DEPARTMENT OF SOCIAL SCIENCE
University of Alaska Southeast

PROGRAM ASSESSMENT PLAN

Bachelor of Arts in Social Science

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I. Degree Title

Bachelor of Arts in Social Science, University of Alaska Southeast

II. Student Assessment

A. Student Learning Goals

The Social Science Faculty have worked together to develop The Bachelor of Arts in Social Science curriculum which provides a solid foundation for students in the social sciences with one primary concentration area and two secondary areas in the social sciences.

The social sciences are related academic disciplines that study humans and their behavior, and the faculty in the social science department offers a comprehensive and extensive array of courses. This interdisciplinary bachelor's degree program provides a curriculum with a solid foundation in the multiple fields of the social sciences, including:

Anthropology, Economics, Government, History, Psychology and Sociology. What links each of these disciplines is the pursuit of a better understanding of human behavior and of the diversity of cultures through research, analysis, and the interpretation of social phenomena. The Bachelor of Arts in Social Science fulfills these objectives by stressing the importance of specific methods (or approaches) to acquiring knowledge and an understanding of concepts and theories in the study of human origins, development, thought, behavior, and institutions.

The breadth of coursework in the B.A. enhances the career possibilities for the social science student. Career goals as well as academic objectives are built into the degree structure. These career goals include: methods of examining and solving problems of all types, preparing a writing portfolio, ethics courses, and a thorough grounding in academic methodologies and analytical approaches, all of which prepare the student either for direct entry into the job market or for post-baccalaureate graduate studies.

Just a few of the career fields available to graduates in social science include (but are not limited to):

- Elementary and secondary education (preparing for entry into masters level programs)
- Human services (counseling, direct delivery of health and social services)
- Public administration (in government and non-profit organizations)
- Resource management
- Private business
- Graduate studies in academic fields, as well as preparation for law school

Specific learning goals:

1. Graduates will acquire a broad awareness of how knowledge of social structures and processes can both contribute to their individual growth and to their understanding of the world they inhabit.
2. Graduates will understand and be able to articulate the major conceptual, methodological and theoretical approaches taken by the social sciences disciplines in the study of human origins, development, thought, behavior, and institutions.
3. Graduates will demonstrate the ability to design and complete original research projects in their chosen disciplines.
4. Graduates will demonstrate an appreciation for the value of professional conduct.
5. Graduates will understand the importance of experiential learning and self-reflection in the social sciences.

B. Student Outcomes

Specific outcomes for each of these goals include the following. For a more detailed listing of courses and outcomes, see the Social Science program curriculum map in Section IV.)

Goal 1. Graduates will acquire a broad awareness of how knowledge of social structures and processes can both contribute to their individual growth and to their understanding of the world they inhabit
    1. Graduates will demonstrate awareness of how their academic course of study has shaped their identity and career goals — meets critical thinking, written communication and computer literacy competencies, and reflects a professional behavior/disposition category of understanding.
    2. Graduates will demonstrate awareness of the importance of cultural diversity in the social world — meets critical thinking, written communication and computer literacy competencies, and reflects knowledge and professional behavior/disposition categories of understanding.

Goal 2. Graduates will understand and be able to articulate the major conceptual, methodological and theoretical approaches taken by the social sciences disciplines in the study of human origins, development, thought, behavior, and institutions.
    1. Graduates will understand and be able to articulate key concepts that bridge the various social science disciplines (e.g., self, culture, society, gender, race, sexuality, class, power) — meets critical thinking, written communication and computer literacy competencies, and reflects a knowledge category of understanding.
    2. Graduates will understand and be able to articulate the key differences between the social science disciplines and be able to write clearly and effectively within those disciplines — meets critical thinking, written communication and computer literacy competencies, and reflects knowledge and professional behavior/disposition categories of understanding.

