. Student's observance of agency policy.
49. Student's contributions to agency policy development and reorganization.
50. Student's awareness of the implications of social issues to social work practice.

Ratings by Academic Rater I

TABLE XII

INTERCORRELATIONS OF ITEMS IN CLUSTER ONE
FOR ACADEMIC RATER ONE

Items	1	3	2	5	6	7	4	10	18
1	100								
3	91	100							

Items	1	3	2	5	6	7	4	10	18
2	77	74	100						
5	75	78	78	100					
6	75	72	84	66	100				
7	75	67	63	63	58	100			
4	60	60	81	81	71	41	100		
10	70	65	54	52	52	85	32	100	
18	56	51	50	57	69	41	56	31	100

The items which were contained in the first cluster of the academic rater one are the following:

1. Student's ability to remember and apply academic material presented.
3. Ability to be analytic in written communication.
2. Ability to be analytic in oral communication.
5. Shows originality in written communication.
6. Intelligibility of oral communication.
7. Intelligibility of written communication.
4. Shows originality in oral communication.
10. Conformity to conventions regarding spelling, grammar, word usage, etc.
18. Consistency in communication with others.

Description: The items in cluster one pertain to written and verbal proficiency in meeting academic and agency requirements.

TABLE XIII
 INTERCORRELATIONS OF ITEMS IN CLUSTER TWO
 FOR ACADEMIC RATER ONE

Items	16	20	19	51	18	17	4	15	46	12
16	100									
20	68	100								
19	57	73	100							
51	43	64	70	100						
18	53	66	81	54	100					
17	68	55	65	54	61	100				
4	54	41	39	19	56	58	100			
15	56	58	61	19	41	20	55	100		
46	53	55	42	34	40	26	39	63	100	
12	41	56	50	35	42	17	21	51	48	100

The items which were contained in the second cluster for academic rater one are the following:

16. Constructive relationship with instructors.
20. Accuracy of student's perception of instructors, and supervisors.
19. Accuracy of student's perception of other students.
51. Nature of student's reaction to opposition or conflict.
18. Consistency in communication with others.
17. Constructive relationship with peers.

4. Shows originality in oral communication.
15. Acceptance of relevant portions of the curriculum.
46. Student's motivation in and commitment to social work.
12. Use of suggestions.

Description: The items in cluster two reflect the student's ability to adjust to the schools' standards for professional involvement. This includes accuracy of perception of people, and consistency and motivation in relationship.

TABLE XIV
INTERCORRELATIONS OF ITEMS IN CLUSTER THREE
FOR ACADEMIC RATER ONE

Items	36	35	37	11	50	46
36	100					
35	64	100				
37	43	59	100			
11	50	69	39	100		
50	46	53	48	54	100	
46	46	51	55	42	53	100

The items which were contained in the third cluster of academic rater one are the following:

36. Evidence student gives of completing recommended reading.

- 35. Evidence student gives of completing assigned reading.
- 37. Evidence student gives of doing un-mentioned reading.
- 11. Eagerness for suggestions.
- 50. Student's awareness of the implications of social issues to social work practice.
- 46. Student's motivation in and commitment to social work.

Description: The items in cluster three pertain to a student's scholarly motivation and his dedication to the role of the student.

Residuals:

- 13. Frequency of student's demands for consultation or explicit detailed assignments.
- 14. Frequency of reasoned disagreement with professor.
- 22. Student's ability to examine self.

Ratings by Academic Rater II

The first cluster in the ratings by academic Rater II was so large that the items, their median correlation, and their range of correlations are in the following table. The table was too large to be presented in the same form as the previous clusters.

TABLE XV
 INTERCORRELATIONS OF ITEMS IN CLUSTER I
 FOR ACADEMIC RATER II

Item	Median Correlation	Range of Correlation
47. Student's ethical standards in his work.	85	49 to 92
21. Accuracy of student's per- ception of clients.	79	35 to 91
31. Professional purposefulness in contacts with clients.	79	41 to 100
32. Student's overall performance in service to clients.	79	59 to 94
26. Accuracy of student's percep- tion of significance of cli- ents past life experiences as related to present functioning.	78	49 to 89
33. Estimate of student's helpful- ness to clients.	75	46 to 100
28. Student's ability at engaging client's participation.	75	50 to 100
27. Accuracy of student's under- standing of relationship with client.	75	51 to 95
23. Accuracy of student's percep- tion in a formed group when a participant.	74	41 to 87
42. Accuracy of student's percep- tion about the client's feelings.	74	41 to 92

Item	Median Correlation	Range of Correlation
38. Student's ability to handle client's feelings about a problem.	72	51 to 100
20. Accuracy of student's perception of instructors and supervisors.	72	35 to 100
19. Accuracy of student's perception of other students.	72	45 to 100
6. Intelligibility of oral communication.	72	48 to 85
1. Student's ability to remember and apply meaningfully academic material presented.	71	38 to 84
29. Student's ability to recognize client's strengths as well as weaknesses in the problem-solving process.	71	38 to 83
2. Ability to be analytic in oral communication.	71	38 to 84
4. Shows originality in oral communication.	71	42 to 84
18. Consistency in communication with others.	71	38 to 91
43. Accuracy of student's perception of family group interaction.	70	45 to 90
50. Student's awareness of the implications of social issues to social work practice.	69	34 to 92

Item	Median Correlation	Range of Correlation
30. Student's attitude toward his clients.	68	43 to 89
3. Ability to be analytic in oral communication.	68	41 to 82
40. Accuracy of student's perception of client's social needs.	65	42 to 87
5. Shows originality in written communication.	63	39 to 77
7. Intelligibility of written communication.	62	33 to 86
16. Constructive relationships with peers.	62	37 to 82
44. Student's ability to focus group on task goals.	59	31 to 88
22. Ability to examine self.	59	42 to 84
15. Acceptance of relevant portions of the curriculum.	58	35 to 90
51. Nature of student's reaction to opposition or conflict.	55	31 to 76
17. Constructive relationships with peers.	48	33 to 79

Description: In the first cluster there appears to be no discrimination between items. Since there appears to be no discrimination, the cluster was too all-inclusive to be described.

TABLE XVI
 INTERCORRELATIONS OF ITEMS IN CLUSTER II
 FOR ACADEMIC RATER II

Items			
	35	36	37
35	100		
36	76	100	
37	61	71	100

The items which were contained in the second cluster of the second academic rater are the following:

35. Evidence student gives of completing assigned reading.
36. Evidence student gives of completing recommended reading.
37. Evidence student gives of doing un-mentioned readings.

Description: The items in cluster two pertain to the material the student has read which involves his retention and feedback of this material.

TABLE XVII
 INTERCORRELATIONS OF ITEMS IN CLUSTER III
 FOR ACADEMIC RATER II

Items					
	8	9	10	11	12
8	100				
9	79	100			

Items	8	9	10	11	12
10	76	79	100		
11	54	47	57	100	
12	50	55	54	79	100

The items which were contained in the third cluster of academic rater II are the following:

8. Conformity to conventions regarding organization, citations and footnotes or written material.
9. Neatness of manuscripts. (typographical errors, strikeouts, submission of original copy).
10. Conformity to conventions regarding spelling, grammar, word usage, etc.
11. Eagerness for suggestions.
12. Use of suggestions.

