

**Sociology, Social Work, and Family Sciences**  
**PLO Data for Sociology, Fa2025 - Sp2026**

**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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2025
number of students	9	11	9	18	17	12	9	13	11	10	13
mean:total test/percentile	152/33	150/45	153/38	144/39	152/61	149/42	152/44	148/31	137/19	145/50	146/38
mean: coresociology	51/33	49/36	52/38	44/33	51/60	50/58	49/33	48/38	48/49	43/34	45/46
mean: critical thinking	52/33	47/36	49/25	45/50	50/56	48/50	49/44	48/38	39/22	45/50	44/23
assessment indicator areas											
(mean correct / percentile)	Percentile	Percentile	Percentile	Percentile							
general theory	55	55	60	45	59	52/58	51/54	51/52	38/14	44/33	45/33
methodology & statistics	45	41	44	39	42	44/25	44/51	42/40	39/29	38/15	41/36
deviance & social problems	49	51	57	37	49	42/25	47/70	43/54	34/21	48/74	46/69
demography & rural/urban	59	59	64								
multiculturalism	60	64	63	54	63	56/75	68/91	54/40	46/17	54/49	50/26
social institutions	49	40	46	33	49	42/25	45/62	38/34	36/29	37/32	35/23
social psychology	62	60	68	56	62	60/83	62/60	60/47	45/6	56/27	57/94
gender	49	56	58	45	56	57/75	57/63	54/54	41/8	54/50	50/31
globalization	56	45	55	39	53	50/58	60/86	60/86	38/18	45/38	45/37
Social Stratification				45	54	56/75	64/79	53/47	48/30	50/19	53/43

Blue-highlighted = PLO assessed for this report

**Conclusions Drawn from Data:**

Most sociology majors, 53.8%, in the class of 2026 demonstrated a degree of mastery of sociological theory. In fact, the two sociology majors both scored in the top 1% of students who took the ETS major field test. As a department we scored at 33<sup>rd</sup> percentile, a slight decline from the prior. Students' scores ranged widely with two at or above the 99<sup>th</sup> percentile, one at the 70<sup>th</sup> percentile, four at the 52<sup>nd</sup> percentile, one at the 33<sup>rd</sup> percentile, three at the 5<sup>th</sup>, one at 1<sup>st</sup> and one at the 0<sup>th</sup> percentiles. This wide variation and the small sample size influence the overall outcome. In general, sociology majors understand sociological theory.

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

We will explore alternative measures of knowledge going forward, given our small numbers and the bias found in the ETS measure.

**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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2025
number of students	9	11	9	18	17	12	9	13	11	10	13
mean:total test/percentile	152/33	150/45	153/38	144/39	152/61	149/42	152/44	148/31	137/19	145/50	146/38
mean: core sociology	51/33	49/36	52/38	44/33	51/60	50/58	49/33	48/38	48/49	43/34	45/46
mean: critical thinking	52/33	47/36	49/25	45/50	50/56	48/50	49/44	48/38	39/22	45/50	44/23
assessment indicator areas											
(mean correct / percentile)	Percentile	Percentile	Percentile	Percentile							
general theory	55	55	60	45	59	52/58	51/54	51/52	38/14	44/33	45/33
methodology & statistics	45	41	44	39	42	44/25	44/51	42/40	39/29	38/15	41/36
deviance & social problems	49	51	57	37	49	42/25	47/70	43/54	34/21	48/74	46/69
demography & rural/urban	59	59	64								
multiculturalism	60	64	63	54	63	56/75	68/91	54/40	46/17	54/49	50/26
social institutions	49	40	46	33	49	42/25	45/62	38/34	36/29	37/32	35/23
social psychology	62	60	68	56	62	60/83	62/60	60/47	45/6	56/27	57/94
gender	49	56	58	45	56	57/75	57/63	54/54	41/8	54/50	50/31
globalization	56	45	55	39	53	50/58	60/86	60/86	38/18	45/38	45/37
Social Stratification				45	54	56/75	64/79	53/47	48/30	50/19	53/43

Blue-highlighted = PLO assessed for this report

**Conclusions Drawn from Data:**

The majority of students, 53.8%, scored at or above the 50<sup>th</sup> percentile on ETS Major Field Test in Sociology. Scores continue to range widely. One student scored in the top 1%, 99<sup>th</sup> percentile, with most students scoring at or above the 68<sup>th</sup> percentile and one student scoring at the 0<sup>th</sup> percentile on the ETS. Overall, multiculturalism continues to be a strength of the department, but not all students perform well on the ETS.

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

Evaluate approaches to teaching diversity. Additionally, the departmental assessment is in the process of being revised with the intention of moving away from use of the ETS.

**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
2025-26	13	100%	Every senior successfully completed advanced research methods.
2023-24	10	100%	Every senior successfully completed advanced research methods.
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%	***

<b>2012-13</b>	9	100%	***
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\*\*\*This data reflects course pass-fail rates only. In future years, the data reported pertains to the Senior Thesis.

**Conclusions Drawn from Data:**

Sociology majors can conduct a basic level of social science research. The ability to conceptualize, design, implement, and report social science research also demonstrates students' mastery of the core competencies of information and quantitative literacy, in addition to written and oral communication.

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

Continue to review and update the SWF/SOC research sequence.

**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</b>	
			<b>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</b>	
			<b>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.

