Sociology and Social Work
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):
75% 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			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Critical Thinking	50%	100%	94%	76%

Conclusions Drawn from Data:
The majority of our students are good critical thinkers. However, there are fairly large shifts from year to year. The shift can largely be attributed to sample size; relatively small sample sizes can result in fairly dramatic shifts depending on the characteristics of the sample from the major on any given year.

Changes to be Made Based on Data:
Critical thinking is essential for students in our department. We examine the critical thinking scores on the ETS Major Field Test in Sociology and try to modify aspects of the curriculum as need.

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

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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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Writing	100%	83%	69%	76%

Conclusions Drawn from Data:
The majority of our students are competent writers.   This has remained relatively consistent over the years.

Changes to be Made Based on Data:
We have instituted writing across the curriculum. More focused rubrics are being used, especially in our Senior Seminar class to ensure students can write clearly and concisely.

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

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

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 Mathematics

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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Mathematics	75%	92%	56%	72%

Conclusions Drawn from Data:
Student scores on quantitative literacy have been fairly stable and proficient. Cohort effects, the composition of the sample, can be pinpointed in years when the department has lower levels of proficiency. While Sociology has a quantitative element, we often attract students with a fear of mathematics. Years with lower levels of proficiency can be attributed to years with higher levels of math phobia.

Changes to be Made Based on Data:
As we have instituted writing across the curriculum we also have instituted quantitative literacy across the curriculum with students encountering statistical issues in almost every course.

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

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Learning Outcome:
Oral Communication: Students will be able to clearly and concisely present the findings of their research in a professional manner.

Outcome Measure:
Annual: Each senior is required to make a formal presentation in front of their peers and the department faculty.

Criteria for Success (how do you judge if the students have met your standards):
80% of the students will be able to make a professional presentation. Students are expected to have at or above an average score of 2.5 on the AAC&U Oral Communication rubric.

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:

	Percent at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
Informational Literacy Proficiency Profile	NA	NA	100%	100%

Conclusions Drawn from Data:
Our students are competent oral communicators. All of our students have achieved the departmental goal.

Changes to be Made Based on Data:
No changes have been made at this time.

Rubric Used

Value		Capstone 4	Milestones		Benchmark 1
			3	2	
Oral Communication	**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	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or	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	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

		establishes the presenter's credibility/authority on the topic.	establishes the presenter's credibility/ authority on the topic.	the presenter's credibility/ authority on the topic.	the presenter's credibility/ authority on the topic.
	Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported) and applied to the discipline.	Central message is clear and consistent with the supporting material and applied to the discipline.	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.

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

Outcome Measure:
Annual: Each senior is required to write a senior thesis in the Senior Seminar. References: Multiple references from distinct reputable sources

Criteria for Success (how do you judge if the students have met your standards):
80% of the students should be able to develop a strong bibliography scoring a 3 or better on the rubric below.

Aligned with DQP Learning Areas (circle one or more but not all five):
6. Specialized Knowledge
7. Broad Integrative Knowledge
8. Intellectual Skills/Core Competencies
9. Applied and Collaborative Learning, and
10. Civic and Global Learning

Longitudinal Data:

	Percent at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
Informational Literacy Proficiency Profile	NA	NA	88.8%	100%

Conclusions Drawn from Data:
In the two academic years we used the rubric on senior theses the vast majority of students passed.

Changes to be Made Based on Data:
Our decision to use only a small subsection of the AAC&U information literacy value rubric, limits our ability to assess students' true information literacy. This year we will employ a more multidimensional measure.

Rubric Used

Information Literacy	Evaluate Information and its Sources Critically	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).