**2013-2014 CLASS FACT Assessment Year End Report, May 30, 2014**

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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:SLO1: Students will be able to read and analyze sociological data and, thus, be able to critically examine “knowledge” veracity by mastering appropriate research methods, including: 1) data collection, 2) sampling, and 3) data analysis.SLO2: Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms.SLO3: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.SLO4: Students will be able to work collaboratively in diverse groups, and when appropriate to their educational path, successfully complete service in community social service practicum.SLO5: Students will be able to promote sustainability by acquiring knowledge of local, national and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.SLO6: Students will able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods. |

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

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| SLO3: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment. [Note: SLOs were aligned with ILOs this year, so the SLO3 that was assessed in 2012-2013 was different than this year’s SLO labeled as #3; 2012-2013 assessed what is now SLO4] |

**C. Summary of Assessment Process**

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| Sixty-nine (69) students who completed the senior Social Services Option participated in the assessment related to SLO3: Diversity. These students were in the process of completing a field internship and its accompanying signature assignment for SOC4719 Field Seminar. It was evaluated on diversity specific issues, using the rubric posted below in the result section. To triangulate this data, the student’s quarter-end Field Instructor Evaluations (internship-based field supervisor) were compiled using the evaluation’s rating scale as posted below.  |

**D. Summary of Assessment Results**

Table 1: Outcomes from Reflection Paper Assignment

Winter Quarter 2014, SOC 4719 Field Practicum Seminar

Section on Diversity and Cultural Competence/Cultural Humility n=69

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge, Skill, or****Attitude** | **1.25** | **1.00** | **.75** | **.5** | **0** | **OUTCOMES****Mean****(Median)** |
| Embraces diversity | Demonstrates strong curiosity about & empathy for different worldviews & experiences | Demonstrates adequate curiosity about & empathy for different worldviews & experiences | Demonstrates partial curiosity about & empathy for different worldviews & experiences | Demonstrates minimal curiosity about and/or empathy for different worldviews & experiences |  No evidence | **1.20****(1.25)** |
| Critically analyzes cultural /social representations  | Articulates solid understanding of diverse cultural representations | Articulates adequate understanding of diverse cultural representations | Articulates partial understanding of diverse cultural representations | Minimal evidence of understanding diverse cultural representations | No evidence | **1.14****(1.25)** |
| Demonstrates self-reflexivity | Strong willingness & ability to examine own biases & reactions | Adequate willingness & ability to examine own biases & reactions | Partial willingness & ability to examine own biases & reactions | Minimal willingness and/or ability to examine of own biases & reactions | No evidence | **1.19****(1.25)** |
| Works to empower oppressed person(s)  | Understands need for empowering oppressed person(s), shows commitment to this goal, & strong skill in implementation | Understands need for empowering oppressed person(s), shows commitment to this goal, & some skill in implementation | Understands need for empowering oppressed person(s) & shows commitment to this goal, but minimal implementation skill | Understands need for empowering oppressed person(s), but does not yet demonstrate commitment to this goal or implementation skill | No evidence | **1.19****(1.25)** |
| **Total Points**  | 5.0STRONG EVIDENCE OF MASTERY | 4.0ACCEPTABLE EVIDENDE OF MASTERY | 3.0PARITAL EVIDENCE OF MASTERY | 2.0MINIMAL EVIDENCE OF MASTERY | 0NO EVIDENCE OF MASTERY | **4.72****(5.0)** |

Diagram 1: A Detail Chart with Greater Sensitivity to Different Levels of Mastery in the 4 Criteria

Note: use right hand scale in red

1.25 represents the highest mastery level, 0 indicates no evidence of mastery

**Field Instructor Ratings of Student Competency**

 **Field Instructor Evaluations of Student Performance on Competency Item:**

*The ability to form professional relationships with a range of diverse individuals, groups & communities.*

|  |  |  |  |
| --- | --- | --- | --- |
| Area of Future Growth | DemonstratesEmerging Skill | Demonstrates SkillConsistently | DemonstratesAdvanced Accomplishment |
| 0 students | 0 students | 47 students(68%) | 22 students(32%) |

