

## Sociology, Social Work, and Family Sciences Core Competencies

**Learning Outcome:**

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

**Outcome Measure:**

ETS Proficiency Profile Exam

**Criteria for Success (how do you judge if the students have met your standards):**

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	70.0%	78.8%	73.8%	79.7%	66.7%	64.2%

**Conclusions Drawn from Data:**

This is the lowest score in Reading/Critical Thinking that our department has had to date. The criterion of 70% was not met. It is important to note that the time was lowered to 40 minutes, whereas in the past, students have had 1 hour and 40 minutes if needed.

**Changes to be Made Based on Data:**

The department faculty will meet in the beginning of fall semester, and discuss strategies that will be implemented in the 2018-2019 academic year. This will likely include guided group critique and synthesis of case studies. It will be the recommendation of the department to have a more careful analysis of each program to better address what is needed.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.

## Sociology, Social Work, and Family Sciences Core Competencies

**Learning Outcome:**

Written: Students will be able to effectively express ideas and information to others through written communication.

**Outcome Measure:**

ETS Proficiency Profile Exam

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will be marginal or proficient at Level 2 Writing.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	80.0%	72.7%	71.4%	84.7%	75.6%	67.9%

**Conclusions Drawn from Data:**

This is the lowest score in Written Communication that our department has had to date. The criterion of 70% was not met. It is important to note that the time was lowered to 40 minutes, whereas in the past, students have had 1 hour and 40 minutes if needed.

**Changes to be Made Based on Data:**

A continued focus on writing will be implemented throughout all programs from introductory level to mastery level. After program review, a core research course is recommended that will focus on scholarly writing. It will be the recommendation of the department to have a more careful analysis of each program to better address what is needed.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.

## Sociology, Social Work, and Family Sciences Core Competencies

**Learning Outcome:**

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

**Outcome Measure:**

ETS Proficiency Profile Exam

**Outcome Measure:**

ETS Proficiency Profile Exam

**Criteria for Success (how do you judge if the students have met your standards):**

70% of the students will be marginal or proficient at Level 2 Math.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Math	60.0%	75.8%	66.7%	76.3%	77.8%	49.1%

**Conclusions Drawn from Data:**

This is the lowest score in Quantitative Reasoning that our department has had to date. The criterion of 70% was not met. It is important to note that the time was lowered to 40 minutes, whereas in the past, students have had 1 hour and 40 minutes if needed.

**Changes to be Made Based on Data:**

To continue to focus the practical application of quantitative reasoning throughout the programs. Problem solving scenarios in each field will be implemented. It will be the recommendation of the department to have a more careful analysis of each program to better address what is needed.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.

**Sociology, Social Work and Family Sciences**  
**Written Communication Core Competency Assessment**  
**2017-2018**

**Learning Outcome:**

Students will be able to write about their work with precision, clarity and organization (Written Communication)

**Outcome Measure:**

Preparation of a personal professional ePortfolio in Senior Seminar course focused on professional philosophy and code of ethics.

**Criteria for Success (if applicable):**

80% of students will score a three or higher on each criteria of a four-point rubric

**Aligned with DQP Learning Areas (highlight one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

AY 2014/2015 was the first academic year that FCS utilized the AAC&U Written Communication rubric to assess a core competency.

**Written Communication Value Rubric – Percentage of students scoring 3 or higher:**

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
FCS 497	Fall 2014	17	94%	94%	94%	94%	94%
	Spring 2015	25	88%	96%	88%	92%	92%
	Fall 2015	26	100%	92%	92%	100%	100%
	Spring 2016	34	100%	97%	97%	100%	96%
	Spring 2017	33	100%	88%	97%	94%	94%
	Fall 2017	13	100%	100%	100%	100%	100%
	Spring 2018	25	100%	96%	96%	100%	96%

**Conclusions Drawn from Data:**

Criteria for success was met both Fall 2017 and Spring 2018 in all categories. Fall 2017 scored straight 100% across all categories. It is important to note that the class size in Fall 2017 was 13 students, whereas Spring 2018 was 25 students. Assessment was calibrated and assessed by 2 assessors.

