Sociology, Social Work, and Family Sciences
Child and Adolescent Development 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 Department Students Marginal or Proficient						CHAD
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Critical Thinking	70.0%	78.8%	73.8%	79.7%	66.7%	64.2%	28.6%

Conclusions Drawn from Data:
2017-18 was the lowest score in Reading Critical Thinking the department has had to date. We asked that the data could be identified by programs instead of overall department scores. This is the first year that we were able to look at data by programs. It is important to note that when the time was lowered to 40 minutes, whereas in the past, students had 1 hour and 40 minutes if needed greatly lowered the scores across the department. This being said, a score of 28% in critical thinking is definitely concerning.

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 2019-2020 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. The Child and Adolescent Development faculty will brainstorm ways of improving critical thinking and ability to read in depth. It is important to note that the scores in Critical Thinking with Program Learning Outcomes have improved in the 2018-19 data.

Rubric Used

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

Sociology, Social Work, and Family Sciences
Child and Adolescent Development
Written Communication Core Competency Assessment
2018-2019

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 DepartmentStudents Marginal or Proficient						CHAD
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Writing	80.0%	72.7%	71.4%	84.7%	75.6%	67.9%	57.2%

Conclusions Drawn from Data:
2017-18 was the lowest score in Writing the department has had to date. We asked that the data could be identified by programs instead of overall department scores. This is the first year that we were able to look at data by programs. It is important to note that when the time was lowered to 40 minutes, whereas in the past, students had 1 hour and 40 minutes if needed greatly lowered the scores across the department. This being said, a score of 57% in Writing is significantly low. Using the Written Communication Value rubric, seniors' writings of their professional philosophy and code of ethics are being assessed each year and it is important to note that those scores are significantly higher and they have improved for the 2018-19 academic year.

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. This was approved and will be implemented fall 2019.

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

Sociology, Social Work, and Family Sciences
Child and Adolescent Development 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 Department Students Marginal or Proficient						CHAD
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Math	60.0%	75.8%	66.7%	76.3%	77.8%	49.1%	71.5%

Conclusions Drawn from Data:
It is important to note that this is the first year that Sociology, Social Work, and Family Sciences has been able to look at the data by programs. The Child and Adolescent Development seniors met the criteria by 1%. It is important to note that the time was lowered to 40 minutes, whereas in the past, students had 1 hour 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.

Learning Outcome:
Students will be able to write about their work with precision, clarity and organization through 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:
This is the fourth year the department utilized the AAC&U Written Communication rubric to assess a core competency.

Written Communication Value Rubric – percentage of students scoring three 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%
	Fall 2018	12	92%	83%	92%	83%	100%
	Spring 2019	25	100%	96%	96%	100%	96%

Conclusions Drawn from Data:
Criteria for success was met both fall 2018 and spring 2019 in all categories. Spring 2019 scored at 96% or higher in all categories. It is important to note that the fall 2018 class was smaller. Assessment was calibrated and assessed by two 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

WRITTEN COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U
Association
of American
Colleges and
Universities

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	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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).
Content Development	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.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	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.
Sources and Evidence	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.
Control of Syntax and Mechanics	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.

Family Sciences
Oral Communication Core Competency Assessment
2018-2019

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:

85% 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:

This is the fourth year the department 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%
	Fall 2018	5	100%	100%	100%	100%	100%
	Spring 2019	10	100%	100%	100%	100%	100%

Conclusions Drawn from Data:

The senior students in both seminar course fall 2018 and spring 2019 reached 100% across the board in all categories. It is important to note that the fall 2018 was assessed by 5 faculty and administrators and spring 2019 was assessed by 6 faculty and administrators. The score is given from the average of all evaluators.

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

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)
Organization	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.
Language	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.
Delivery	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.
Supporting Material	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.
Central Message	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 Sciences
Information Literacy Core Competency Assessment
2018-2019

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:
85% 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:
This is the fourth year the department 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%
	Fall 2018	7	100%	86%	86%	100%	86%
	Spring 2019	9	100%	100%	100%	100%	89%

Conclusions Drawn from Data:
The criteria for success of 85% was achieved in all categories both fall 2018 and spring 2019. The spring 2019 assignment was changed to include a full literature review from each student. More points were given to this assignment to motivate students. This was done as a pilot study to see if more depth could be received from this assignment. The spring 2019 numbers show that this was most effective.

Changes to be Made Based on Data:
 The changes made in spring 2019 will continue for the next academic year.

Rubric Used:
 AAC&U Information Literacy Rubric

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

Association of American Colleges and Universities

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)
Determine the Extent of Information Needed	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.
Access the Needed Information	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.
Evaluate Information and its Sources Critically* *****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.)
Use Information Effectively to Accomplish a Specific Purpose	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.
Access and Use Information Ethically and Legally	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.