

**Sociology, Social Work, and Family Sciences**  
**PLO Data for Sociology, Fa2021 - Sp2022**

**Learning Outcome:**

#1 Sociology majors will be able to analyze society, social structures, and patterns of human thoughts and behavior.

**Outcome Measure:**

ETS General Theory Measure. General Theory Measure is one of the ETS Major Field Tests in Sociology.

**Criteria for Success (how do you judge if the students have met your standards):**

The majority of students will score at or above the 50<sup>th</sup> 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, and
5. Civic and Global Learning

**Longitudinal Data:**

year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
number of students	10	9		9	11	9	18	17	12	9	13	11
mean:total test/percentile	147/44	144/22	148/33	152/33	150/45	153/38	144/39	152/61	149/42	152/44	148/31	137/19
mean: core sociology	47/38	43/44	46/42	51/33	49/36	52/38	44/33	51/60	50/58	49/33	48/38	48/49
mean: critical thinking	48/47	44/33	46/50	52/33	47/36	49/25	45/50	50/56	48/50	49/44	48/38	39/22
assessment indicator areas												
(mean correct /percentile)		Percentile	Percentile	Percentile	Percentile	Percentile	Percentile					
general theory	45/40	46	46	55	55	60	45	59	52/58	51/54	51/52	38/14
methodology & statistics	51/45	35	42	45	41	44	39	42	44/25	44/51	42/40	39/29
deviance & social problems	38/14	40	46	49	51	57	37	49	42/25	47/70	43/54	34/21
demography & rural/urban	43/24	51	54	59	59	64						
multiculturalism	53/59	49	60	60	64	63	54	63	56/75	68/91	54/40	46/17
social institutions	51/30	34	38	49	40	46	33	49	42/25	45/62	38/34	36/29
social psychology	45/59	58	64	62	60	68	56	62	60/83	62/60	60/47	45/6
gender	52/37	46	56	49	56	58	45	56	57/75	57/63	54/54	41/8
globalization	51/47	45	50	56	45	55	39	53	50/58	60/86	60/86	38/18
Social Stratification							45	54	56/75	64/79	53/47	48/30

Blue-highlighted = PLO assessed for this report

**Conclusions Drawn from Data:**

The majority of the students did not score at or above the 50th percentile in general sociological theory on ETS. As a department we scored at 14<sup>th</sup> percentile, failing to meet our goal. Deeper analysis indicates a wide range of scores among students ranging from the 93<sup>rd</sup> to the 1<sup>st</sup> percentile. The overall modal range was at approximately the 30<sup>th</sup> percentile.

**Changes to be Made Based on Data:**

Explore the necessary steps to increasing the overall scores in general theory.

**Rubric Used**

No rubric. ETS Major Field Test – General Theory Measure

## PLO Data for Sociology

### Learning Outcome:

#2 Students will be able to navigate a world of rich cultural diversity.

### **Outcome Measure:**

ETS Multiculturalism Measure, this is one of the ETS Major Field Tests in Sociology.

### **Criteria for Success (how do you judge if the students have met your standards):**

The majority of students will score at or above the 50th 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):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

### **Longitudinal Data:**

year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
number of students	10	9		9	11	9	18	17	12	9	13	11
mean:total test/percentile	147/44	144/22	148/33	152/33	150/45	153/38	144/39	152/61	149/42	152/44	148/31	137/19
mean: core sociology	47/38	43/44	46/42	51/33	49/36	52/38	44/33	51/60	50/58	49/33	48/38	48/49
mean: critical thinking	48/47	44/33	46/50	52/33	47/36	49/25	45/50	50/56	48/50	49/44	48/38	39/22
assessment indicator areas												
(mean correct / percentile)		Percentile	Percentile	Percentile	Percentile	Percentile	Percentile					
general theory	45/40	46	46	55	55	60	45	59	52/58	51/54	51/52	38/14
methodology & statistics	51/45	35	42	45	41	44	39	42	44/25	44/51	42/40	39/29
deviance & social problems	38/14	40	46	49	51	57	37	49	42/25	47/70	43/54	34/21
demography & rural/urban	43/24	51	54	59	59	64						
multiculturalism	53/59	49	60	60	64	63	54	63	56/75	68/91	54/40	46/17
social institutions	51/30	34	38	49	40	46	33	49	42/25	45/62	38/34	36/29
social psychology	45/59	58	64	62	60	68	56	62	60/83	62/60	60/47	45/6
gender	52/37	46	56	49	56	58	45	56	57/75	57/63	54/54	41/8
globalization	51/47	45	50	56	45	55	39	53	50/58	60/86	60/86	38/18
Social Stratification							45	54	56/75	64/79	53/47	48/30

Blue-highlighted = PLO assessed for this report

### **Conclusions Drawn from Data:**

Departmentally we scored in the 17<sup>th</sup> percentile in Race and Ethnicity. The scores ranged widely from a 91<sup>st</sup> percentile to the 1<sup>st</sup> percentile on the ETS. Deeper analysis suggests counter intuitive findings in this category. Students with the deepest interest in the topic score at or near the bottom in this category compared to students who seemed indifferent or ambivalent to the topic. This might suggest Race and Ethnicity tends to be a strength in our department, as we help students gain a better understanding of the category.

### **Changes to be Made Based on Data:**

Evaluate approaches to teaching diversity.

### **Rubric Used**

No rubric. ETS Major Field Test in Multiculturalism (Race, Ethnicity, and Gender)

### PLO Data for Sociology

**Learning Outcome:**

#3 Sociology majors will be able to conduct social research.

**Outcome Measure:**

Successful completion of the SOC 460 Advanced Research Methods

**Criteria for Success (how do you judge if the students have met your standards):**

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):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. 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
2022-23	11	100%	Every senior successfully completed advanced research methods.
2021-22	13	100%	Every senior successfully completed a capstone project.
2020-21	9	100%	Every senior successfully completed a capstone project.
2019-20	12	100%	Every graduating senior completed a substantive research project.
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 8 <sup>th</sup> 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%	***

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

**Conclusions Drawn from Data:**

Students are prepared to apply sociological concepts to in real world situations.

**Changes to be Made Based on Data:**

Revisit the current PLO to update it appropriately.

**Rubric Used**

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

<b>Sociology/Social Work Department Core</b>				
	<b>Capstone 4</b>	<b>3</b>	<b>Milestones 2</b>	<b>1</b>
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown 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.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis/hypothesis)</b>	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.
<b>Conclusions and related outcomes (implications and consequences)</b>	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.
<b>Evaluate Information and its Sources Critically</b>	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).
	<b>Capstone 4</b>	<b>3</b>	<b>Milestones 2</b>	<b>1</b>
<b>Organization</b>	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.

<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting Material</b>	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.
<b>Central Message</b>	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.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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.