Goal 3. Graduates will demonstrate an ability to design and complete original research projects in their chosen disciplines

1. Graduates will be able to identify important research questions within the social sciences — meets critical thinking competency, and reflects knowledge and professional behavior/disposition categories of understanding.

2. Graduates will be able identify and locate relevant resources for their social science disciplines — meets information literacy competency, and reflects a skill category of understanding.

3. Graduates will be able to analyze and critique peer-reviewed, published social science scholarship — meets information literacy, computer literacy and critical thinking requirements, and reflects a knowledge category of understanding.

4. Graduates will understand the various kinds of quantitative and qualitative data that are relevant to a particular research project — meets critical thinking and quantitative skills competencies, and reflects knowledge and skills categories of understanding.

5. Graduates will utilize research and citation styles appropriate to their emphasis disciplines — meets information literacy and professional behavior competencies, and reflects knowledge, skills and professional behavior/disposition categories of understanding.

Goal 4. Graduates will demonstrate an appreciation for the value of professional conduct.

1. Graduates will organize formal presentations of original research — meets oral communication and professional behavior competencies, and reflects knowledge and professional behavior/disposition categories of understanding.

2. Graduates will develop skills in leading small-group discussion — meets oral communication and professional behavior competencies, and reflects skill and professional behavior/disposition categories of understanding.

3. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies, and reflects knowledge, skills and professional behavior/disposition categories of understanding.

4. Graduates will demonstrate an ability to use appropriate technology to enhance their academic work — meets computer, information literacy and professional behavior competencies, and reflects a skill category of understanding.

5. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency, and reflects skills and professional behavior/disposition categories of understanding.

Goal 5. Graduates will understand the importance of experiential learning and self-reflection in the social sciences

1. Graduates will have the opportunity to complete internships, field research, and public service projects — meets professional behavior competency, and

reflects knowledge and professional behavior/disposition categories of understanding.

2. Graduates who complete experiential learning projects will demonstrate an ability to reflect in writing upon the academic value of those experiences — meets critical thinking, communication and computer literacy requirements, and reflects a knowledge category of understanding.

C. UAS Competencies

The following competencies will be integrated into the program through achievement of the student learning goals as follows:

	Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Written Communication	X	X		X	X
Oral Communication				X	X
Quantitative Skills			X		
Information Literacy			X	X	
Computer Literacy	X	X	X	X	X
Professional Behavior			X	X	X
Critical Thinking	X	X	X		X

III. Curriculum Map

The Social Science faculty have worked together and agree that the following goals are introduced (I), developed (D) and mastered (M) at the following points in the program:

A. Social Science Curriculum Map

1. Anthropology

Course	Anth 101	Anth 200	Anth 202	Anth 205	Anth 211	Anth 225	Anth 324	Anth 342	Anth 351	Anth 354	Anth 400	Anth 475
Goal 1.	I											
Outcome 1.	I	I	I/D	D	D	D	D	D	D	D	M	D/M
Outcome 2.	I	I	I/D	D	D	D	D	D	D	D	M	D/M

Goal 2.											
Outcome 1.	I	I	I/D	D	D	D	D	D	D	D	M	M
Outcome 2.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Goal 3.											
Outcome 1.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Outcome 2.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Outcome 3.				I/D	D	D	D	D	D	D	M	M
Outcome 4.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Outcome 5.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Goal 4.											
Outcome 1.						I	D	D	D	D	M	M
Outcome 2.	I	I	I/D	I/D	D	D	D	D	D	D	M	M
Outcome 3.						I	D	D	D	D	M	M
Outcome 4.	I	I	I/D	I/D	D	I	D	D	D	D	M	M
Outcome 5.	I	I	I/D	I/D	D	I	D	D	D	D	M	M
Goal 5.											
Outcome 1.				I	I			D	D	D	M	M
Outcome 2.					I			D	D	D	M	M

