

**Sociology, Social Work, and Family Sciences  
Core Competencies, Sociology  
2022-2023**

**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**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Level 2 Critical Thinking</b>	79.7%	66.7%	64.2%	28.6%	68.2%	58.3%	53.3%	60.9%

**Conclusions Drawn from Data:**

Our students demonstrated an improvement in critical thinking skills this year. However, we still did not meet our intended outcome. The uneven performance and the instrument used to assess critical thinking make it difficult to identify the areas for improvement.

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

We will continue to look for areas in the curriculum to improve on students critical thinking skills.

Changes to assessment will be determined this summer, as institutionally we are shifting from using the ETS.

**Sociology, Social Work, and Family Sciences  
Written Communication Core Competency Assessment  
2022-2023**

**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**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Level 2 Writing	84.7%	75.6%	67.9%	57.2%	54.5%	58.3%	60.0%	56.5%

**Conclusions Drawn from Data:**

Writing skills need improvement. One factor in variation of our writing scores might attributed to the number of students in a particular cohort whose primary language is not English. Many of our students are multilingual, thus they may not perform as well on standardized tests.

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

No changes at this time. However, the tool for assessment will shift in the coming academic year.

**Rubric Used**

No rubric. We use the ETS. Changes to assessment will be determined this summer, as institutionally we are shifting from using the ETS.

**Sociology, Social Work, and Family Sciences  
Core Competencies  
2022-2023**

**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**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Level 2 Math</b>	76.3%	77.8%	49.1%	71.5%	59.1%	66.7%	46.7%	52.2%

**Conclusions Drawn from Data:**

We demonstrated a slight improvement in mathematical proficiency in the 22-23 academic year; however, we still did not attain our desired level of proficiency. Many students who opt for majors in our department tend to be fearful of mathematics, despite the statistical orientation in the field. We will need to ensure enough mathematical requirements are embedded in the curriculum.

**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. Changes to assessment will be determined this summer, as institutionally we are shifting from using the ETS.

**Sociology and Social Work  
Core Competencies  
2022-2023**

**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						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Informational Literacy Proficiency Profile	87.5%	100%	100%	Not assessed	100%	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**

Changes will be determined this summer, as institutionally we evaluate our overall assessment of the core competencies this summer.

Value		Capstone 4	Milestones		Benchmark 1
			3	2	
<b>Oral Communication</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	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.
	<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.

**Sociology and Social Work  
Core Competencies  
2022-2023**

**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						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Informational Literacy Proficiency Profile	75%	100%	94%	Not assessed	100%	100%	100%

**Conclusions Drawn from Data:**

Our students are fairly good at critically evaluating and synthesizing information. This skill is embedded across the curriculum.

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

See below.

**Rubric Used**

Changes will be determined this summer, as we evaluate our overall assessment of the core competencies this summer.

<b>Information Literacy</b>	<b>Evaluate Information and its Sources Critically</b>	<p>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).</p>	<p>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).</p>	<p>Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).</p>	<p>Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).</p>
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