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| --- |
| Summary of results: Per FACT committee instructions, the larger numbers represent more positive outcomes, while lower numbers depict poorer outcomes. The total scale for the diversity section is 0 to 5 points; the scale for the four rubric criteria breaks down then from 0 to 1.25 points. The four criteria were: 1) embraces diversity, 2) critically analyzes cultural/social representations, 3) demonstrates self-reflexivity, and 4) works to empower oppressed persons. Dr. Vugia assessed the papers and completed the rubrics on the 69 student submissions. As can be seen, all means and medians were above the 1.0 mark for the four criteria, reflecting a strong demonstration of the skill, knowledge or attitude. The overall mean for the diversity assessment section on the 1-5 point scale was 4.72, with a median of 5.0. In sum, strong students showed strong diversity competence; lower on critical analysis of social/cultural representations. All students were rated by field instructors as demonstrating the diversity related relationship skills consistently or in an advanced manner. |

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

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| 1. Recommend that the SSO link greater sociological-focused diversity language into the SSO classroom, to reinforce learning that takes place in the required sociology diversity courses; this could bolster the critical thinking-speak reflected by SSO students in relation to SLO3.
2. Recommend that the department assess SLO2 on communication and writing in 2014-2015, as writing was observed to be a continuing challenge in the signature assignment papers.
3. Recommend that the department create a longer term assessment plan, recognizing that if end-of-program outcomes are the target: 1) two lines of assessment many be necessary for certain SLOs since the student experiences are so different in the two options, and 2) a capstone, signature assignment, or comprehensive exit exam be considered.

(The full report can be obtained from holly.vugia@csueastbay.edu) |

Appendix: Assessment Report Submitted to Department Chair, 2014, by Holly Vugia

**The Assessment Context**

The Sociology/Social Services Department contains two options from relatively different disciplines: Sociology and Social Services (Social Work). Both options graduate students with a Bachelors of Arts in Sociology, but the social service student diploma reads *Bachelor of Arts in Sociology with a Social Service Option*. The options share foundation courses (*Introduction to Statistics, Introduction to Sociology, Sociology Research Methods I & II, Sociological Theory*, and one chosen diversity course), however, in the senior year paths diverge. Sociology students focus on electives, and social service option (SSO) students begin a year focused on *Social Work Theories and Methods*, culminating in a two quarter, 240 hour field practicum experience and field seminar. There is not one course that students from both options predictably share near the completion of their major. This creates a challenge in designing an end-of-program assessment that would include both student groups.

**The Assessment Plan**

The department evaluates one Student Learning Outcome (SLO) each year. For 2013-2014, the target outcome was SLO3 which reads:

Students will be able to embrace social diversity, understand relevant academic material, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

This SLO is aligned with the CSUEB Institutional Learning Outcome (ILO) 3:

Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Relevant to assessing SLO3, diversity curriculum is managed differently in the two sociology options. Regular sociology students are required to take three diversity courses for the major, but the SSO requires only one diversity course to make room for the practicum experience. In the SSO, diversity issues are specifically embedded in each course required for the option (*Introduction to Social Services, Social Policy, Human Behavior in the Social Environment, Social Work Theory and Methods, Field Seminars,* and the *Field Practicum*).

