

Assessment of Student Learning Plan (ASLP): Social & Behavioral Sciences

2014-15 Academic Year

A. College, Department/Program, Date

College Lewiston-Auburn College
Department/Program Social and Behavioral Sciences
Date May 20, 2015

B. Contact Person for the Assessment Plan

Name and title Carol Nemeroff, SBS Director, Professor of SBS

C. Degree Program

Name of Degree Program Social and Behavioral Sciences

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes

SBS developed Student Learning Goals for its self-study FY14. In FY15, a sixth goal on Community Engagement was added and Outcomes developed for that goal.

Below are existing goals and outcomes for SBS:

Goal #1: Develop proficiencies and capacities essential to a liberal arts education, including skills of analysis, critical reflection, writing, oral expression, and evaluation.

Goal #2: Acquire foundational knowledge of the theories, methods, and disciplinary perspectives of Psychology, Anthropology and Sociology.

Goal #3: Refine competencies that will facilitate their functioning as professionals in the scope of human and social services and associated careers such as counseling, early childhood studies and education, and public health specialists.

Goal #4: Gain an enhanced awareness of cultural, ethnic, gender, sexuality and age differences and commonalities among individuals within and across world societies.

Goal #5: Cultivate a passion for intellectual inquiry and lifelong learning.

Goal #6: Cultivate interest, knowledge and skills of engagement in civic life and ethical citizenship.

Outcomes:

Students will be able to:

6a. Demonstrate understanding of the relevance of the Social and Behavioral Sciences as applied to current and regional social and institutional issues.

6b. Develop competencies in community interaction and collaboration including problem solving, action planning, collaborative program development, rapport building, group relationship strengthening, discussion facilitation, and presentation of collaborative work.

6c. Evaluate the challenges and assets of organizations in the context of social systems and current events.

6d. Analyze the interrelatedness of our public university with the development, sustenance, and success of our local communities.

Step 2: How and When were the Learning Outcomes assessed?

Not assessed in FY15 but will be in FY16.

Step 3: Process of Using the Assessment results to Improve Student Learning

a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

- 1) Develop student learning outcomes for Goals 1-5.
- 2) Assess learning outcomes for Goal 6 on Community Engagement.
- 3) Use results as feedback to inform curricular changes to the Community Engagement components in SBS430 Applied Social Policy and LCC123 College and Community.
- 4) Use results to evaluate HRD/SBS200 Multicultural Human Development and LCC370 Towards a Global Ethics as potential Community Engagement courses.

E. N/A

F. Are there “community engagement” activities integrated in your departmental curriculum?

a.

1) Yes, refer to previous discussion of new Goal 6, above, requiring Community Engagement of all SBS students and integrated into SBS430 Applied Social Policy.

2) All SBS matriculated students are required to take SBS447 Internship.

b.

Entry-level course with CE requirement: LCC123 College and Community

Upper-level course with CE requirement: SBS430 Applied Social Policy