2. Economics

Course	Eco 201	Eco202	Eco 321	Eco 324	Eco 412	Eco 435	Eco 450	Eco 451	Eco 463
Goal 1.									
Outcome 1.	I	I	D	D	I/D	D	D	D	D
Outcome 2.						I/D	I/D	I/D	I/D
Goal 2.									
Outcome 1.						D	D	D	D
Outcome 2.	I	I	D	D	I/D	D/M	D/M	D/M	D/M
Goal 3.									
Outcome 1.	I	I	D	D	I/D	M	M	M	M
Outcome 2.	I	I	D	D	I/D	D	D	D	D
Outcome 3.	I	I	D	D	I/D	D	D	D	D
Outcome 4.	I	I	D	D	I/D	M	M	M	M
Outcome 5.	I	I	D	D	I/D	M	M	M	M
Goal 4.									
Outcome 1.									
Outcome 2.									
Outcome 3.						D	D	D	D
Outcome 4.	I	I	D	D	I/D	D/M	D/M	D/M	D/M
Outcome 5.	I	I	D	D	I/D	D/M	D/M	D/M	D/M
Goal 5.									

Outcome 1.						D	D	D	D
Outcome 2.						D	D	D	D

3. Government

Course	Gov 101	Gov 102	Gov 230	Gov 313	Gov 492
Goal 1.					
Outcome 1.	I	I	D	D	M
Outcome 2.	D	D	D	M	M
Goal 2.					
Outcome 1.	I	I	D	M	
Outcome 2.	I	D	D	D	
Goal 3.					
Outcome 1.	I	I	D	D	M
Outcome 2.	I	I	D	D	M
Outcome 3.	I	I	D	M	M
Outcome 4.	I	I	D	M	M
Outcome 5.	D	D	M	M	M
Goal 4.					
Outcome 1.	I	D	M	M	M
Outcome 2.	D	D	M	M	M
Outcome 3.					
Outcome 4.	I	D	D	D	M
Outcome 5.	D	D	M	I	M
Goal 5.					
Outcome 1.				D	M
Outcome 2.				D	M

4. History

Course	Hist 105	Hist 106	Hist 131	Hist 132	Hist 133	Hist 202	Hist 227	Hist 228	Hist 261	Hist 280	Hist 300	Hist 341	Hist 362	Hist 363	Hist 364	Hist 370	Hist 380	Hist 420	Hist 440	Hist 492
Goal 1.																				
Outcome 1.	I	I	I	I	I	D	D	D	D	D	D	M	D	D	D	D	D	M	M	M
Outcome 2.	I	I	I	I	I	D	D	D	D	D	D	M	D	D	D	D	D	M	M	M
Goal 2.																				
Outcome 1.	I	I	I	I	I	D	D	D	D	D	D	M	D	D	D	D	D	M	M	M
Outcome 2.	I	I	I	I	I	D	D	D	D	D	D	M	D	D	D	D	D	M	M	M

Goal 3.																					
Outcome 1.							I					I	D	D	D	D	D	D	M	D	M
Outcome 2.							I					I	D	D	D	D	D	D	M	D	M
Outcome 3.							I					I	D	D	D	D	D	D	M	D	M
Outcome 4.							I					I	D	D	D	D	D	D	D	D	M
Outcome 5.							I					I	D	D	D	D	D	D	M	M	M
Goal 4.																					
Outcome 1.	I	I	I	I	I	D	I	D	D	D	D	D	D	D	D	D	D	D	M	D	M
Outcome 2.	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	M	D	M
Outcome 3.	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	M	D	M
Outcome 4.	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	M	D	M
Outcome 5.	I	I	I	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	M	D	M
Goal 5.																					
Outcome 1.																					
Outcome 2.																					