Description: The items in cluster three relate to the student's acceptance of standards expected in written work. This acceptance is reflected in his conformity to written requirements.

Residuals:

13. Frequency of student's demands for consultation or explicit detailed assignments.
14. Frequency of reasoned disagreement with professor.
41. Accuracy of student's perception of client's economic needs.
46. Student's motivation in and commitment to social work.

TABLE XVIII
 INTERCORRELATIONS OF ITEMS IN CLUSTER I
 FOR FIELD INSTRUCTOR RATINGS

Item	Median Correlation	Range of Correlation
32. Student's overall performance in service to client's.	73	54 to 84
40. Accuracy of student's perception of client's social needs.	70	51 to 85
42. Accuracy of student's perception about the client's feelings.	67	42 to 84
33. Estimate of student's helpfulness to clients.	67	45 to 82
20. Accuracy of student's perception of instructors and supervisors.	67	47 to 78
21. Accuracy of student's perception of clients.	66	41 to 83
43. Accuracy of student's perception of family group interaction.	66	45 to 85
3. Ability to be analytic in written communication.	65	38 to 78
2. Ability to be analytic in oral communication.	65	53 to 79
27. Accuracy of student's understanding of relationship with client.	65	30 to 81

Item	Median Correlation	Range of Correlation
23. Accuracy of student's perception of interaction of a formed group when a participant.	64	37 to 85
26. Accuracy of student's perception of the significance of client's past life experiences as related to present functioning.	64	34 to 82
29. Student's ability to recognize client's strengths as well as weaknesses in the problem solving process.	64	32 to 84
38. Student's ability to handle client's feelings about a problem.	63	39 to 83
6. Intelligibility of oral communication.	62	47 to 79
16. Constructive relationships with instructors.	62	31 to 80
25. Accuracy of student's perception of interaction in a formed group when a leader	62	28 to 88
51. Nature of student's reaction to opposition or conflict.	61	42 to 74
12. Use of suggestions.	61	42 to 79
18. Consistency in communication with others.	61	43 to 75

Item	Median Correlation	Range of Correlation
24. Accuracy of student's perception of interaction in a formed group when an observer.	60	40 to 78
30. Student's attitude towards his clients.	60	33 to 73
15. Acceptance of relevant portions of the curriculum.	59	39 to 73
41. Accuracy of student's perception of client's economic needs.	59	34 to 69
5. Shows originality in written communication.	58	37 to 79
28. Student's ability at engaging client's participation.	57	30 to 84
50. Student's awareness of the implications of social issues to social work practice.	57	39 to 74
19. Accuracy of student's perception of other students.	57	33 to 76
7. Intelligibility of written communication.	55	31 to 76
44. Student's ability to focus group on task goals.	54	22 to 71
45. Student's ability to maintain a group while encouraging the group to develop its own unique characteristics.	52	20 to 67
11. Eagerness for suggestions.	52	34 to 67

Item	Median Correlation	Range of Correlation
34. Student's management of work load.	50	34 to 67
49. Student's contribution to agency development and re-organization.	49	28 to 63
4. Shows originality in oral communication.	45	20 to 70

Description: In the first cluster there appears to be no discrimination between items. Since there was no discrimination, the size of the cluster was so massive that it cannot be described.

TABLE XIX
INTERCORRELATION OF ITEMS IN CLUSTER TWO
FOR FIELD INSTRUCTOR RATINGS

Items	8	10	35	36	39	46
8	100					
10	73	100				
35	66	47	100			
36	73	36	72	100		
39	47	39	33	52	100	
46	54	41	47	35	50	100

The items which were contained in the second cluster for Field Instructor Ratings are the following.

8. Conformity to conventions regarding organization, citations, and footnotes of written material.
10. Conformity to conventions regarding spelling, grammar, word usage, etc.
35. Evidence student gives of completing assigned reading.
36. Evidence student gives of completing recommended reading.
39. Student's ability to inform clients of resources from other social agencies.
46. Student's motivation in and commitment to social work.

Description: The items in cluster two pertain to a student's motivational commitment to social work as reflected in completion of agency and school tasks.

Residuals:

9. Neatness of manuscripts. (typographical errors, strikeouts, submission of original copy.)
13. Frequency of student's demands for consultation or explicit detailed assignments.
14. Frequency of reasoned disagreement with professor.
17. Constructive relationships with peers.
22. Ability to examine self.

37. Evidence student gives of doing un-mentioned reading.
47. Student's ethical standards in his work.
48. Student's observance of agency policy.

CHAPTER IV

SUMMARY AND CONCLUSIONS

In this study we have attempted to refine criterion measures of student performance in a graduate social work program. This was done by selecting criteria from research described in professional literature and of the admission brochures from Portland State University, School of Social Work. A student-evaluation questionnaire was the tool developed to refine these criteria. The acceptability and reliability were evaluated using computed correlations, and a substantive analysis of student ratings was conducted using cluster analysis.

ACCEPTABILITY

Frequency of Responses

Frequency of response to items was one criterion of acceptability. Since the majority of items elicited a response, the questionnaire can be considered to have met this criterion.

Spread Of Ratings

A second indicator of acceptability was the spread of ratings along the entire continuum of the rating scale. Although most of the raters selected responses from the upper end of the scale, some raters made use of the entire scale. In this sense the scale would seem to have provided an adequate (i. e. acceptable) rating tool.

Self-Ratings And Other Ratings

How well student self-ratings correlated with the ratings given by academic and field raters was the third measure of acceptability. As there were many significant correlations between these ratings the questionnaire again can be considered acceptable, although the frequent low correlations suggest problems with student reactions to the results of ratings.

RELIABILITY

Correlations By Ratings Of Others

The reliability of the questionnaire was determined by comparing the ratings given by each group of faculty raters. In comparing the responses of faculty raters many significant correlations were found thus establishing the reliability, although the general level of the correlations were low and would suggest a need for improvement.

CLUSTERS

Table XX gives the clusters that were found and the analyses in which they were found.

TABLE XX

CLUSTER AND ANALYSIS IN WHICH FOUND

Cluster	Self	Acad.I	Acad.II	Field
1. Writing standards for Academic and Agency Settings.	X		X	

Cluster	Self	Acad.I	Acad.II	Field
2. Perceptiveness of clinical work.	X			
3. Evidences of student's reading.	X		X	
4. Mastery of group techniques.	X			
5. Effectiveness in helping clients.	X			
6. Perception of others.	X			
7. Verbal proficiency.	X			
8. Written and verbal proficiency.		X		
9. Adjustment to school standards for professional involvement.		X		
10. Scholarly Motivation.		X		
11. General Impression.			X	X
12. Motivational commitment as reflected in completion of agency and school tasks.				X

SUMMARY

A significant finding in the study was the rater's tendency to react to and thus rate the student on the basis of the general impression he creates. That this general impression tends to be positive may be a reflection of the staff's commit-

ment to supporting and encouraging the students in their desire to enter the profession.

