

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

2017-18 Academic Year
University of Southern Maine

A. College, Department/Program, Date

<i>College</i>	Lewiston-Auburn College
<i>Department/Program</i>	Social and Behavioral Sciences
<i>Date</i>	May 30, 2018

B. Contact Person for the Assessment Plan

<i>Name and title</i>	Rose Cleary, Ph.D. Assoc. Professor of SBS
-----------------------	---

C. Degree Program Social and Behavioral Sciences

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's) Do you have your student learning outcomes published on your department's website? **No**

list 3-5 of the most important student learning outcomes

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.

Outcomes: Students will

1a. Articulate an appreciation for the virtue and value of learning as part of the journey of a well-lived life, confronting yourself with new information, analyses, and experiences as a well-educated person, and acquiring and maintaining a critical, analytical, and evaluative knowledge of cultural and social systems;

ANT101; SOC100; LAC123; LAC370; SBS200; SBS303; SBS306; SBS343; SBS411

1b. Exhibit competency in oral expression including thoughtful and appropriate engagement with class discussion;

LAC123; LAC370; LAC480; SBS200; SBS303; SBS306; SBS300; SBS311; SBS343; SBS348; SBS349; SBS411

1c. Exhibit competency in written expression including best practices in essay and research writing and application of APA citation skills;

ANT101; SOC100; LAC123; LAC370; LAC480; SBS200; SBS303; SBS306; SBS300; SBS310; SBS311; SBS329; SBS345; SBS348; SBS349; SBS 350, SBS364; SBS375; SBS391; SBS392; SBS411; SBS430; SBS450

1d. Demonstrate capability to access and correctly utilize a variety of information and technology literacy skills, including the access and correct use of peer-review resources, typical software programs and apps for the SBS fields, and a critical/analytical use of social media.

PSY102; LAC123; LAC370; LAC480; SBS300; SBS343; SBS391; SBS392

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

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;

ANT101; SOC100; LAC123; LAC370; SBS200; SBS303; SBS304;

SBS306; SBS 308; SBS310; SBS343; SBS348; SBS375; SBS411

2b. Apply conceptual frameworks (political, ideological, historical or cultural) to explain and analyze the origins of difference;

ANT101; PSY100; SOC100; LAC123; LAC370; SBS200; SBS300; SBS303; SBS 304; SBS306; SBS 308; SBS310; SBS339; SBS348; SBS411

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;

SOC100; LAC123; LAC370; SBS300; SBS339; SBS343; SBS348; SBS345; SBS430

2d. Engage in respectful dialog that values diversity, while recognizing forces that promote misunderstanding and disrespect.

ANT101; SOC100; LAC123; LAC370; SBS200; SBS300; SBS303; SBS306; SBS310; SBS343; SBS411

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

Outcomes: Students will

3a. Demonstrate understanding of the relevance of the Social and Behavioral Sciences as applied to current and regional social and institutional issues.

ANT101; SOC100; SBS200; SBS303; SBS306; SBS329; SBS345; SBS350, SBS375, SBS411; SBS430; SBS450

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.

SOC100; LAC370; SBS200; SBS303; SBS306; SBS348; SBS411; SBS430

3c. Evaluate the challenges and assets of organizations in the context of social systems and current events.

SBS200; SBS300; SBS303; SBS306; SBS348; SBS350; SBS375; SBS411; SBS430; SBS450

3d. Analyze the interrelatedness of our public university with the development, sustenance, and success of our local communities.

SBS430

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

Outcomes: Students will

4a. Identify different types of research tools and methodologies across the disciplines of psychology, anthropology, and sociology including empirical, qualitative, and quantitative research, participant observation, the case study, quasi-experimental methods, content analysis, etc;

ANT101; PSY100; SOC100; LAC370; SBS200; SBS300; SBS 304; SBS 308; SBS310; SBS329; SBS343; SBS350; SBS450

4b. Demonstrate an understanding of core concepts of Psychology regarding behavior, cognition, perception, consciousness, memory, learning, emotion, motivation, intelligence, development, psychological disorders, and stress/health;

PSY101, PSY102; LAC370; SBS200; SBS303; SBS306; SBS310; SBS343; SBS348; SBS350; SBS411; SBS450

4c. Demonstrate an understanding of the core concepts of Sociology regarding culture, social interaction, socialization, deviance, social stratification, religion, education, family, aging, work, population, social movements, and health/medicine;

SOC100; SBS200; SBS304; SBS308; SBS391/392; SBS343; SBS345

4d. Demonstrate an understanding of the core concepts of Anthropology regarding human diversity, language and communication, work, family, social structure, culture and personality, sociobiology, world systems, colonialism and development, cultural exchange and survival;

ANT101; SOC100; SBS200; SBS343; SBS345

4e. Demonstrate a deep knowledge and understanding of those concepts that typically cut across all three subfields, namely attention to culture and cultural differences, race and ethnicity, gender, and class, all in an awareness of politics and economics.

SOC100; LAC370; SBS200; SBS300; SBS310; SBS343; SBS345; SBS348; SBS430;

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, public health, and community mental health among other specialties.

Students will

5a. Exhibit a work ethic in academics that mimics what an employer may expect;

ANT101; SOC100; LAC370; SBS200; SBS300; SBS304; SBS308; SBS348; SBS391/392

5b. Demonstrate an understanding of and the capacity to make ethical judgments as appropriate to one's profession.

LAC370; SBS200; SBS300; SBS303; SBS306; SBS 308; SBS329; SBS343; SBS348; SBS350; SBS411; SBS430; SBS450

5c. Develop interpersonal interaction skills that promote efficient teamwork in classroom instructional experiences that will transfer to the workplace.