5. Psychology/Women's and Gender Studies

Course	Psy 101	Psy 245	Psy 250	Psy 302	Psy 340	PSY 375	Psy 406
Goal 1.							
Outcome 1.	I			D	D	M	M
Outcome 2.	I	I	I	D/M	D/	D	D/M
Goal 2.							
Outcome 1.							
Outcome 2.							
Goal 3.							
Outcome 1.	I			D	D	M	M
Outcome 2.	I	I	I	D	D	M	M
Outcome 3.				D	D	D	D/M
Outcome 4.				D	D	D	D/M
Outcome 5.				D	D	D	D/M
Goal 4.							
Outcome 1.				D	D	D/M	M
Outcome 2.				D	D	D/M	M
Outcome 3.							
Outcome 4.	I	I	I	D	D	D/M	M
Outcome 5.	I	I	I	D	D	D/M	M
Goal 5.							
Outcome 1.							
Outcome 2.							

6. Sociology

Course	Soc 101	Soc 201	Soc 301	Soc 325	Soc 343	Soc 377	Soc 410
Goal 1.							
Outcome 1.	I	I	D	D	D	D	M
Outcome 2.	I	I	D	D	D	M	M
Goal 2.							
Outcome 1.							
Outcome 2.							
Goal 3.							
Outcome 1.			I/D	I/D	I/D	I/D	M
Outcome 2.	I		D	D	D	D	M
Outcome 3.	I		D	D	D	D	M
Outcome 4.			D	D	D	D	D
Outcome 5.	I		D/ M	D/ M	D/ M	D/ M	D/ M
Goal 4.							
Outcome 1.			D	D		D	M
Outcome 2.		I	D	D	D	D	D
Outcome 3.							
Outcome 4.	I	I	D	D	D	D	D
Outcome 5.	I	I	D	D	D	D	D
Goal 5.							
Outcome 1.		I					
Outcome 2.		I					

7. Social Science (SSCI)

Course	Ssci 101	Ssci 102	Ssci 210	Ssci 300
Goal 1.				
Outcome 1.	I	I/D	M	D
Outcome 2.	I	I/D	M	
Goal 2.				
Outcome 1.	I	I/D	D	
Outcome 2.	I	I/D	D	
Goal 3.				
Outcome 1.	I	I/D		M

Outcome 2.	I	I/D		M
Outcome 3.	I	I/D		M
Outcome 4.	I	I/D		M
Outcome 5.	I	I/D		M
Goal 4.				
Outcome 1.	I	I/D		M
Outcome 2.	I	I/D		
Outcome 3.	I	I/D	M	D
Outcome 4.	I	I/D	D	M
Outcome 5.	I	I/D	D	
Goal 5.				
Outcome 1.	I	I/D		M
Outcome 2.	I	I/D		M

B. Syllabi: Sample program syllabi which indicate where program goals are mapped are attached in Appendix A.

IV. Program Assessment Methods and Measures

A. Social Science Student Assessment Portfolio (SAP)

The foundation of the Social Science Department's approach to undergraduate education is the Student Assessment Portfolio (SAP). All undergraduate students, including transfer students and distance BLA students admitted into the Social Science BLA program, and students accepted into the BA in Social Science degree program, are required to maintain a portfolio of work that will reflect the entire student career.

The SAP

Students who have designated Social Science as their area of emphasis in the BLA, or are admitted to the BA in Social Science degree program, are required to successfully complete the SAP prior to graduation from UAS.

Components of the SAP: The SAP will include:

    a. Transcript

    b. Registrar's Degree Audit

    c. Major Checklist   (if applicable)

    d. Program Evaluation Essays

    e. Diversity Awareness Essays

    f. Social Science Competency Requirements

    g. One-credit portfolio class (SSCI 210)

    h. Declaration of Graduation

    i. Resume/Vita

    j. Formal Oral Presentation of Portfolio

    k. Optional Material

Evaluation

Portfolios (SAPs) are read and evaluated by a 2-member faculty committee, the Social Science Committee on Academic Standards. The committee assesses the quality of all portfolios and reviews the student's overall academic career. In the review, the committee looks not only at the fulfillment of formal academic requirements, but also for evidence of intellectual growth.