Further there is the indication that those who discriminated more sharply among their ratings on different behaviors may be more objective because their exposure to the student has been less personal in nature. Thus it appeared that the instructors whose only contact with the students was in the context of the Social Welfare History class were less inclined to reflect in their responses the general impression that colored the responses of the field instructors and the methods instructors.

Student self-ratings indicated sharp discrimination in evaluating their areas of strengths and weaknesses.

A rating scale was devised to apply to each item in the questionnaire. Points along the scale were assigned numerical values from one to nine with the point reflecting the highest value falling either at the middle or the end of the continuum. There were only two questions in the questionnaire with the highest value at the mid-point of the choices. These two questions, fourteen and twenty-two, consistently failed to correlate with other items. This suggests that the raters may not have read the questions carefully but responded habitually at the same point along the continuum.

This might have been avoided had the raters been specially trained in the use of the rating scale. Training in the use of the rating scale also might have counteracted the rater's tendency to react to the general impressions created by the student.

In conclusion, the criteria measurement used in this study would seem to be no more effective in helping faculty in discriminating between students in specifically differential ways than the Grade point average. It was not determined whether this was due to the items, rating, etc., or due to subjective tendencies of the raters.

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5. Portland State College, School of Social Work. Course Offerings and General Information. (Portland, Oregon: 1969-70), p. 2-3.

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APPENDIX A

QUESTIONNAIRE FORM

P.S.U.
School of Social Work
Student Evaluation

Student _____ Evaluator _____

General Instructions: Place an X along the continuum at the point which best describes the students performance. The remarks along the continuum are to help define the nature of the continuum and not a specific point. If you have had no opportunity to observe the student on a particular question, place an X at the appropriate space. If you have comments, a place for them is provided after each question.

1. Student's ability to remember and apply meaningfully academic material presented.

Unacceptable	Barely Acceptable	Average or Acceptable	Above Average	Excellent
--------------	----------------------	--------------------------	------------------	-----------

_____ No opportunity to observe

Comments:

2. Ability to be analytic in oral communication.

Talks only in general impressions	Able to follow breakdown of situa- tions into elements	Shows some ability to particular- ize situa- tions	Good ability used frequen- tly to isolate elements of situations	Outstand- ing abil- ity, always able to isolate im- portant elements in a set.
---	---	--	--	---

_____ No opportunity to observe

Comments:

3. Ability to be analytic in written communication.

Writes only in general impressions	Able to in- corporate elements of situations when they are pointed out	Writing shows some ability to incorporate some ele- ments of the problem	Writing shows abi- lity to in- corporate most ele- ments with- out sugges- tion.	Writing shows abil- ity to in- corporate all elements.
--	--	--	---	--

_____ No opportunity to observe

Comments:

4. Shows originality in oral communication.

Contributions to discussions consist entirely of feedback from presentations by instructors or classmates	Contributions to discussions occasionally contain a new idea	Contributions to discussions contain many fresh ideas	Is always contributing new points of view insights or questions to discussions
---	--	---	--

_____ No opportunity to observe

Comments;

5. Shows originality in written communication.

Papers look as if reconstructed from notes and references	Papers show minimal amount of original thought	Papers occasionally show new ideas.	Papers often show new ways of dealing with the material	Papers consistently incorporate new or surprising ways of dealing with the material
---	--	-------------------------------------	---	---

_____ No opportunity to observe

Comments:

6. Intelligibility of oral communication.

Others must always ask for clarification	Others must nearly always ask for clarification	Occasional confusion and/or misunderstanding	Others nearly always understand what he orally communicates	Others always discern correctly and confidently while orally communicating with him
--	---	--	---	---

_____ No opportunity to observe

Comments:

7. Intelligibility of written communication.

Most writing is either nonsensical, gibberish or incomprehensible	Writing is mainly but not entirely confusing	Writing is average but occasionally difficult to understand	Writing is about average and nearly always comprehensible	Writes clearly, simply and directly; Is appropriate and easy to understand
---	--	---	---	--

_____ No opportunity to observe

Comments:

8. Conformity to conventions regarding organization, citations and footnotes of written material.

Shows nearly no conformity to the conventions of writing style

Occasionally conforms to writing style conventions

Written material conforms entirely to conventions regarding style.

_____ No opportunity to observe

Comments:

9. Neatness of Manuscripts. (typographical errors, strikeouts, submission or original copy, etc.)

Papers always contain errors, strikeouts and a disordered appearance

Papers often contain errors, strikeouts and a disordered appearance

Papers are usually neat but at times contain some disorder in appearance

Papers contain no errors, strikeouts or disordered appearance; are always very neat

_____ No opportunity to observe

Comments:

10. Conformity to conventions regarding spelling, grammar, word usage, etc.

Papers always contain errors in spelling, grammar, and word usage

Papers are average in conformity to conventions regarding spelling, grammar, and word usage

Papers are above average and seldom contain errors in regard to spelling, grammar and word usage

Papers are always superior in regard to spelling, grammar and word usage

_____ No opportunity to observe

Comments:

11. Eagerness for suggestions.

Avoids most information on quality of work or suggestions for modification

Accepts information and suggestions when offered

Sometimes takes the initiative for information and suggestions on his work

Always seeks feedback on his work

_____ No opportunity to observe

Comments:

12. Use of suggestions.

Rejects all suggestions	Rejects most suggestions or acts inappropriately on those accepted	Acts on some suggestions	Acts on most suggestions appropriately	Acts in some reasonable way on all suggestions received
-------------------------	--	--------------------------	--	---

_____ No opportunity to observe

Comments:

13. Frequency of student's demands for consultation or explicit detailed assignments.

Does not seek enough consultation and muddles along without adequate understanding of directions	Student seeks some consultation, but tends to muddle along without adequate understanding of directions	Student clarifies, accepts and uses assignments realistically	Student seeks more than adequate instruction on assignments	Student is defensively dependent and always requires detailed directions
--	---	---	---	--

_____ No opportunity to observe

Comments:

14. Frequency of reasoned disagreement with professor.

Accepts everything without question	Student questions only on rare occasions	Student expresses reasoned disagreement with professor when appropriate	Student disagrees more than is appropriate	Disagrees with everything without reasonable justification
-------------------------------------	--	---	--	--

_____ No opportunity to observe

Comments:

15. Acceptance of relevant portions of the curriculum.

Resistive to most portions of the curriculum	Responds cautiously to learning and with some resistance	Accepts nearly all new ideas and learning opportunities	Seeks and responds enthusiastically to new ideas and learning opportunities
--	--	---	---

_____ No opportunity to observe

Comments:

16. Constructive relationships with instructors.

Student appears fearful of entering into constructive relationships with instructors	Students relationship with instructors is guarded and shows no personal involvement	Student generally relates well to instructors	Student always relates spontaneously positively and maintains a constructive relationship
--	---	---	---

_____ No opportunity to observe

Comments:

