**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Sociology B.A.** | **Holly Vugia** | **Patricia Jennings** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in Sociology from Cal State East Bay will  1. read and understand academic studies on, and critically analyze cultural representations of, populations subordinated by race/ethnicity, social class, gender and sexuality; 2. critically examine the veracity of “truth claims” by developing an understanding, identification, and application of appropriate: 1.) methods of data collection; 2.) sampling methods; and, 3.) statistical tests for testing simple hypotheses (quantitative data analysis); 3. demonstrate an ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals [for Social Service Option]; and  4. read, interpret, integrate and synthesize abstract sociological arguments and theories. |

**B. Program Student Learning Outcome(s) Assessed**

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| SLO 3: demonstrate an ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals |

**C. Summary of Assessment Process**

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| Sixty-one (61) students who completed the Social Services Option participated in the assessment. These students were assigned to internship placements in community agencies and public schools in 5 local counties, as part of an Internship capstone course. Placements yielded 15,923 community service hours over winter and spring quarter. Students served diverse populations in agencies that address a variety of social issues (e.g., at-risk youths, intimate partner violence). Community field placement instructors served as evaluators based on the general outcome criterion. A scale of 1 (least advance) – 4 (most advanced) was used for the evaluation. The group mean for each of the 5 SLOs was calculated. |

**D. Summary of Assessment Results**

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| I. Data FINAL STUDENT EVALUATION RESULTS AS DETERMINED BY COMMUNITY FIELD INSTRUCTORS (n=61)  Scale: 1 = Area of Future Growth   2 = Demonstrates Emerging Skill   3 = Demonstrates Skill   4= Consistently Demonstrates Advanced Accomplishment  General Evaluation Criterion Target Skill 2012-2013 2011-2012  Mean Mode Mean Mode The ability to form professional relationships relationships/diversity 3.56 4 3.55 4 with diverse individuals, groups, and communities   The ability to effectively communicate in communication 3.49 4 3.29 4 both oral and written form.  The ability to demonstrate professional professional comportment 3.61 4 3.57 4 behavior and attitudes.  The ability to make appropriate use of agency interventions 3.43 4 3.51 3 resources/staff in planning and implementing  interventions  The ability to actively and effectively engagement 3.67 4 3.59 4 participate in the field experience.  Overall Mean 3.55 3.5   II. Analysis, Indirect Measures, and Closing the Loop  • Field Instructors rated students highest in the ability to form relationships with diverse groups, professional comportment, and engagement in the field experience. As in 2011-12, students were rated somewhat less strongly in their communication and intervention skills, however communication ratings improved with the 2012-13 cohort (3.29 to 3.49) and intervention skills slipped slightly slipped (3.43 from 3.51). (Note: a large number of social service students are bilingual and English is their second language; thus frequently English writing skills are not advanced, but the benefit of language diversity is significant for this field of study). • To improve communication outcomes for 2012-13, several program changes were made, including:  - adjusting assignment rubrics, placing greater and clearer emphasis on college level writing,  - providing templates and examples as demonstrations for APA writing styles,  - including handouts on common social service abbreviations and technical language, and  - using an assignment feedback sheet that drew attention to specific areas of needed writing improvement.  • The dip from 2011-12 to 2012-13 in resource use and intervention planning scores, may be spurious, or reflect the increased student to teacher ratio in the social service method and field classes (1:40 increased to 1:62). • Responses in end of year evaluations written by students, included the following common themes:  - Program Strengths: faculty knowledge; faculty support of students; the field experience; and use of applied role plays in classes  - Needed Areas of Program Improvement: smaller field seminar class sizes; field seminar meetings earlier in the day (typically  meets in early evening); and frequent comments wishing the program was an accredited Bachelor of Social Work (BSW) program • 100% of students strongly agreed or agreed with two statements “The SSO sequence prepared me to be an effective social service  worker” and “I would recommend the SSO sequence to incoming students.” |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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Thank you for your hard work for the past year, and have a Great Summer!