**Changes to be Made Based on Data:**

An additional step was included starting Fall 2016 of instruction of helping students create a professional philosophy and code of ethics. It is not only peer-reviewed, but reviewed by an additional faculty member before final submission. Additional rubrics have been added to help both the genre and disciplinary conventions and control of syntax and mechanics for added feedback before final submission.

**Rubric Used:**

AAC&U Written Communication Rubric

### Rubric Used

## WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g. expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**Sociology, Social Work, and Family Sciences  
Oral Communication Core Competency Assessment  
2017-2018**

**Learning Outcome:**

Student will be able to speak about their work with precision, clarity and organization (Oral Communication).

**Outcome Measure:**

Presentation of personal professional ePortfolio in Senior Seminar course to faculty, peers, administration and staff

**Criteria for Success:**

80% of students will score a three or higher on each criteria of a four-point rubric

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

2014/2015 was the first academic year that FCS utilized the AAC&U Oral Communication rubric to assess a core competency.

**Oral Communication Value Rubric - Percentage of students scoring 3 or higher:**

Course	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message
FCS 497	Fall 2014	17	94%	82%	76%	94%	94%
	Spring 2015	25	84%	88%	92%	92%	100%
	Fall 2015	26	96%	96%	88%	100%	96%
	Spring 2016	34	97%	100%	97%	97%	97%
	Spring 2017	33	91%	88%	85%	97%	97%
	Fall 2017	13	100%	92%	85%	100%	100%
	Spring 2018	24	100%	100%	92%	91%	100%

**Conclusions Drawn from Data:**

The senior student in both seminar course Fall 2017 and Spring 2018 met the 80%. Both Fall 2017 and Spring 2018 hit 100% in 3 categories. It is important to note that Fall 2017 Delivery was low at 85%. This is a semester that we were having a competition to present in Washington, DC for AACU conference on eportfolios. Oral Presentations both Fall 2017 and Spring 2018 were assessed by four different assessors.

**Changes to be Made Based on Data:**

A continued focus on individual scaffolding by the professor in creating their personal philosophy and code of ethics. Thus creating more confidence in what they believe and value; developing a stronger professional voice.

**Rubric Used:**

AAC&U Oral Communication Rubric



## Rubric Used

### ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.



**Family and Consumer Science  
Information Literacy Core Competency Assessment  
2017-2018**

**Learning Outcome:**

Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand (Information Literacy).

**Outcome Measure:**

Individual literature review from group research project.

**Criteria for Success:**

80% of students will score a three or higher on each criteria of a four-point rubric

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

2014/2015 was the first academic year that FCS utilized the AAC&U Oral Communication rubric to assess a core competency.

**Information Literacy Value Rubric - Percentage of students scoring 3 or higher:**

Course	Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
FCS 497	Fall 2015	6	100%	100%	100%	100%	100%
	Spring 2016	25	100%	92%	96%	100%	100%
	Spring 2017	19	95%	89%	100%	95%	74%
	Fall 2017	6	100%	100%	100%	100%	67%
	Spring 2018	11	100%	100%	91%	100%	73%

**Conclusions Drawn from Data:**

The criteria for success of 85% was achieved in all categories with the exception of Access/Use Ethically & Legally. This is the second year both semesters that Access/Use Ethically & Legally criteria were not met. This pattern will be addressed in Changes to be Made. These last 2 semesters are the lowest scores we've had to date in the category of Access/Use Ethically & Legally.

**Changes to be Made Based on Data:**

This core competency is assessed in FCS 497 – Senior Seminar. It is assessed as the students' last signature assignment. It became apparent assessing this signature assignment, that students were not motivated to do their best work. The points associated with this piece of their research project is not an incentive. More points will be given to this assignment. Careful scaffolding of the importance of citations, strategies, and how to reference will be given. This piece of the project will be done earlier in the semester.

**Rubric Used:**

AAC&U Information Literacy Rubric

## Rubric Used

### INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>  *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.