17. Constructive relationships with peers.

Relationships with peers are destructive	Relationships with peers are generally annoying but at times acceptable	Student blends in and is "just one of the group"	Student gets along with most individual and is usually spontaneous and positive	Student is well liked and supportive; always maintains a constructive relationship with peers
--	---	--	---	---

_____ No opportunity to observe

Comments:

18. Consistency in communication with others

Verbal and behavioral messages are conflictual	Verbal and behavioral messages are mainly but not entirely in conflict	Verbal and behavioral messages are usually consistent but at times are conflictual	Verbal and behavioral messages are sincere, consistent, and seldom conflictual	Verbal and behavioral messages are always honest and consistent
--	--	--	--	---

_____ No opportunity to observe

Comments:

19. Accuracy of student's perception of other students.

Student's perception is inaccurate	Student's perception is generally negative and inaccurate but at times shows signs of accuracy	Student's perception is at times accurate and at times inaccurate	Student's perception is nearly always accurate	Student's perception is always observant, correct and knowledgeable
------------------------------------	--	---	--	---

_____ No opportunity to observe

Comments:

20. Accuracy of student's perception of instructors and supervisors.

Student's perception is inaccurate.	Student's perception is generally negative and inaccurate but at times shows signs of accuracy	Student's perception is at times accurate and at time inaccurate	Student's perception is nearly always accurate	Student's perception is always observant, correct and knowledgeable
-------------------------------------	--	--	--	---

_____ No opportunity to observe

Comments:

21. Accuracy of student's perception of clients.

Student's perception is inaccurate	Student's perception is generally negative and inaccurate but at times shows signs of accuracy	Student's perception is at times accurate and at times inaccurate	Student's perception is nearly always accurate	Student's perception is always observant, correct and knowledgeable
------------------------------------	--	---	--	---

_____ No opportunity to observe

Comments:

22. Ability to examine self.

Completely oblivious to self	Shows very little ability to examine self	Willing and able to examine self critically	At times examines self too much, but not obsessively	Examines self obsessively and over-critically
------------------------------	---	---	--	---

_____ No opportunity to observe

Comments:

23. Accuracy of student's perception of interaction in a formed group when a participant.

Consistently fails to observe formed group interaction	Student at times perceives interaction accurately and at times inaccurately	Student consistently shows a high degree of accuracy in perceiving interaction in a formed group
--	---	--

_____ No opportunity to observe

Comments:

24. Accuracy of student's perception of interaction in a formed group when an observer.

Consistently fails to observe formed group interaction	Student at times perceives interaction accurately and at times inaccurately	Student consistently shows a high degree of accuracy in perceiving interaction in a formed group
--	---	--

_____ No opportunity to observe

Comments:

25. Accuracy of student's perception of interaction in a formed group when a leader.

Consistently fails to observe formed group interaction	Student at times perceives interaction accurately and at times inaccurately	Student consistently shows a high degree of accuracy in perceiving interaction in a formed group.
--	---	---

_____ No opportunity to observe

Comments:

26. Accuracy of student's perception of significance of client's past life experiences as related to present functioning.

Student has no awareness of the significance of the clients past experiences	Student shows little awareness of the relationship of past experiences and present functioning	Student is usually aware of the most important implications of the clients past experiences	Student is consistently aware of the implications of past history
--	--	---	---

_____ No opportunity to observe

Comments:

27. Accuracy of student's understanding of relationship with client.

Student consistently fails to understand his relationship with clients	Student's understanding of relationship is often distorted or superficial	Student's understanding of the relationship is occasionally distorted or superficial	Student's understanding of the client-worker relationship is never distorted or superficial
--	---	--	---

_____ No opportunity to observe

Comments:

28. Student's ability at engaging clients participation.

Student consistently fails to engage clients participation	Student engages clients participation rarely or inappropriately	Students engaging of clients is at times adequate and at times inadequate	Student often engages client in appropriate participation	Student in an imaginative and flexible way engages clients in relevant participation
--	---	---	---	--

_____ No opportunity to observe

Comments:

29. Student's ability to recognize clients strengths as well as weaknesses in problem solving process.

Student's inability to recognize clients capacity causes lack of understanding and impedes clients in pursuing the problem solving process	Student at times fails to recognize clients capacity which tends to discourage clients confidence in his own capacity	Student's recognition of clients capacity neither motivates nor retards the client	Student's recognition of clients capacity is always accurate, encouraging and realistic
--	---	--	---

_____ No opportunity to observe

Comments:

30. Student's attitude towards his clients.

Student's attitude is hostile, punitive and ambivalent	Student's attitude is usually inconsistent with occasional indications of acceptance	Student's attitude is usually positive but at times naive, negative and ambivalent	Student's attitude is totally accepting, emphatic, but without distortions
--	--	--	--

_____ No opportunity to observe

Comments:

31. Professional purposefulness in contacts with clients.

In student's contacts with clients a goal is rarely evident	Student's contacts with clients is usually social and not goal directed	Student's contacts with clients are usually goal directed	Student does an excellent job in showing goals in contacts with clients
---	---	---	---

_____ No opportunity to observe

Comments:

32. Student's overall performance in service to clients.

Student's performance is consistently poor	Student's performance fulfills minimum service to clients	Student shows many good qualities in giving service to his clients	Student's performance is excellent while giving service to his clients
--	---	--	--

_____ No opportunity to observe

Comments:

33. Estimate of student's helpfulness to clients.

Student retards client's progression in solving problems	Student's assistance shows little evidence of movement for the client's progression in solving problems	Student's assistance causes progressive movement in some client's problem solving	All of student's clients show substantial forward movement in problem solving
--	---	---	---

_____ No opportunity to observe

Comments:

34. Student's management of work load.

Student exhibits very poor management of his work load	Student seeks more than adequate help in the management of his work load	Student clarifies and accepts the management of his work load, but does need some assistance	Student's management of his work load ordinarily is good and rarely requires checking by his supervisor	Student does an excellent job with his work load and requires no assistance
--	--	--	---	---

_____ No opportunity to observe

Comments:

35. Evidence student gives of completing assigned reading.

No evidence of doing assigned readings	Evidence of doing some assigned reading	Evidence of doing most assigned reading	Evidence of doing all assigned reading
--	---	---	--

_____ No opportunity to observe

Comments:

36. Evidence student gives of completing recommended reading.

No evidence of doing recommended reading	Evidence of doing some recommended reading	Evidence of doing most recommended reading	Evidence of doing all recommended reading
--	--	--	---

_____ No opportunity to observe

Comments:

37. Evidence student gives of doing un-mentioned reading.

No evidence of doing un-mentioned reading	Evidence of doing some un-mentioned reading	Evidence of doing a lot of outside reading.
---	---	---

_____ No opportunity to observe

Comments:

38. Student's ability to handle clients feelings about a problem.

Student exhibits inability in handling the clients feelings about the problem by attempting to meet his own needs and not the clients	Student is somewhat inconsistent in handling clients feelings and does not show much sensitivity or empathy	Student at times handles clients feelings correctly and usually is client oriented	Student always handles clients feelings with empathy and in terms of the clients needs
---	---	--	--