The SAP is a Social Science department requirement for which the student will receive a written narrative evaluation from the Social Science Committee on Academic Standards. During the SAP Review, the committee will focus on the identification of the portfolio's strengths and weaknesses, provide suggestions to the student (if necessary) for improvement in his/her portfolio, and focus on the successful completion of the student assessment portfolio for graduation. It may be required that sections of the portfolio be resubmitted within 60 days of first notification by the committee, until the committee deems the weaknesses have been adequately addressed and resolved.

The Portfolio (SAP) Review: The SAP Review will include the following:

a. Transcript: Including all courses taken and all grades received at UAS and at other colleges to which transfer credit has been approved.
b. Registrar's Degree Audit: The official audit signed by the Advisor, Dean, and Registrar.
c. Major checklist: List of all courses taken and projected for the major and minor (if applicable) program of study.
d. Program Evaluation Essays: During the required Reading and Writing in the Social Sciences class (SSCI 102) for the BA in Social Science, the student will write an essay in which she/he states intellectual goals for their academic career, and the program of study they plan to follow to reach those goals. For the SAP Review, the student will submit an essay which provides an analysis of intellectual goals and growth and is a personal reflection of the student's own progress in meeting his/her academic goals.
e. Diversity Awareness Competency Essays: During the required Reading and Writing in the Social Sciences class (SSCI 102) for the BA in Social Science, the student will write an essay in which she/he states their plans for gaining a perspective that focuses on global and societal diversity. For the SAP Review, an essay, or other project(s) demonstrating how the student has expanded her/his awareness of global and societal diversity is required.
f. Portfolio Review Class: Each Social Science student will participate in a one-semester, one-credit class that will assist the student in understanding and developing the components of the SAP and strategies for monitoring their progress toward successful completion of the SAP Review. This will be a required class for all Social Science students, designated as SSCI 210. The student should register for this class during their freshmen or sophomore year.

g. Social Science Competency Requirements:
1. Students must complete a minimum of thirty (30) pages of academic writing demonstrating competency in writing in the Social Sciences that must include:
   (a) Twenty (20) total pages of research writing in upper division courses in the Social Sciences. This may be one 20-page research paper, or a combination of several research papers. The papers all must use a standard Social Science format.
   (b) Ten (10) pages of critical or analytical essay writing in upper division courses in the Social Sciences. This may be one 10-page critical or analytical essay, or a combination of several essays.

The papers must be included as exhibits in the student's portfolio for the SAP Review.

2. Students must complete a minimum of three (3) oral presentations that must include:
   (a) Two (2) informal in-class oral presentations. This would include leading class or group discussions, and presenting information to the class that does not utilize a standard formal format for addressing the class.
   (b) One (1) formal in-class oral presentation. This would include a presentation of research conducted by the student in which they stand and formally address the class. Formal presentations at professional academic conferences (regional, national, international) as the result of a peer-review process may be used if permission of the Assessment Coordinator is obtained prior to the presentation.
   Documentation (from the instructor; video) must be included as exhibits in the student's portfolio for the SAP Review. Formal presentations may substitute for informal presentations, but not vice versa.
h. Declaration of Graduation: The student needs to include a copy of the application for graduation filed with the Office of Records and Registration, per graduation requirements established by the university.
i. Resume/Vita: Each student will submit an extensive resume/vita.
j. Formal Oral Presentation of Portfolio: During the fall semester in which the student submits their SAP for review, the student will make a formal oral presentation to the Social Sciences faculty. Other members of the UAS community, as agreed upon by both the student and the Assessment Coordinator, may be invited to the presentation (i.e., administrators, other faculty, students, community members).
k. Optional Material: Students are encouraged to submit supplementary material offering evidence of additional work (curricular or co-curricular) that they consider significant.

Portfolio Assessment: Social Science Assessment Portfolio, Assessment Criteria

Evaluation of First Portfolio
   a. Overseen and evaluated by SSCI 210 Prof.
   b. Copies of assessment forms are placed in the student's file.
   c. SAP Coordinator is responsible for compiling and updating results.

