Sociology, Social Work, and Family Sciences
Core Competencies
2021-2022

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	2020-21	2021-22
Level 2 Critical Thinking	73.8%	79.7%	66.7%	64.2%	28.6%	68.2%	58.3%	53.3%

Conclusions Drawn from Data:
Students appear to have an uneven performance in critical thinking. The trend raises a variety of questions. It would be ideal to disaggregate the responses to better assess the factors influencing each performance.

Changes to be Made Based on Data:
Critical thinking is essential for the study of sociology. Evaluating thoughts, actions, structures is at the core of the discipline. Critical thinking is woven across the curriculum. The department will assess and attempt to implement the steps necessary to improve critical thinking.

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

Sociology, Social Work, and Family Sciences
Written Communication Core Competency Assessment
2021-2022

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	2020-21	2021-22
Level 2 Writing	71.4%	84.7%	75.6%	67.9%	57.2%	54.5%	58.3%	60.0%

Conclusions Drawn from Data:
Student's taking the ETS assessment did not meet our program's objective. A more detailed analysis is necessary to be able to understand the trends in student performance.

Changes to be Made Based on Data:
Increase the scrutiny of student writing.

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

Sociology, Social Work, and Family Sciences
Core Competencies
2021-2022

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 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	2020-21	2021-22
Level 2 Math	66.7%	76.3%	77.8%	49.1%	71.5%	59.1%	66.7%	46.7%

Conclusions Drawn from Data:
Departmentally, we did not meet our desired outcome. The data suggest a few odd cohort effects in 2017-18 and again in 2021-22. Many students, ironically, do pursue majors in our department to limit the amount of math they have to take, despite the discipline placing a strong value on statistical literacy. This could be a cohort effect. However, it could also be a result to a great focus on qualitative research over the last few years.

Changes to be Made Based on Data:
Increase the practical application of quantitative reasoning throughout the programs by adding quantitative analysis components across the curriculum with a particular emphasis on research methods.

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

**Sociology and Social Work
Core Competencies
2021-2022**

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						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Informational Literacy Proficiency Profile	100%	87.5%	100%	100%	Not assessed	100%	100%

Conclusions Drawn from Data:
Our students have demonstrated the ability to communicate orally effectively.

Changes to be Made Based on Data:
None at this time.

Rubric Used
See below.

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 establishes the presenter's	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation	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

		credibility/authority on the topic.	or establishes the presenter's credibility/ authority on the topic.	or establishes 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.

**Sociology and Social Work
Core Competencies
2021-2022**

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						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Informational Literacy Proficiency Profile	100%	75%	100%	94%	Not assessed	100%	100%

Conclusions Drawn from Data:
Our students are fairly good at critically evaluating and synthesizing information. This skill is crafted across the curriculum.

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

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).