

Sociology, Social Work, and Family Sciences
Core Competency data for Sociology
2020-2021

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Level 2 Critical Thinking	78.8%	73.8%	79.7%	66.7%	64.2%	28.6%	68.2%	58.3%

Conclusions Drawn from Data:

Students appear to have an uneven performance in critical thinking. However, the consistency downward trend over the last several years is noticeable, raising many questions.

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. We will increase opportunities to assess critical thinking in elements of the curriculum.

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

**Core Competency data for Sociology
2020-2021**

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Level 2 Writing	72.7%	71.4%	84.7%	75.6%	67.9%	57.2%	54.5%	58.3%

Conclusions Drawn from Data:

Students do not appear to be highly proficient writers. The trend of students uneven and declining performance overtime. It is challenging to determine the cause of the decline. Can it be attributed to the cohort tested or some other factor?

Changes to be Made Based on Data:

Written communication is highly valued in the department. Ensuring our students can clearly communicate complex ideas through the written word is vital to our education. We will assess what is the cause of the declining writing scores and adjust accordingly.

Rubric Used

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

Core Competency data for Sociology

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Level 2 Math	75.8%	66.7%	76.3%	77.8%	49.1%	71.5%	59.1%	66.7%

Conclusions Drawn from Data:

This score in quantitative reasoning increased slightly, but did not meet the goal of 70% proficiency. There is a need to encourage greater interactions with quantitative data, which has significant applications in the field and for employment.

Changes to be Made Based on Data:

Increase focus 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.

Core Competency data for Sociology

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Informational Literacy Proficiency Profile	100%	100%	87.5%	100%	100%	Not assessed	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

Value		Capstone	Milestones		Benchmark
		4	3	2	1
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	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the	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

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

Core Competency data for Sociology

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):

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Informational Literacy Proficiency Profile	88.8%	100%	75%	100%	94%	Not assessed	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 have been made 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).
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