Components:

1. Program Evaluation Essay #1   Score (1-5)

Writing clarity (W, C)	
Vision of career goals (P)	
Demonstrated understanding between academic and career goals (P)	
Self evaluation	

2. Appreciation of Social and Cultural Diversity Essay #1   (Score 1-5)

Writing clarity (W, C)	
Awareness and knowledge of social diversity (including but not limited to: gender, race, ethnicity, class, religion, etc.) (D)	
Identify areas of weakness and curriculum plan	

Quantitative Assessment Scale Portfolio Aspects
        1 = Limited understanding or inadequate performance
        2 = Some understanding or somewhat acceptable performance
        3 = Satisfactory understanding or acceptable performance
        4 = Above average understanding or high performance
        5 = Superior analysis and synthesis or excellent performance

University and Social Science Competencies
        W = Written Communication
        O = Oral Communication
        T = Critical Thinking
        Q = Quantitative Reasoning
        C = Computer Usage
        P = Professional Behavior
        D = Appreciation of Cultural and Social Diversity

Evaluation of Final Portfolio
   a. Overseen and evaluated by SAP Coordinator
   b. SAP Coordinator writes a letter of congratulations to the student with comments about the quality of the portfolio and presentation.
   c. One copy sent to student; one copy placed in student's file.

Components:
1. Program Evaluation Essay #2   (Score 1-5)

Writing clarity (W, C)	
Vision of career goals (P)	
Demonstrated understanding between academic and career goals (P)	
Self evaluation	
Reflection of how course of study has fulfilled goals and vision	

2. Appreciation of Social and Cultural Diversity Essay #1   (Score 1-5)

Writing clarity (W, C)	
Awareness and knowledge of social diversity (including but not limited to: gender, race, ethnicity, class, religion, etc.) (D)	
Identify areas of weakness and curriculum plan	

3. Written Communication

   a) Research Paper(s)   (Score 1-5)

Appropriate Style (according to specific social science field) (W, T, P)	
Writing clarity (W, T, C)	
Cogency and persuasiveness of argument (T, D)	
Appropriate use and analysis of evidence (T, Q)	

   b) Analytical Paper(s)   (Score 1-5)

Appropriate Style (according to specific social science field) (W, T, P)	
Writing clarity (W, T, C)	
Cogency and persuasiveness of argument (T, D)	
Employs appropriate categories of critique (T, Q)	

4. Oral Communication

   a) Two Informal Social Science Course Presentations (Documented)   (Score 1-5)

Articulate ideas, theories, and concepts (O, T, Q, D)	
Express clearly to audience (O)	
Formulate stimulating discussion questions (O)	
Time management (P)	

5. Formal Presentation in Social Science Course
    or Professional Conference (Documented)   (Score 1-5)

Articulate ideas, theories, and concepts (O, T, Q, D)	
Express clearly to audience (O)	
Formulate stimulating discussion questions (O)	
Time management (P)	
Use of appropriate technology – audiovisual (slides, powerpoint, etc.) (C)	
Exhibits a high degree of preparedness (P)	

Quantitative Assessment Scale
        1 = Limited understanding or inadequate performance
        2 = Some understanding or somewhat acceptable performance
        3 = Satisfactory understanding or acceptable performance
        4 = Above average understanding or high performance
        5 = Superior analysis and synthesis or excellent performance

University and Social Science Competencies
        W = Written Communication
        O = Oral Communication
        T = Critical Thinking
        Q = Quantitative Reasoning
        C = Computer Usage
        P = Professional Behavior
        D = Appreciation of Cultural and Social Diversity

B. Rubric – Student Levels of Proficiency

Use of this rubric will enable the Social Science Student Assessment Coordinator to effectively aggregate and summarize student data in regard to student learning goals and outcomes. Graduating seniors will be evaluated by the social science faculty at a departmental meeting upon completion of the student final portfolio presentations.

