



Assessment of Student Learning Plan (ASLP) 2019-2020 Academic Year

Overview Information:

College: Lewiston-Auburn College

Department: Social & Behavioral Sciences

Degree Program: Social & Behavioral Sciences

Contact Person for the Assessment Plan: Rose Cleary & Mary Anne Peabody (Chair)

Current Date: May 26, 2020

List the date of the most recent academic program review/self-study: 2014

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

<https://usm.maine.edu/sbs/our-mission>

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

- *USM mission* is to provide students with a high-quality, accessible, affordable education; *SBS mission* explicitly includes offering access to transfer and high school students, as well as prior learning credits
- *USM mission* states faculty are committed to fostering a spirit of critical inquiry and civic participation as we educate future leaders: *SBS mission* is to design interdisciplinary learning to enhance comprehension of contextual influences on individual lives and social institutions while incorporating experiences of engaged learning in and with the community.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Students in the Social and Behavioral Sciences program will:

- *Engage in critical examination of and self-reflection on issues of difference and diversity across cultural issues and perspectives while fostering the interpersonal skills necessary for engaging with diverse populations within the U.S. and globally.*
- <https://usm.maine.edu/sbs/our-mission>

(this is the goal SBS faculty will be assessing in AY 20-21)

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

<https://usm.maine.edu/sbs/our-mission>

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

N/A

If your program's curriculum assessment map is **not** published ... attach your own version. See page 4 of this document.

- c. other assessment work completed in AY 19-20

Following the curriculum redesign completed in AY 18-19, SBS faculty completed work in Fall, 2019 on aligning learning outcomes in an entry year (SBS 210), mid-career (SBS 300), and capstone course (SBS 430) that involved clarifying the essential learning outcomes of the SBS program. This alignment of outcomes and the core curriculum committee's approval of SBS

430 as the capstone course, allowed faculty to design a program assessment that will be implemented in the three courses identified above in AY 19-20.

Step 2: Assessment Methods Selected

SBS program goal #2 will be assessed in AY 20-21 using a writing prompt. Faculty have agreed to include the assessment as a course assignment with course credit given in SBS 210, 300, & 430. Students will be asked to write a 2-3 paragraph essay in response to the following prompt:

“One of the main goals of the Social and Behavioral Sciences program is to give students opportunities to develop their ability to critically examine and reflect on issues of diversity across issues and perspectives, and to develop the skills necessary to engage with diverse groups of people. Has this course helped you in this regard? Discuss what you have learned and how that learning might inform your actions in the future.”

Assessment procedures will be as follows:

SBS faculty will meet to read and discuss a randomly selected set of student essays from each of the three courses to determine whether or not the essays provide evidence of developing sophistication in students’ ability to recognize their own perspective as contextually shaped; apply conceptual frameworks; analyze consequences of difference; and engage effectively with others.

Step 3: Using the Assessment results to Improve Student Learning

- Program faculty will evaluate student essays using their professional judgments in conversation with colleagues.
- We expect that the results will be helpful in refining our assessment procedures (specifically with regard to the wording of program goals, refining of curricular map, and communications among faculty with regard to both program goals and assessment) and course content.

Upon completion of this first assessment procedure during AY 20-21, SBS faculty anticipate moving to another SBS program goal the following year.

SBS Curriculum Map

course numbers following each learning outcome indicate where each outcome is addressed

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; SBS 210; 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; SBS 210; SBS300; SBS303; SBS 304; SBS305; SBS 308; SBS310; SBS339; SBS348; LAC370; SBS411; SBS 430

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; SBS 210; 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; SBS 210; SBS300; SBS303; SBS305; SBS310; SBS 363; SBS343; SBS370; SBS411; SBS 430

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;