**Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Critical Thinking
2019-2020**

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:

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of stu	42	60	67	37	15	24
Level 2 Critical Thinking	73.8%	79.7%	66.7%	64.2%	28.6%	68.2%

Conclusions Drawn from Data:
2019-20, the criteria of 70% was not met. However, it was significantly closer this year at 68.2% than in the previous year.

Changes to be Made Based on Data:
The department has intentionally focused on having our students do more critical thinking in our pedagogy. We started implementing the change in curriculum 2018-19. We are doing more guided group critique and synthesis of case studies to promote deeper critical thinking. Professors are using graphic organizers to help students go deeper in their synthesis of information. We will continue these strategies and keep focused on guiding students in deeper thinking.

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

Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Written
2019-2020

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:

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of stu	42	60	67	37	15	24
Level 2 Writing	71.4%	84.7%	75.6%	67.9%	57.2%	54.5%

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.

Changes to be Made Based on Data:
A continued focus on writing was implemented throughout all programs from introductory level to mastery level from changes after 2018-19. After program review, a core research course was recommended that will focus on scholarly writing. This research course just started for last years' freshman class. ETS focuses on grammar usage and semantics. The department is evaluating writing separately of the ETS exam for comparison purposes. Scholarly writing is important to the department and we will continue to focus on improving these scores.

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

Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Quan Reasoning
2019-2020

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:

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of stu	42	60	67	37	15	24
Level 2 Math	66.7%	76.3%	77.8%	49.1%	71.5%	59.1%

Conclusions Drawn from Data:
This score in quantitative reasoning decreased significantly. The criteria of 70% was not met.

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 have been implemented. They were implemented in Fall 2019. The students who took this test were the first to experience the problem solving scenarios as part of the curriculum. The department will continue to monitor quantitative reasoning throughout the three programs.

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

Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Written
2019-2020

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:
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 three or higher:

CHD4097		Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Semester	N					
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%
Fall 2019	13	96%	100%	100%	100%	96%
Spring 2020	11	100%	100%	100%	100%	100%

Conclusions Drawn from Data:

Criteria for success was met both Fall 2019 and Spring 2020 in all categories. It is important to note the Spring 2020 course was converted to online due to Covid-19. Both senior classes for fall and spring were smaller in size. The fall course had 13 and spring had 11. 100% was achieved in both fall and spring across the board with the exception of Context and Purpose 96% Fall 2019. 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. In Fall 2019, substantial points were added to the signature assignment for an individualized meeting with the professor to review the draft together. This added component is viewed successful and will be continued for the future.

Rubric Used:

AAC&U Written Communication Rubric

Rubric Used

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.

Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Oral Communication
2019-2020

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:

CHD4097					Supporting	Central
Semester	N	Organization	Language	Delivery	Material	Message
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%
Fall 2019	13	100%	100%	100%	100%	100%
Spring 2020	11	100%	100%	100%	100%	100%

Conclusions Drawn from Data:
The senior students in both seminar course Fall 2019 and Spring 2020 not only met the 80% criteria, but reached 100% across the board. It is important to note that each year lessons are learned from

the previous year and changes have been made to improve oral competency. Oral presentations were assessed Fall 2019 by 6 assessors and Spring 2020, due to Covid-19, the assignment was changed to a video and was assessed by 2 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. Students are encouraged to practice their presentations the week before and are allowed to use notecards as cues, but not to read from. Spring 2020, the assignment was changed to a video introducing their portfolio inviting prospective employers to view it. Students were able to see exemplary examples from the business department. Even though this assignment was viewed successful, if possible faculty would like to continue to do the oral presentations in front of faculty and peers in the future.

Rubric Used:
AAC&U Oral Communication Rubric

Rubric Used

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

AAC&U *Association of American Colleges and Universities*

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.

Sociology, Social Work, and Family Sciences
Core Competencies – Family Sciences: Information Literacy
2019-2020

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:

CHD4097		Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
Semester	N					
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%
Fall 2019	13	100%	91%	91%	82%	100%
Spring 2020	11	100%	100%	100%	100%	100%

Conclusions Drawn from Data:
The criteria for success of 85% was achieved in all categories both Fall 2019 and Spring 2020. It is important to note that Spring 2020 the assignment was changed due to Covid-19 to an individual research project that focused on a literature review.

Changes to be Made Based on Data:

This core competency is assessed in CHD 4097 and NUT 4097– Senior Seminar. It is assessed as the students' last signature assignment. Last year, 2018-19, 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. Fall 2019, more points were given to this assignment. Careful scaffolding of the importance of citations, strategies, and how to reference were given. This piece of the project was done earlier in the semester. Spring 2020, this assignment, due to Covid-19, was changed from a group research project to an individual literature review. Students were able to individually pick the topic they wanted to research and did a complete literature review that focused on that concept. All the components of Fall 2019 were included in the instruction for Spring 2020. The motivation of students to research their own topic was noteworthy. This assignment will be changed in the future to an individualized literature review.

Rubric Used:

AAC&U Information Literacy Rubric

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

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	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	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	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.	legal restrictions on the use of published, confidential, and/or proprietary information.	legal restrictions on the use of published, confidential, and/or proprietary information.	legal restrictions on the use of published, confidential, and/or proprietary information.