Overall Rating Scale:
Exceeds Expectations 1 = exemplary performance
Exceeds Expectations 2 = surpasses the standards and performance expectations
Meets Expectations 3 = very good performance; consistently meets standards and performance expectations
Meets Expectations 4 = good performance; generally meets standards and performance expectations
Does not meet expectations 5 = performance does not meet expectations; below expected levels; improvement needed
Does not meet expectations 6 = performance falls below expectations; substantial improvement critical

Goal 1. Graduates will acquire a broad awareness of how a knowledge of social structures and processes can both contribute to their individual growth and to their understanding of the world they inhabit

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Outcome 1. Graduates will demonstrate awareness of how their academic course of study has shaped their identity and career goals — meets critical thinking, written communication and computer literacy competencies						
Outcome 2. Graduates will demonstrate awareness of the importance of cultural diversity in the social world — meets critical thinking, written communication and computer literacy competencies						

Goal 2. Graduates will understand and be able to articulate the major conceptual, methodological and theoretical approaches taken by the social sciences disciplines in the study of human origins, development, thought, behavior, and institutions.

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Outcome 1. Graduates will understand and be able to articulate the key differences between the social science disciplines and be able to write clearly and effectively within those disciplines — meets critical thinking, written communication and computer literacy competencies.						
Outcome 2. Graduates will understand and be able to articulate key concepts that bridge the various social science disciplines (e.g., self, culture,						

society, gender, race, sexuality, class, power) — meets critical thinking, written communication and computer literacy competencies			

Goal 3. Graduates will demonstrate an ability to design and complete original research projects in their chosen disciplines

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Outcome 1. Graduates will be able to identify important research questions within the social sciences — meets critical thinking competency						
Outcome 2. Graduates will be able identify and locate relevant resources for their social science disciplines — meets information literacy competency						
Outcome 3. Graduates will be able to analyze and critique peer-reviewed, published social science scholarship — meets information literacy, computer literacy and critical thinking requirements						
Outcome 4. Graduates will understand the various kinds of quantitative and qualitative data that are relevant to a particular research project — meets critical thinking and quantitative skills competencies						
Outcome 5. Graduates will utilize research and citation styles appropriate to their emphasis disciplines — meets information literacy and professional behavior competencies						

Goal 4. Graduates will demonstrate an appreciation for the value of professional conduct

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Outcome 1. Graduates will organize formal presentations of original research — meets oral communication and professional behavior competencies						
Outcome 2. Graduates will develop skills in leading small-group discussion — meets oral communication and professional behavior competencies						
Outcome 3. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies						
Outcome 4. Graduates will demonstrate an ability to use appropriate technology to enhance their academic work — meets computer, information literacy and professional behavior competencies						
Outcome 5. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency						

Goal 5. Graduates will understand the importance of experiential learning and self-reflection in the social sciences

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Outcome 1. Graduates will have the opportunity to						

complete internships, field research, and public service projects — meets professional behavior competency			
Outcome 2. Graduates who complete experiential learning projects will demonstrate an ability to reflect in writing upon the academic value of those experiences — meets critical thinking, communication and computer literacy requirements			

V. Assessment Cycle

A. Student Assessment: Each year, on a rotating basis, one Social Science faculty member will serve as the Assessment Coordinator. As soon as a student declares Social Science as her/his area of study, they will be contacted by the Assessment Coordinator (or they may initiate contact) to schedule an initial meeting whereby the SAP will be explained to the student. The Assessment Coordinator, who will maintain student SAP files, will create an SAP file for each student. The Assessment Coordinator will notify the student when they are ready to take the one-credit portfolio preparation class. The Assessment Coordinator is not responsible for advising students regarding their academic degree plan; this remains the responsibility of the academic advisor. The Assessment Coordinator is responsible for advising students regarding the status of their portfolio, and making recommendations regarding the student's progress in their portfolio planning. Thus, each student in the Social Sciences will have two advisors; a permanent academic advisor who will advise the student on all academic matters, and the Assessment Coordinator who will advise the student only on their portfolio. As this is a rotating position among faculty in the Social Sciences, the student may work with several Assessment Coordinators during their academic career. The Assessment Coordinator will schedule, with the student, her/his formal oral presentation to the UAS Social Science faculty. The student should meet regularly with the Assessment Coordinator, at minimum, once each year. It will be the responsibility of the student to maintain contact with the Assessment Coordinator (as it is the student's responsibility to maintain contact with their academic advisor) during their academic career in the Social Sciences department at UAS.