Holly Vugia, the coordinator of the SSO, agreed to serve as the assessment person this year, focusing on the SSO senior cohort. Sixty-nine of the 70 SSO students participated in the winter field practicum experience (SOC 4718 and SOC4719). One student was on maternity leave for that quarter. The SLO3 assessment plan included:

1. Using the signature assignment of the SOC 4719 *Field Practicum Seminar* as the central evaluation tool. This assignment, the *Practicum Reflection Paper*, is worth ¼ of the student course grade and asks students to analyze their applied experience in the field. A specific section of that paper requires a discussion of the agency’s and their own work with diverse, oppressed individuals or groups. This section was the focus of the SLO3 assessment.; and
2. Triangulating findings from the Reflection Paper with data from the winter quarter’s *Field Instructor Evaluation of the Student*. The field agency’s representative completes an evaluation of student performance, rating five competencies. One item on that instrument includes a Likert scale rating of the student’s “ability to form professional relationships with a range of diverse individuals, groups and communities.”

**Findings**

**The Reflection Paper Assignment**

The rubric illustrated below (Table 1) was used to evaluate the diversity section of the Reflection Papers. Means and medians are listed in the table. Per FACT committee instructions, the larger numbers represent more positive outcomes, while lower numbers depict poorer outcomes. The total scale for the diversity section is 0 to 5 points; the scale for the four rubric criteria breaks down then from 0 to 1.25 points. The four criteria were: 1) embraces diversity, 2) critically analyzes cultural/social representations, 3) demonstrates self-reflexivity, and 4) works to empower oppressed persons. Dr. Vugia assessed the papers and completed the rubrics on the 69 student submissions. As can be seen, all means and medians were above the 1.0 mark for the four criteria, reflecting a strong demonstration of the skill, knowledge or attitude. The overall mean for the diversity assessment section on the 1-5 point scale was 4.72, with a median of 5.0.

Table 1: Outcomes from Reflection Paper Assignment

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Section on Diversity and Cultural Competence/Cultural Humility

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| Critically analyzes cultural /social representations  | Articulates solid understanding of diverse cultural representations | Articulates adequate understanding of diverse cultural representations | Articulates partial understanding of diverse cultural representations | Minimal evidence of understanding diverse cultural representations | No evidence | **1.14****(1.25)** |
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Since rubric scores where concentrated in the highest range of 1 to 1.25 for all four criteria, a detail chart (Diagram 1) was created to offer greater sensitivity to the outcome variations. In this format, it can be seen that students performed highest on embracing diversity (mean 1.2), followed by self-reflexivity and empowerment (means 1.19). There was less achievement in the area of critical analysis (means1.19)

Diagram 1: A Detail Chart with Greater Sensitivityto Different Levels of Mastery in the 4 Criteria

Note: use right hand scale in red

1.25 represents the highest mastery level, 0 indicates no evidence of mastery

**Field Instructor Ratings of Student Competency**

 Agency field instructors rated 68% of students as consistently demonstrating skill in forming professional relationships with diverse people and 32% as demonstrating advanced accomplishment in this area. No students received ratings in this diversity and relationship focused skill as it being a needed area of future growth or as only an emerging skill. Results are in the table below.

**Field Instructor Evaluations of Student Performance on Competency Item:**

*The ability to form professional relationships with a range of diverse individuals, groups & communities.*

|  |  |  |  |
| --- | --- | --- | --- |
| Area of Future Growth | DemonstratesEmerging Skill | Demonstrates SkillConsistently | DemonstratesAdvanced Accomplishment |
| 0 students | 0 students | 47 students | 22 students |

**Discussion**

Clearly, the SSO seniors performed quite well on this assessment of SLO3 which focuses on diversity. The scores for the criterion “critically analyzes cultural/social representations” dipped a bit lower than the other three criteria. After reading the student papers, this is seen as a function of the assignment, which focuses on student experiential field reflection, giving less opportunity for a critical analysis. They also received very respectable ratings from community field instructors, based on an evaluation that was at mid-point in their entire practicum experience.