_____ No opportunity to observe

Comments:

39. Student's ability to inform clients of resources from other social agencies.

Student fails to inform clients of other resources	Student's information seems to impede clients use of resources	Student is generally helpful in informing clients of the resources from other agencies	Student's information about resources is always accurate, well-timed and relevant to the problem
--	--	--	--

_____ No opportunity to observe

Comments:

40. Accuracy of student's perception of clients social needs.

Student consistently fails to observe real needs of client	Student's perception is at times accurate and at times inaccurate	Student usually sees beyond the obvious for clients needs	Student consistently shows a high degree of accuracy in perceiving the needs of the client
--	---	---	--

_____ No opportunity to observe

Comments:

41. Accuracy of student's perception of clients economic needs.

Student consistently fails to observe real needs of client	Student's perception is at times accurate and at times inaccurate	Student usually sees beyond the obvious for clients needs	Student consistently shows a high degree of accuracy in perceiving the needs of the client
--	---	---	--

_____ No opportunity to observe

Comments:

42. Accuracy of student's perception about the client's feelings.

Student consistently fails to observe real feelings of the client	Student's perception is at times accurate and at times inaccurate	Student usually sees beyond the obvious for clients feelings about his problems	Student consistently shows a high degree of accuracy in perceiving the clients feelings
---	---	---	---

_____ No opportunity to observe

Comments:

43. Accuracy of student's perception of family group interaction.

Student consistently fails to observe accurately family group interaction	Student's perception is at times accurate and at times inaccurate	Student consistently shows a high degree of accuracy in perceiving family interaction
---	---	---

_____ No opportunity to observe

Comments:

44. Student's ability to focus group on task goals.

Group shows no evidence of task orientation	Group shows minimal focus on task goals	Group is focused but on a superficial level	Group at times attains the task goal	Group is usually focused and working on the task goal
---	---	---	--------------------------------------	---

_____ No opportunity to observe

Comments:

45. Student's ability to maintain a group while encouraging the group to develop its own unique characteristics.

Group shows subgroups and isolates	Group often shows subgroups and isolates	Occasional conflicts temporarily destroy mutual acceptance	Group members accept each other in spite of conflicts
------------------------------------	--	--	---

_____ No opportunity to observe

Comments:

46. Student's motivation in and commitment to social work.

Student shows
no motivation
and commitment

Student at times
shows motivation
and commitment to
social work

Student appears
completely com-
mitted to the
field of social
work

_____ No opportunity to observe

Comments:

47. Student's ethical standards in his work.

Student has consistent
and frequent problems
with his ethical
standards in his work

Student's ethical
problems when they
arise are handled
and resolved
satisfactorily

The student's work
is always consis-
tent with ethical
standards

_____ No opportunity to observe

Comments:

48. Student's observance of agency policy.

Student blindly rejects or is ignorant of agency policies	Student rarely observes agency policies	Student at times observes agency policies and at times does not	Student usually observes agency policies	Student always observes agency policies
---	---	---	--	---

_____ No opportunity to observe

Comments:

49. Student's contribution to agency policy development and reorganization.

Student never contributes to agency development	Student rarely contributes to agency development	Student contributes occasionally to agency development	Student is always contributing to agency development through suggestions and action
---	--	--	---

_____ No opportunity to observe

Comments:

50. Student's awareness of the implications of social issues to social work practices.

Student is completely oblivious of any implications	Student shows a minimal amount of awareness of implications	Student at times is aware and at times is not aware of the implications	Student is usually aware of the implications	Student is always aware of the implications
---	---	---	--	---

_____ No opportunity to observe

Comments:

51. Nature of student's reaction to opposition or conflict.

Student always becomes hostile and defensive when opposed	Student usually is hostile and defensive when opposed	Student occasionally becomes hostile and defensive when opposed	Student seldom becomes hostile and defensive when opposed	Student accepts and integrates properly any opposition or conflict
---	---	---	---	--

_____ No opportunity to observe

Comments:

APPENDIX B

CORRELATION MATRIX OF ITEMS

SELF-RATINGS

Variable No.													
1	2	3	4	5	6	7	8	9	10	11	12	13	
1	100												
2	45	100											
3	50	46	100										
4	37	52	36	100									
5	59	35	71	54	100								
6	35	49	36	32	26	100							
7	37	05	53	-11	42	16	100						
8	45	20	48	-04	32	08	43	100					
9	25	14	51	-09	41	09	61	60	100				
10	37	00	53	-05	40	04	46	73	57	100			
11	02	04	08	-03	09	09	09	16	17	15	100		
12	18	26	25	25	20	41	20	28	28	18	45	100	
13	15	02	18	06	27	09	13	11	-18	24	07	-15	100
14	14	-17	02	18	32	-21	15	02	-03	17	00	-21	18
15	23	28	30	13	32	29	10	24	21	12	15	26	-03
16	14	28	20	29	33	46	26	06	28	15	43	43	-01
17	12	45	18	30	12	46	-05	04	14	-05	00	39	-32
18	13	13	-24	02	-07	27	-12	-36	-07	-34	07	18	-25
19	34	23	14	12	16	46	19	-01	-03	08	03	23	21
20	32	22	-07	06	05	31	00	-04	04	03	10	10	-03
21	43	24	21	30	35	29	20	15	10	11	00	13	01
22	14	14	03	02	-12	33	04	-12	10	-06	-21	-08	-23
23	29	39	16	48	39	40	09	-10	-02	-22	22	21	23
24	18	21	14	45	48	24	02	02	-02	01	18	21	21
25	14	31	-07	33	09	41	-11	-14	-20	-27	05	16	12
26	20	08	26	13	32	00	34	26	40	25	13	25	02
27	03	17	19	-21	-08	32	21	18	31	17	02	24	06
28	10	31	28	39	36	29	15	16	13	24	09	31	22
29	26	02	09	03	15	09	27	-03	20	10	02	-09	-01
30	20	02	04	06	11	-05	20	07	24	12	03	07	-06
31	39	12	27	10	28	33	32	20	35	24	15	05	02
32	25	14	16	23	38	10	10	01	19	16	13	16	-04
33	02	21	-06	12	07	17	-22	-08	-02	03	19	16	-03
34	38	17	24	24	30	17	20	35	32	54	04	06	22
35	20	16	35	15	31	-07	27	43	45	34	41	27	-05
36	04	10	31	11	35	-03	19	28	45	26	34	18	-13
37	26	06	36	34	42	-02	21	34	10	32	24	05	27
38	14	19	01	21	17	30	08	00	21	06	17	30	05