LAC370; SBS200; SBS303; SBS306; SBS343; SBS348; SBS391/392; SBS411; SBS430

5 d. Demonstrate the capacity to apply critical, creative thinking, information literacy, and an integrative perspective to solve complex real-world problems.

SOC100; LAC370; LAC480; SBS200; SBS300; SBS303; SBS306; SBS310; SBS343; SBS345; SBS348; SBS350, SBS375; SBS391/392; SBS411; SBS430; SBS450

E. Assessment Activities:

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. Outcomes were developed and approved by SBS faculty for Goal #2 and #3 FY16. For FY17, we drafted language for the rest of the outcomes (#1, 4, and 5). The full set of goals and outcomes was reviewed by a F2F retreat of both full- and part-

time SBS faculty in Spring, 2017. All faculty participated in an activity that starts to map the outcomes with the SBS courses (as noted).

Due to planned changes to the SBS curriculum (new course requirements at the 200, 300, and 400 levels), SBS faculty held an assessment retreat (May 14, 2018) to develop a strategy to begin assessing student-learning in the program. We decided to focus on outcome 1c. *Exhibit competency in written expression including best practices in essay and research writing and application of APA citation skills.* We plan to create assessments based on “LAC’s writing values” developed by LAC faculty (see attached). We define “competency” in written expression in terms of the **Invention criterion** from the LAC rubric and, more specifically, will design assessments of students’ capacity to engage in *academic inquiry* (“as opposed to personal opinion”) to be embedded in the new 200, 300, and 400 level required courses. SBS faculty plan to hold a second assessment retreat in Summer, 2018 to work on the development of the new 200 level course (including the assessment).

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student-learning outcome that is related to any community engagement activities? If so, please state the outcome.

Yes:

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

Outcomes: Students will

- 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.

b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.

Internship – Required in SBS 447 Internship

Student Leadership Activities (related to a team project) - Required in SBS 430

c. Please list any courses that have a community engagement activity in your program.

Entry-level: LCC123 College and Community

Mid-level: SBS 310 Childhood and Society; SBS 332 Death, Dying, and Denial;
SBS 346 Introduction to Social Services; SBS 367 Healthy Learners; SBS 347
Youth, Community, and Higher Ed;

Upper-level: SBS430 Applied Social Policy; SBS 447 Internship

LAC Writing Rubric

Exceeds Expectations of College-Level Writing

Invention

- Demonstrates complex thinking and ideas
- Demonstrates sophisticated integration and synthesis
- Follows and completes the assignment beyond the instructor's expectations
- Demonstrates creativity and presents a unique perspective
- Demonstrates mature reflexivity
- Teaches the reader something new
- Has an element of surprise

Investigation and Implementation

- Research done at graduate level, using sophisticated academic sources
- Supports all assertions with relevant scholarly evidence
- Provides pertinent and clarifying examples
- Makes strong persuasive argument that builds as the paper progresses

Style and Grace

- Engaging introduction and compelling conclusion
- Strong thesis that focuses the paper
- Concise and detailed prose, no needless words
- Highly organized
- Sophisticated transitions and signal phrases
- Professional academic voice
- Rich language

Sentence-level fluency

- No grammar or spelling errors
- No typographical errors
- Proper formatting for appropriate citation style

Meets Expectations of College-Level Writing

Invention

- Demonstrates engaged thinking and ideas
- Demonstrates integration and synthesis
- Follows and completes the assignment
- Shows flashes of creativity
- Demonstrates reflection and thoughtfulness
- May teach the reader something new

Investigation and Implementation

- Research uses relevant academic sources
- Demonstrates an understanding of various types of sources
- Supports all assertions with scholarly evidence
- Provides relevant examples to support complex passages
- Makes a logical argument that progresses throughout the paper

Style and Grace

- Engaging introduction and strong conclusion
- Strong thesis that focuses the paper
- Accurate prose that “cuts to the chase”
- Well organized
- Consistent early-academic voice
- Clear understanding of vocabulary

Sentence-level fluency

- No gross grammatical or mechanical errors
- No typographical errors
- Reasonable understanding of formatting and citation style
- No misused words

Developing College Writer

Invention

- Engages with the question in the assignment but may not fully understand it
- May not explore the question in adequate depth for a scholarly paper
- May only sporadically analyze or synthesize material
- Lacks the confidence to engage in meaningful reflection

Investigation and Implementation

- Demonstrates some confusion about using scholarly sources
- Does not consistently provide examples to demonstrate an understanding of complex ideas from sources
- Recognizes the need for evidence but may not use it effectively
- May rely too heavily on just a few sources
- Allows the sources (rather than the writer) to drive the paper

Style and Grace

- Some of the ideas may not have a clear connection to the thesis
- The conclusion may echo the introduction
- Awkward transitions and signal phrases
- Shows some organization of ideas but not always connections between ideas
- May employ a conjured pseudo academic voice
- May have unintentional plagiarism (poor understanding of paraphrasing)

Sentence-Level Fluency

- Repeated grammatical errors with some issues
- Careless proofreading
- Inconsistent citations (poor understanding of citation styles)
- Some misused words

Not at College Level**Invention**

- Does not address assignment
- Does not understand academic inquiry (relies more on personal opinion)
- No audience awareness
- No evidence of reflection

Investigation and Implementation

- Cannot differentiate types of sources
- Relies too heavily on summary
- Does not link evidence to arguments
- Does not make logical connections

Style and Grace

- No discernible thesis
- Lacks awareness of disciplinary expectations
- No obvious organizational strategy
- Overly-reliant on lengthy quotes that may be unrelated to one another or, conversely, all from the same source
- Sections may be unintentionally plagiarized

Sentence-Level Fluency

- Incoherent prose
- Failure to cite
- Repeated gross grammatical and mechanical errors