**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. DataFINAL 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 AccomplishmentGeneral Evaluation Criterion Target Skill 2012-2013 2011-2012 Mean Mode Mean ModeThe ability to form professional relationships relationships/diversity 3.56 4 3.55 4with diverse individuals, groups, and communities The ability to effectively communicate in communication 3.49 4 3.29 4both oral and written form.The ability to demonstrate professional professional comportment 3.61 4 3.57 4behavior and attitudes.The ability to make appropriate use of agency interventions 3.43 4 3.51 3resources/staff in planning and implementing interventionsThe ability to actively and effectively engagement 3.67 4 3.59 4participate 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!