Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Sociology PLO #1	Sociology majors will be able to analyze society, social structures, and patterns of human thoughts and behavior.

Outcome Measures:

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
Sociology PLO #1	ETS General Theory Measure	General Theory Measure is one of the ETS Major Field Tests in Sociology.

Criteria for Success:

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
Sociology PLO #1	ETS General Theory Measure	The majority of students will score at or above the 50 percentile on the General Theory Measure of the ETS Major Field Test in Sociology.

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
5. Civic and Global Learning

Longitudinal Data:

MAJOR FIELD TESTS - SOCIOLOGY

year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
number of students	8	10	9		9	11	9	18	17	12
mean:total test/percentile	150/55	147/44	144/22	148/33	152/33	150/45	153/38	144/39	152/61	149/42
mean: core sociology	52/60	47/38	43/44	46/42	51/33	49/36	52/38	44/33	51/60	50/58
mean: critical thinking	50/55	48/47	44/33	46/50	52/33	47/36	49/25	45/50	50/56	48/50
assessment indicator areas										
(mean correct / percentile)			Percentile	Percentile	Percentile	Percentile	Percentile	Percentile		
general theory	55/75	45/40	46	46	55	55	60	45	59	52/58
methodology & statistics	54/50	51/45	35	42	45	41	44	39	42	44/25
deviance & social problems	51/60	38/14	40	46	49	51	57	37	49	42/25
demography & rural/urban	48/49	43/24	51	54	59	59	64			
multiculturalism	53/55	53/59	49	60	60	64	63	54	63	56/75
social institutions	54/35	51/30	34	38	49	40	46	33	49	42/25
social psychology	42/45	45/59	58	64	62	60	68	56	62	60/83
gender	55/35	52/37	46	56	49	56	58	45	56	57/75
globalization	50/40	51/47	45	50	56	45	55	39	53	50/58
Social Stratification								45	54	56/75

Green-highlighted = PLO assessed for this report

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Sociology PLO #1	The majority of the students scored at or above the 50th percentile in general sociological theory on ETS. Departmentally we averaged a 52nd percentile, meeting our goal.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Sociology PLO #1	None at this time.

Rubric(s) Used: ETS Major Field Test – General Theory Measure

Department of Sociology and Social Work
Sociology
2019-2020

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Sociology PLO #2	Students will be able to navigate a world of rich cultural diversity.

Outcome Measures:

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
Sociology PLO #2	ETS Multiculturalism Measure	Multiculturalism Measure is one of the ETS Major Field Tests in Sociology.

Criteria for Success:

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
Sociology PLO #2	ETS Multiculturalism Measure	The majority of students will score at or above the 50 percentile on the Multiculturalism Measure of the ETS Major Field Test in Sociology.

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

Longitudinal Data:

Longitudinal Data:

MAJOR FIELD TESTS - SOCIOLOGY

year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
number of students	8	10	9		9	11	9	18	17	12
mean:total test/percentile	150/55	147/44	144/22	148/33	152/33	150/45	153/38	144/39	152/61	149/42
mean: core sociology	52/60	47/38	43/44	46/42	51/33	49/36	52/38	44/33	51/60	50/58
mean: critical thinking	50/55	48/47	44/33	46/50	52/33	47/36	49/25	45/50	50/56	48/50
assessment indicator areas										
(mean correct / percentile)			Percentile	Percentile	Percentile	Percentile	Percentile	Percentile		
general theory	55/75	45/40	46	46	55	55	60	45	59	52/58
methodology & statistics	54/50	51/45	35	42	45	41	44	39	42	44/25
deviance & social problems	51/60	38/14	40	46	49	51	57	37	49	42/25
demography & rural/urban	48/49	43/24	51	54	59	59	64			
multiculturalism	53/55	53/59	49	60	60	64	63	54	63	56/75
social institutions	54/35	51/30	34	38	49	40	46	33	49	42/25
social psychology	42/45	45/59	58	64	62	60	68	56	62	60/83
gender	55/35	52/37	46	56	49	56	58	45	56	57/75
globalization	50/40	51/47	45	50	56	45	55	39	53	50/58
Social Stratification								45	54	56/75

Green-highlighted = PLO assessed for this report

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Sociology PLO #2	We met this goal as a department. The class of 2020 ranked in the 63rd percentile of students taking the ETS Major Field Test in Sociology. Suggesting Race and Ethnicity are a strength in our department.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Sociology PLO #2	Consider requiring a course in Race and Ethnicity for all departmental majors.

Rubric(s) Used: ETS Major Field Test in Multiculturalism (Race, Ethnicity, and Gender)

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
Sociology PLO #3	Sociology majors will be able to conduct social research.

Outcome Measures:

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
Sociology PLO #3	Senior Thesis SOC 476	Successful completion of the Senior Thesis.

Criteria for Success:

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
Sociology PLO #3	Senior Thesis SOC 476	Eighty percent (80%) of students will successfully complete the Senior Thesis in Sociology.

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

7. Specialized Knowledge
8. Broad Integrative Knowledge
9. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
2019-20	12	100%	Every graduating senior completed a substantive research project.12
2018-19	17	100%	Every student graduating in the 2018-19 academic year successfully completed their thesis.
2017-18	18	100%	Every student graduating in the 2017-18 academic year successfully completed their thesis.
2016-17	8	87.5%	The majority of students met the requirement on their senior thesis 7 of 8. The 8th student eventually successfully completed their thesis.
2015-16	11	100%	Each student demonstrated the ability to conduct social research.
2014-15	9	88.89%	One student failed the initial class, but after rewriting the thesis the following year, s/he was able to finish the requirements for graduation.

2013-14	12	100%	***
2012-13	9	100%	***
2011-12	11	100%	***

***This data reflects course pass-fail rates only. In future years, the data reported pertains to the Senior Thesis.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Sociology PLO #3	Students are prepared to conduct social research. Social research is a valuable skill for our graduates. We have been working shaping our students into active researchers.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Sociology PLO #3	The class is in the process of being redesigned. This will likely require a modification of this outcome measure.

Rubric(s) Used:

Please refer to the rubric for "Sociology/Social Work Department Core" on the next page.

Sociology/Social Work Department Core

	Capstone 4	Milestones 3	Milestones 2	1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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).

	Capstone 4	Milestones 3	Milestones 2	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) 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.

Genre and Disciplinary Conventions	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.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).				

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