

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

2018-19 Academic Year

University of Southern Maine

### A. College, Department, Date

College                    **Lewiston-Auburn College**  
Department            **Social & Behavioral Sciences**  
Date                        **May 24, 2019**

### B. Contact Person for the Assessment Plan

Name and title        **Rose Cleary, Ph.D., Associate Professor, SBS**

### C. Degree Program

Name of Degree Program    **Social & Behavioral Sciences**

### D. Assessment of Student Learning: Program Assessment

#### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Are your student learning outcomes published on your department's website?

**Yes, in partial form \***

If yes, please provide the url: \_ <https://usm.maine.edu/sbs/our-mission>.

- i. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

**[\* Note:** SBS has made significant progress with regard to assessment this year. One significant step occurred when we realized that the following set of learning outcomes are, in fact, the goals and outcomes the faculty of a liberal arts college would identify rather than faculty of an individual program. Due to the final disintegration of Lewiston-Auburn College's integrated curriculum, SBS faculty can now identify the specific goals and outcomes for the SBS program itself. By reviewing, revising, and rewriting the following set of learning outcomes, SBS has started a process that will continue into next year to develop a manageable set of learning outcomes and a strategy for program assessment.]

**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; SBS200; SBS303; SBS305; SBS343; SBS 370; SBS411

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

LAC123; SBS200; SBS303; SBS300; SBS305; SBS311; SBS343; SBS348; SBS349; SBS 370; SBS411

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

ANT101; SOC100; LAC123; SBS200; SBS303; SBS306; SBS300; SBS310; SBS311; SBS329; SBS345; SBS348; SBS349; SBS 350, SBS364; SBS 370; SBS375; SBS411; SBS430

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.

PSY100; LAC123; SBS300; SBS343; SBS 370

**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; SBS200; SBS303; SBS304; SBS306; SBS 308; SBS310; SBS343; SBS348; SBS 370; SBS375; SBS411

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

ANT101; PSY100; SOC100; LAC123; SBS200; SBS300; SBS303; SBS 304; SBS305; SBS 308; SBS310; SBS339; SBS348; LAC370; 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; SBS300; SBS339; SBS343; SBS348; SBS345; SBS370; SBS430; SBS 363;

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

ANT101; SOC100; LAC123; SBS200; SBS300; SBS303; SBS305; SBS310; SBS 363; SBS343; SBS370; 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; SBS 363; SBS 370; SBS375, SBS411; SBS430;

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; SBS200; SBS303; SBS306; SBS348; SBS370; 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; SBS 363; SBS375; SBS411; SBS430;

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; SBS200; SBS 210; SBS300; SBS 304; SBS 308; SBS310; SBS329; SBS343; SBS350; SBS370;

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;

PSY100; SBS200; SBS303; SBS306; SBS310; SBS343; SBS348; SBS350; SBS 370; SBS411;

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; 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; SBS200; SBS 210; SBS300; SBS310; SBS343; SBS345; SBS370; 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; SBS200; SBS300; SBS304; SBS308; SBS348; SBS370; SBS 411;

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

SBS200; SBS300; SBS303; SBS306; SBS 308; SBS329; SBS343; SBS348; SBS350; SBS370; SBS411; SBS430;

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

SBS200; SBS303; SBS306; SBS343; SBS348; SBS370; 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; SBS200; SBS300; SBS303; SBS306; SBS310; SBS343; SBS345; SBS348; SBS350; SBS 363; SBS370; SBS375; SBS411; SBS430;

*b. Please identify which of your student learning outcome(s) were assessed this past academic year. No outcomes were assessed this year.*

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes - course #'s following each outcome

- i. If yes, do you have this map published on your website? No.

Step 2 & 3: Assessment Methods selected and implemented: Given SBS faculty spent time in course development this past year, as well as simplifying our curriculum we are positioned to select and implement specific methods this next year.

Our last full program review/self-study was conducted in 2014.

#### **E. Assessment Activities:**

SBS has completed curriculum re-design work this academic year resulting in two significant changes with relevance to assessment:

**First**, we have introduced a new required course at the entry-level (SBS 210: Introduction to Social & Behavioral Sciences) that is designed to introduce many of the SBS learning outcomes with particular focus on the practice of applying a multi-disciplinary focus to a selected topic/question, critical/creative thinking, writing, and information literacy skills.

**Second**, we are changing the SBS capstone from LAC 480 Senior Seminar to SBS 430 Applied Social and Public Policy.

**Third**, feedback from the USM Core Curriculum committee and Asst. Provost McWilliams on the proposed capstone course has been the catalyst for productive faculty work to identify the essential SBS program learning outcomes that will inform the design of course blueprints and rubrics for SBS 210 and SBS 430. This work began at an SBS meeting on May 8, 2019 and will continue to be a central focus in Fall, 2019 as we prepare to submit a revised proposal for the SBS capstone to the USM Core Committee by the end of the Fall semester.

With blueprints and a common rubric for the entry-level SBS 210 and the capstone course, SBS 430, the SBS program will be in a position to assess one learning outcome in Spring, 2020.

**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.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	<input checked="" type="radio"/>
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	<input checked="" type="radio"/>
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	<input checked="" type="radio"/>
Other activities (please list):	R	O

*c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

Entry-level courses: [LAC 123](#), [SBS/EYE 123](#), [SBS 210](#)

Mid-level courses: [SBS 310](#), [SBS 343](#), [SBS 346](#), [SBS, 350](#), [SBS 370](#)

Upper-level courses: [SBS 430](#), [LAC 447](#)