**Reflections on This Assessment**

1. These results describe a student cohort that embraces diversity and the commitment to work for empowerment of oppressed populations. They are skilled at and open to self and social/cultural analysis of issues related to diversity.
2. In reading all the student papers, it is clear students have mastered the heart and some theoretical aspects of diversity. However, what SLO3 does not focus on is the written communication skills of the students. This relates to SLO2 which reads: Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms. In Dr. Vugia’s opinion students struggled with the writing skills that would allow them to more effectively achieve the ability to advocate and empower oppressed groups. It is suggested that SLO2 be a focus of the 2014-2015 department assessment.
3. The fact that Dr. Vugia was the only reader for this assessment can be seen as a limitation. The decision to have her score all papers reflects the reality that she is the only social service practice-focused fulltime faculty in the department, and the assignment was grounded in a practice-based experience. In addition, the role of self-reflexivity and empowerment are taught differently in the social service option than in the regular sociology track.
4. In assessing diversity competencies for the department, it should be noted that the senior social service cohort has a unique opportunity to create a sense of community as they advance through their course sequence, tracked together. The cohort model, as well as the human service focused curriculum, fosters a learning environment that is somewhat intimate and tolerant. The opportunity for the instructor/social worker to model dealing with differences in the classroom is additionally an essential dynamic in this discipline.
5. Of significance, the cohort itself is amazingly diverse, and includes students who have lived experience with oppression and empowerment. As a cohort, they grow comfortable sharing these experiences in class situations. Students learn organically that their classmate was a foster child, was in prison, is undocumented, was a teen mom, receives TANF, struggles with a mental health condition or emigrated from Nigeria. Embracing this student diversity is quintessential to the modern social work classroom. In addition, the following demographic information sets the stage for interpersonal learning that few, if any, curriculum could replicate.

Diversity Related Description: Social Service Option Senior Cohort 2013-2014

* 70 students (11 males)
* 76% are students of color
* Most students of color are Latino Americans or African Americans; the remaining identify as white American, Asian American, Native American, South Asian American, mixed race, as well as naturalized citizens from Eretria, India, Sierra Leone, Nigeria, and Yemen. A few students are undocumented immigrants and one is an international student.
* 40% are fluently bilingual (or trilingual), with the most common second language being Spanish. Other languages represented are listed in order of frequency: Cantonese, Mandarin, Tagalog, Arabic, Mende, Creole, Amharic, Tigrinya, and Tigre. Three students are also fluent in ASL.
* Significant diversity also exists in age, sexual orientation, spirituality/religion, health/mental health conditions, and ability status (approximately 8 students are registered with Accessibility Services, one student is visually challenged, and one student is deaf requiring interpreters to be present in classes).

**Program Improvement**

It is recommended that the SSO link greater sociological-focused diversity material into the SSO classroom, to reinforce learning that takes place in the required diversity courses; this could bolster the critical thinking-speak reflected by SSO students

**Assessment Procedure Issues**

 Participation in this year’s FACT program clarified two important points for the Sociology/Social Services future assessment plans.

1. The University assessment plan intends for the evaluation of the SLO to be relate to all students in a major, regardless of their option (Sociology or SSO).
2. The University assessment plan allows a department SLO assessment to use data collected from the previous year for the current year’s assessment report.

These two issues may have the following assessment implications:

1. For SLO’s that may have different outcomes for the two options, perhaps two assessment paths could be designed that are embedded in signature assignments for that specific option.
2. Another possibility, it to design an assessment that does not rely on a signature assignment or a common course across options (such as an exit exam), but design the ability to control for the student option in the data analysis process.
3. In the future, if the department wished to use an end of the senior year course (capstone) or exit exam to assess student SLO fulfillment upon completion of the major, data analysis could shift from using current year data to previous year data. This would be necessary since assessment reports are due in May, prior to the completion of any terminal spring course for June graduating seniors.
4. Although FACT says it is acceptable to have only one discipline focused assessment reader, in next year’s assessment plan to have more than one reader, with training for reliability, in order to avoid the one reader limitation.
5. Finally, it will be important to find a way to include regular sociology option students in the next evaluation of SLO3.

It would be advisable to create a cohesive, longer term plan on how to assess the various SLOs across the two distinct options.