Variable No.														
	1	2	3	4	5	6	7	8	9	10	11	12	13	
39	31	30	26	19	32	20	24	20	20	24	16	20	35	
40	25	24	11	30	29	12	22	15	13	10	02	02	17	
41	30	07	23	35	34	07	14	05	09	19	01	07	25	
42	33	07	23	37	40	31	29	05	10	14	08	17	19	
43	32	09	21	15	19	16	37	-07	03	08	13	-07	15	
44	25	35	12	14	26	18	25	33	21	13	24	09	03	
45	38	42	25	50	40	42	17	44	14	25	28	27	23	
46	00	08	23	00	08	-05	13	25	35	29	16	17	-15	
47	26	01	07	07	12	23	31	32	35	23	09	14	-11	
48	18	14	15	-09	15	02	23	25	41	41	25	21	07	
49	05	19	12	34	19	24	-04	-26	-04	-14	-13	04	03	
50	11	15	18	20	22	15	24	-00	09	03	10	26	14	
51	10	25	05	08	09	38	13	-09	21	-06	46	22	-08	

Variable No.	14	15	16	17	18	19	20	21	22	23	24	25	26
14	100												
15	05	100											
16	28	37	100										
17	-21	29	51	100									
18	-19	09	17	39	100								
19	12	02	18	26	32	100							
20	11	02	22	23	37	59	100						
21	29	05	23	12	17	50	47	100					
22	08	00	17	34	19	27	19	15	100				
23	15	20	44	13	26	29	31	34	23	100			
24	22	24	38	08	11	27	05	40	00	55	100		
25	-08	04	35	31	16	30	36	43	27	60	51	100	
26	19	02	26	15	00	19	24	28	01	13	19	29	100
27	-23	16	14	27	01	24	01	25	31	02	06	30	21
28	20	12	38	20	23	37	20	38	-13	37	25	04	17
29	12	04	33	31	11	09	08	22	19	05	03	07	25
30	08	19	03	08	15	03	14	27	25	14	00	16	25
31	02	05	30	08	02	18	15	34	37	22	20	26	29
32	29	13	23	11	28	24	29	51	17	27	23	07	30
33	-10	00	19	08	26	19	33	47	01	22	19	21	-06
34	11	09	18	09	-09	15	25	09	16	19	11	-08	27
35	04	16	27	03	-08	-13	03	-08	-15	03	-16	-22	29
36	16	16	28	00	17	-01	08	08	-07	02	01	-25	18
37	35	00	07	-21	-24	12	14	11	-23	09	16	-13	06
38	03	05	30	24	34	38	53	41	17	42	20	38	30
39	22	13	13	11	03	24	33	26	18	47	20	34	44
40	35	08	13	-14	-05	19	22	32	10	40	25	32	37
41	28	-07	18	03	-04	17	44	41	01	35	13	20	34
42	27	05	48	11	-09	30	13	46	00	42	34	32	24
43	21	00	25	04	-17	25	08	39	12	25	06	26	09
44	04	12	26	09	00	05	17	25	17	48	40	44	31
45	06	24	38	22	-03	14	22	27	03	49	50	29	15
46	10	09	23	19	06	-14	05	20	10	-12	-11	-12	21
47	12	-09	33	19	09	07	31	44	10	03	-10	02	03
48	05	28	29	21	07	09	19	-07	07	08	08	04	32
49	06	04	19	44	49	19	37	26	21	33	21	32	10
50	05	14	12	18	18	19	19	24	01	11	23	29	24
51	02	10	52	23	27	17	38	27	40	49	29	49	31

Variable No.													
	27	28	29	30	31	32	33	34	35	36	37	38	39
27	100												
28	04	100											
29	32	18	100										
30	20	11	52	100									
31	27	09	59	39	100								
32	10	45	40	56	43	100							
33	12	38	18	34	29	62	100						
34	01	43	24	28	37	50	29	100					
35	-11	21	16	30	28	25	15	32	100				
36	-21	28	-02	11	21	29	10	09	66	100			
37	-31	26	-13	00	08	09	-05	19	60	52	100		
38	23	43	28	53	39	63	47	46	17	10	04	100	
39	28	32	28	36	35	49	25	51	20	02	08	61	100
40	17	38	14	43	28	46	18	43	25	10	35	50	55
41	04	32	31	38	22	50	37	41	22	03	19	54	61
42	19	41	48	17	58	40	24	25	15	18	21	33	25
43	09	09	36	14	43	18	10	06	-09	-11	00	05	05
44	12	09	14	31	40	17	16	24	29	16	20	25	31
45	-13	39	01	19	27	18	18	46	39	28	43	37	30
46	00	24	18	27	18	33	12	14	25	42	03	19	10
47	10	27	46	32	42	42	25	34	23	25	18	43	12
48	31	10	26	19	29	16	02	41	21	01	-13	24	43
49	-10	20	02	03	00	26	14	10	-14	07	02	35	20
50	10	11	03	32	09	13	-07	-09	07	27	22	27	32
51	28	01	27	28	51	32	39	14	12	05	-11	46	39

 Variable No.

 40 41 42 43 44 45 46 47 48 49 50 51

40	100											
41	33	100										
42	36	22	100									
43	14	08	54	100								
44	39	07	22	13	100							
45	32	31	27	00	66	100						
46	-19	23	04	-03	-07	12	100					
47	12	27	51	30	17	30	41	100				
48	13	09	04	12	23	03	14	05	100			
49	02	42	05	07	-08	22	20	19	-10	100		
50	21	21	07	05	09	25	28	03	04	38	100	
51	24	25	26	28	51	30	06	19	22	14	01	100

 SOCIAL WELFARE RATERS

Variable no.

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	100												
2	77	100											
3	91	74	100										
4	60	81	60	100									
5	75	78	78	81	100								
6	75	84	72	71	66	100							
7	75	63	67	41	63	58	100						
8	50	59	47	84	43	58	100	100					
9	37	54	33	73	39	50	100	96	100				
10	70	54	65	32	52	52	85	83	91	100			
11	16	12	12	27	15	-04	25	-24	-42	17	100		
12	34	30	26	21	16	30	50	58	70	41	41	100	
13	01	04	07	02	08	-19	09	28	27	07	30	18	100
14	12	23	13	39	37	30	09	-46	-53	01	04	03	-09
15	39	40	36	55	41	36	44	87	90	37	41	51	14
16	34	39	39	54	36	44	38	89	80	25	36	41	23
17	21	42	15	58	37	50	04	46	38	-08	12	17	-08
18	56	50	51	56	57	69	41	97	94	31	07	42	-26
19	48	32	38	39	39	61	40			25	32	50	-07
20	46	32	45	41	35	66	36	93	88	24	23	56	09
22	-27	-18	-34	-11	-27	-02	-35	-18	-12	-40	-40	-39	-42
35	60	32	51	28	39	22	54	16	15	56	69	51	34
36	42	25	35	26	42	20	52	12	47	45	43	35	15
37	56	50	49	61	64	40	52	28	47	44	39	27	13
46	31	22	30	39	27	32	26	65	75	22	42	48	01
47	43	29	41	22	21	40	35	47	27	31	24	28	03
50	39	36	33	47	48	27	30	63	45	20	54	35	12
51	20	15	14	19	11	28	08	49	45	02	08	34	-13

Variable No.		14	15	16	17	18	19	20	22	35	36	37	46	47	50
14	100														
15	16	100													
16	02	56	100												
17	24	20	55	100											
18	26	41	53	61	100										
19	-04	61	57	65	81	100									
20	00	58	68	55	66	73	100								
22	-26	-45	-14	24	00	-14	-25	100							
35	08	41	25	-05	18	19	23	-35	100						
36	09	35	14	-06	21	14	19	-22	64	100					
37	33	46	27	04	34	09	23	-36	59	61	100				
46	18	63	53	26	40	42	55	-12	51	46	55	100			
47	12	52	29	-08	31	35	52	-43	38	48	36	47	100		
50	26	41	40	39	57	48	52	01	53	50	48	53	48	100	
51	-02	19	43	54	54	70	64	14	08	07	-08	34	20	44	

METHODS TEACHERS RATINGS

Variable No.

