

**SOCIOLOGY & SOCIAL WORK
Core Competencies**

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):

75% 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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	50.0%	100.0%	93.8%	76.0%	87.5%

Conclusions Drawn from Data:

Our students are good critical thinkers. Critical thinking is essential for social scientists. The annual changes in competency can be attributed to the small size of each cohort.

Changes to be Made Based on Data:

No changes at this time.

Rubric Used

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

**SOCIOLOGY & SOCIAL WORK
Core Competencies**

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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	100.0%	83.3%	68.8%	76.0%	87.5%

Conclusions Drawn from Data:

Our majors are competent writers. The department is always happy to see improvement in writing skills; however, much of the gains can be attributed to unique characteristics and small size of each cohort.

Changes to be Made Based on Data:

No changes at this time.

Rubric Used

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

SOCIOLOGY & SOCIAL WORK Core Competencies

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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	75.0%	91.7%	56.3%	72.0%	81.3%

Conclusions Drawn from Data:

The majority of our majors appear to have reasonable quantitative skills. Although sociology has a quantitative element, many of students are math phobes. We are glad to see an increase in quantitative literacy.

Changes to be Made Based on Data:

No changes at this time.

Rubric Used

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

Sociology and Social Work Core Competencies

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				
	2012-13	2013-14	2014-15	2015-16	2016-17
Informational Literacy Proficiency Profile	NA	NA	100%	100%	87.5%

Conclusions Drawn from Data:

The majority of our students are competent oral communicators. All of the native English-speaking students achieved the departmental goal.

Changes to be Made Based on Data:

No changes have been made at this time.

Rubric Used

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 or establishes the presenter's	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/	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/

		credibility/authority on the topic.	credibility/authority on the topic.	authority on the topic.	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

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				
	2012-13	2013-14	2014-15	2015-16	2016-17
Informational Literacy Proficiency Profile	NA	NA	88.8%	100%	75%

Conclusions Drawn from Data:

Only 75% of our graduating seniors demonstrated competency in information literacy. This less than our desired outcome and likely due to a small sample size. One student was .02 points shy of the benchmark, language may have also posed a problem as not all students in the sample were native English speakers. We will need to assess the reasons beyond native linguistic ability in future years.

Changes to be Made Based on Data:

No changes have been made at this time. However, we will closely monitor the outcomes in the future.

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).
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