

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

2015-16 Academic Year

**A. College, Department/Program, Date**

*College* Lewiston-Auburn College  
*Department/Program* Social and Behavioral Sciences  
*Date* May 1, 2016

**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. In FY16, we re-evaluated, revised, and reordered our goals, collapsing two goals into one, returning to 5 goals. The SBS program goal regarding diversity (#2) was revised to align with the USM Core diversity requirement in Spring, 2016.

Below are updated goals and outcomes for SBS:

**Goal #1:** Cultivate a passion for intellectual inquiry and lifelong learning and develop capacities essential to a liberal arts education, including skills of oral and written expression, information and technological literacy, critical analysis, and evaluation.

**Goal #2:** Engage students in critical examination of and self-reflection on issues of difference and diversity; enhance students' analytic sophistication about cross-cultural issues and perspectives; foster the interpersonal skills necessary for engaging with diverse populations within the U.S. and in other parts of the world.

**Goal #3:** Cultivate interest, knowledge and skills of engagement in civic life and ethical citizenship.

**Goal #4:** Acquire foundational knowledge of the theories, methods, and disciplinary perspectives of Psychology, Anthropology and Sociology.

**Goal #5:** Develop career competencies that enable students to function professionally in human and social service fields such as counseling, early childhood studies and education, and public health specialties.

Learning outcomes for Goals #2 & #3 as follows:

**Goal #2:** Engage students in critical examination of and self-reflection on issues of difference and diversity; enhance students' analytic sophistication about cross-cultural issues and perspectives; foster the interpersonal skills necessary for engaging with diverse populations within the U.S. and in other parts of the world.

Outcomes: Students will be able to

- 2a. recognize that one's individual viewpoint is shaped by his or her experience and historical and cultural context, and is only one of many possible viewpoints;
- 2b. Apply conceptual frameworks (political, ideological, historical or cultural) to explain and analyze the origins of difference;
- 2c. Analyze the consequences of difference as manifested in systems of power, the production of knowledge and/or access to resources in the U.S. and/or in global cultures;
- 2d. Engage in respectful dialog that values diversity, while recognizing forces that promote misunderstanding and disrespect.

**Goal #3:** Cultivate interest, knowledge and skills of engagement in civic life and ethical citizenship.

Outcomes: Students will be able to:

- 3a. Demonstrate understanding of the relevance of the Social and Behavioral Sciences as applied to current and regional social and institutional issues.
- 3b. 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.
- 3c. Evaluate the challenges and assets of organizations in the context of social systems and current events.
- 3d. 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?**

Regarding Goal #3: As part of the 18 month *Engaged Cluster Grant award* between SBS and LOS, we

- reviewed assessment measures in the CE field
- created a student survey
- obtained IRB approval for the survey
- worked with USM office of assessment to pilot the survey in Spring '16 in SBS/HRD 200.
- plan to conduct survey again summer '16 in the SBS/LOS 470 Study Abroad course.

Our plan is to assess students' experiences with CE along a developmental continuum (beginning, middle and higher level courses). Plans for fall semester, 2016 include expanding the student assessment/survey into 2 other courses (most likely Applied Social Policy and Intro to Social Services).

**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, 4, and 5.
- 2) Continue assessing learning outcomes for Goal 3 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.
- 5) In FY15, two SBS required courses earned additional USM Core designations. LAC370 Global Ethics now addresses learning outcomes for the International requirement, and SBS300 Deviance and Social Control address the learning outcomes for the diversity requirement. The learning outcomes in these courses (among others) address SBS program goal #2 and will be used in our FY17 assessment work.

E. N/A

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

a.) Yes, and may require Community Engagement of all SBS students and integrated into SBS430 Applied Social Policy; All SBS matriculated students are required to take SBS447 Internship.

b.) Entry-level course with Community engagement: LCC123 College and Community; Upper-level course with Community engagement: SBS430 Applied Social Policy