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	100												
2	73	100											
3	72	75	100										
4	59	54	54	100									
5	79	63	67	70	100								
6	69	79	65	53	63	100							
7	76	62	69	31	67	63	100						
8	42	25	44	41	48	40	59	100					
9	49	54	50	20	37	44	60	59	100				
10	55	40	49	22	56	41	67	73	49	100			
11	61	56	50	34	57	55	60	54	32	56	100		
12	49	60	62	42	54	54	52	45	36	31	62	100	
13	11	23	18	12	22	18	25	15	12	03	04	38	100
14	35	44	43	35	36	46	39	07	25	29	15	32	08
15	62	62	45	51	64	60	50	51	21	34	58	55	32
16	58	66	61	37	47	62	61	50	49	32	62	71	27
17	47	54	25	17	35	60	47	30	37	20	37	51	31
18	68	72	54	43	58	74	59	49	53	41	52	58	29
19	51	62	39	46	53	63	51	43	30	42	46	55	41
20	67	62	66	53	72	69	68	51	37	42	52	67	52
21	58	71	62	60	58	69	45	41	26	30	51	67	20
22	20	45	71	25	20	43	19	-28	30	-14	05	48	49
23	67	72	45	48	63	71	47	47	26	34	60	55	16
24	63	65	72	45	60	62	48	59	30	43	65	59	18
25	62	66	65	33	60	62	57	56	21	30	67	55	02
26	64	68	66	46	58	68	64	45	40	43	64	67	07
27	60	72	72	46	47	74	53	34	27	24	43	63	39
28	56	69	69	39	42	56	51	31	42	25	45	57	11
29	50	65	65	35	42	57	56	33	27	27	52	67	25
30	46	60	60	33	37	52	53	29	17	21	54	75	30
31	49	66	66	38	43	56	43	09	09	18	46	60	30
32	74	78	78	59	71	72	69	56	45	44	62	79	34
33	63	73	71	50	59	64	52	36	25	39	53	63	21
34	67	53	57	36	60	51	67	49	59	55	44	45	-04
35	32	14	10	36	31	24	28	66	44	47	31	20	-04
36	28	19	15	39	38	12	18	73	09	36	37	24	-18
37	39	45	19	27	26	28	30	35	26	28	40	21	35
38	53	65	68	40	45	56	54	35	43	18	39	66	-09
39	27	29	34	37	45	37	16	47	09	39	38	21	22
40	60	71	73	53	59	60	59	36	30	35	52	70	22
41	42	54	38	34	44	63	37	44	25	44	50	48	36
42	54	71	67	44	54	70	55	66	43	37	49	68	21
43	58	76	75	45	49	71	61	43	47	40	55	66	02
44	52	49	40	22	52	59	64	49	08	31	56	52	06
45	56	49	40	20	56	47	57	40	47	37	47	58	-21
46	30	34	19	24	33	42	20	54	18	41	46	27	-09

Variable No.	1	2	3	4	5	6	7	8	9	10	11	12	13
47	42	36	21	33	21	50	20	38	10	30	40	31	-09
48	25	22	13	00	15	23	40	30	06	21	42	30	14
49	59	61	50	63	57	55	44	29	50	48	34	49	13
50	58	59	60	56	55	58	52	66	45	31	39	59	20
51	64	62	54	62	61	68	61	52	36	38	42	61	33

Variable No.

	14	15	16	17	18	19	20	21	22	23	24	25	26
14	100												
15	15	100											
16	26	65	100										
17	16	54	56	100									
18	22	72	71	71	100								
19	21	60	48	52	70	100							
20	33	72	65	45	75	76	100						
21	34	59	57	39	65	65	72	100					
22	29	31	37	40	43	38	42	32	100				
23	15	73	55	53	65	68	67	71	34	100			
24	33	68	49	42	59	57	62	78	22	71	100		
25	15	65	52	47	60	57	69	66	32	85	63	100	
26	33	55	69	43	61	34	63	71	40	64	66	76	100
27	36	61	71	56	65	55	67	74	48	69	69	60	73
28	29	52	74	40	52	33	54	60	43	64	46	69	80
29	35	63	80	46	61	40	67	69	43	70	54	71	74
30	37	54	74	43	57	56	60	66	36	54	66	56	62
31	30	59	55	46	53	60	67	67	31	70	57	66	59
32	46	66	77	56	69	61	78	80	42	77	67	72	80
33	26	69	68	54	71	67	78	77	28	73	60	65	73
34	32	51	41	46	64	47	60	50	18	51	49	49	51
35	10	40	17	28	43	26	25	00	-10	25	21	26	09
36	04	50	12	19	30	31	29	09	-17	33	41	42	21
37	18	27	25	30	29	13	16	24	21	35	33	51	49
38	37	43	66	44	56	48	62	69	47	64	63	63	78
39	09	47	26	30	34	56	45	32	03	48	38	44	28
40	42	56	60	48	58	66	71	75	42	74	54	72	82
41	27	55	31	43	60	61	55	69	34	62	59	50	58
42	40	62	73	57	72	67	74	76	45	72	57	59	70
43	43	51	65	53	66	57	60	83	30	67	67	61	77
44	32	59	51	55	46	71	71	43	29	54	41	68	53
45	46	47	46	69	50	63	54	41	34	43	40	47	44
46	06	32	25	47	47	43	21	23	05	45	48	56	30
47	18	32	18	44	45	46	22	34	02	41	50	26	18
48	04	38	30	36	23	43	45	29	-15	36	40	47	21
49	66	39	32	28	52	51	47	44	39	37	44	28	43
50	33	54	53	50	52	51	54	58	29	57	54	56	56
51	46	58	55	52	67	73	74	71	36	61	74	46	56

Variable No.

	27	28	29	30	31	32	33	34	35	36	37	38	39
27	100												
28	76	100											
29	75	84	100										
30	66	56	69	100									
31	65	63	64	59	100								
32	81	73	78	73	71	100							
33	75	71	73	65	82	82	100						
34	38	41	44	37	43	63	57	100					
35	04	08	03	09	-14	14	08	38	100				
36	04	08	10	10	18	08	23	43	72	100			
37	17	38	34	21	12	21	27	21	25	41	100		
38	74	76	71	73	64	78	69	49	-17	00	25	100	
39	24	26	28	11	34	34	44	30	33	52	26	07	100
40	71	77	78	64	78	82	81	51	-03	21	34	82	35
41	52	37	44	41	53	54	55	51	17	31	27	47	52
42	75	68	76	62	70	84	77	49	17	11	08	71	40
43	73	73	71	65	76	78	80	55	-03	02	23	83	21
44	42	50	56	60	62	58	58	50	12	37	29	59	35
45	30	44	50	56	55	55	52	56	11	39	23	59	40
46	15	14	16	24	07	30	25	38	47	35	32	11	50
47	18	00	04	28	26	28	26	41	43	33	05	13	38
48	20	18	28	28	48	25	34	40	08	36	07	20	22
49	37	30	32	41	31	56	45	55	38	24	28	42	22
50	56	57	56	53	51	74	63	46	27	18	48	70	28
51	71	42	52	73	51	72	64	51	21	19	23	62	28

Variable No.

40 41 42 43 44 45 46 47 48 49 50 51

40	100											
41	59	100										
42	77	65	100									
43	85	62	79	100								
44	66	38	44	62	100							
45	62	45	53	54	67	100						
46	18	40	24	24	39	49	100					
47	18	52	36	30	30	47	62	100				
48	30	31	23	34	62	37	11	31	100			
49	52	42	42	50	34	39	41	49	00	100		
50	70	42	60	71	62	58	30	29	12	61	100	
51	64	60	60	65	56	61	32	39	22	58	63	100

FIELD INSTRUCTOR RATINGS

Variable No.

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	100												
2	82	100											
3	84	78	100										
4	82	84	74	100									
5	70	71	75	77	100								
6	72	82	71	73	63	100							
7	74	62	77	59	68	69	100						
8	50	32	59	30	40	38	62	100					
9	44	26	47	23	40	34	53	79	100				
10	60	42	66	41	52	49	71	76	79	100			
11	43	34	35	39	40	28	28	54	47	51	100		
12	62	47	52	57	54	52	42	50	55	54	79	100	
13	20	21	25	16	22	-06	26	33	24	40	29	10	100
14	45	32	46	54	39	31	55	42	22	29	14	28	24
15	58	49	60	61	58	52	43	50	42	51	72	75	-04
16	65	57	64	70	65	55	63	68	47	46	64	58	14
17	43	38	41	52	39	48	33	29	26	13	43	52	-28
18	65	52	56	64	60	65	49	43	35	34	57	68	-13
19	71	82	81	65	62	79	83	71	68	72	34	39	27
20	78	72	82	75	68	68	71	39	28	40	06	23	-13
21	81	76	71	71	67	79	65	32	23	42	42	58	02
22	51	52	50	50	48	54	42	34	29	26	44	53	03
23	80	83	79	74	65	85	86	63	48	80	47	51	29
26	84	78	81	82	75	73	70	38	42	49	35	53	02
27	74	74	68	70	61	77	73	47	37	40	41	48	14
28	72	68	62	65	69	77	66	30	28	45	46	52	11
29	70	74	59	71	55	72	54	28	28	32	33	41	03
30	63	63	51	61	46	73	51	42	32	28	51	54	-11
31	85	72	79	74	73	75	69	32	30	49	39	57	07
32	86	81	72	81	59	78	59	46	31	21	60	78	-62
33	82	74	69	75	61	75	67	36	25	33	48	65	-13
35	42	38	43	32	42	36	31	49	54	58	67	67	12
36	31	25	32	33	48	28	19	37	45	42	56	65	05
37	52	52	56	63	64	44	44	33	37	48	34	51	32
38	71	63	51	64	72	72	51	15	18	31	57	67	-19
40	70	58	65	78	62	54	43	32	36	30	46	62	-08
41	06	28	33	12	25	29	02	32	21	27	12	09	14
42	79	74	68	78	64	71	62	37	25	33	45	58	06
43	74	68	62	71	51	72	60	48	26	34	43	52	04
44	53	68	67	59	45	59	48	61	26	64	53	43	52
46	47	49	43	51	36	31	30	49	22	27	58	58	46
47	60	49	58	61	69	66	58	48	36	36	45	66	-30
50	59	69	64	69	53	55	48	36	23	39	37	44	51
51	54	62	51	42	42	68	36	24	19	22	26	45	-22

Variable No.												
14	15	16	17	18	19	20	21	22	23	26	27	28

14	100												
15	24	100											
16	51	68	100										
17	38	61	79	100									
18	25	76	79	74	100								
19	25	49	70	63	77	100							
20	41	35	79	74	78	83	100						
21	24	68	51	35	72			100					
22	23	50	73	67	77	76	82	60	100				
23	34	41	82	57	72	87	79	84	100				
26	38	55	61	54	65	81	80	81	67	78	100		
27	36	51	70	59	75	84	80	82	68	71	82	100	
28	21	65	62	50	75	100		86	61	74	87	100	
29	34	38	48	39	52	71	63	79	61	75	83	75	72
30	14	59	60	51	71	45	43	81	61	49	69	85	80
31	23	63	59	41	74	100		91	55		85	89	87
32	26	74	69	67	81			82	66		89	93	73
33	01	63	61	46	71		100	86	59		85	95	85
35	14	61	44	29	53	46	32	35	46	51	39	28	32
36	27	51	38	27	39	12	-10	12	40	37	28	07	19
37	50	51	28	10	32	42	45	44	23	56	55	32	47
38	09	75	52	51	77	100		89	55		75	79	82
40	49	55	48	45	63	62	63	75	42	50	82	77	69
41	20	13	-07	27		31	26		05	26	57	27	
42	44	55	55	41	64	66	70	89	52	59	85	82	78
43	49	60	57	45	67	52	46	84	55	46	78	80	76
44	20	52	62	47	38	65	63		66	63	58	56	
46	57	45	57	29	37	35	16	29	38	53	32	35	22
47	47	90	75	69	91			82	77		88	88	92
50	40	56	53	34	51	72	55	89	59	74	71	73	92
51	08	55	37	45	67	67	59	67	47	54	49	55	76

Variable No.													
29	30	31	32	33	35	36	37	38	40	41	42	43	
29	100												
30	67	100											
31	64	86	100										
32	71	89	92	100									
33	66	88	94	94	100								
35	33	39	33	52	21	100							
36	39	22	09	31	04	76	100						
37	59	33	41	20	08	61	71	100					
38	70	77	85	73	82	31	22	30	100				
40	80	68	86	79	81	33	36	61	77	100			
41	46	41				15	12	28		65	100		
42	78	78	85	92	90	32	22	48	85	85	74	100	
43	74	81	73	90	85	30	21	30	72	70	60	87	100
44	72	66				65	26	91		58	28	70	57
46	47	44	18	71	23	48	48	53	10	57	26	52	47
47	81	85	92	89	87	54	64	50	86	87		91	87
50	75	72	88	72	71	38	39	60	71	61	41	69	68
51	54	61	54	74	54	40	37	26	61	43	62	56	55

Variable No.

44 46 47 50 51

44 100

46 73 100

47 68 100

50 88 71 82 100

51 31 38 63 61 100