B. Program Assessment:

Schedule: Continuing review and recommendations for program modifications will be conducted on a regular basis in the following manner:

1. Students completing the SSCI course sequence (SSCI 101, 102, 210) will complete the Department of Social Science Student Mid-Point Survey (Appendix B).

2. Graduating students will complete the Department of Social Science Student Exit Survey (Appendix C) immediately after the formal presentation of their portfolios.

3. Rubric – Student Levels of Proficiency - Graduating seniors will be evaluated by the social science faculty at a departmental meeting upon completion of the student final portfolio presentations.

4. The Department Chair will send questionnaires to former students in second and fifth years post-graduation; is responsible for maintaining files and compiling results.

Procedures: Data collected from the student assessment methods and measures above will be analyzed as a department item of business during meeting held at each fall and spring convocation. to assess and critically evaluate the Social Science Program at UAS. Faculty from all three campuses (Juneau, Ketchikan and Sitka) will participate in the analysis and evaluation process. Information derived from the data analysis will be used to evaluate the program, identify strengths and weaknesses in the program, and improve both curricular and pedagogical components of the program.

Timeline: During the first cycle of assessment, the first goal and goal outcomes will be assessed:

Goal 1. Graduates will acquire a broad awareness of how a knowledge of social structures and processes can both contribute to their individual growth and to their understanding of the world they inhabit
    1. Graduates will demonstrate awareness of how their academic course of study has shaped their identity and career goals — meets critical thinking, written communication and computer literacy competencies, and reflects a professional behavior/disposition category of understanding.
    2. Graduates will demonstrate awareness of the importance of cultural diversity in the social world — meets critical thinking, written communication and computer literacy competencies, and reflects knowledge and professional behavior/disposition categories of understanding.

During the second assessment cycle, the second goal and goal outcomes will be assessed:

Goal 2. Graduates will understand and be able to articulate the major conceptual, methodological and theoretical approaches taken by the social sciences disciplines in the study of human origins, development, thought, behavior, and institutions.
    1. Graduates will understand and be able to articulate key concepts that bridge the various social science disciplines (e.g., self, culture, society, gender, race, sexuality, class, power) — meets critical thinking, written communication and computer literacy competencies, and reflects a knowledge category of understanding.
    2. Graduates will understand and be able to articulate the key differences between the social science disciplines and be able to write clearly and effectively within those disciplines — meets critical thinking, written

communication and computer literacy competencies, and reflects knowledge and professional behavior/disposition categories of understanding.

During the third assessment cycle, the third goal and goal outcomes will be assessed:

Goal 3. Graduates will demonstrate an ability to design and complete original research projects in their chosen disciplines
1. Graduates will be able to identify important research questions within the social sciences — meets critical thinking competency, and reflects knowledge and professional behavior/disposition categories of understanding.
2. Graduates will be able identify and locate relevant resources for their social science disciplines — meets information literacy competency, and reflects a skill category of understanding.
3. Graduates will be able to analyze and critique peer-reviewed, published social science scholarship — meets information literacy, computer literacy and critical thinking requirements, and reflects a knowledge category of understanding.
4. Graduates will understand the various kinds of quantitative and qualitative data that are relevant to a particular research project — meets critical thinking and quantitative skills competencies, and reflects knowledge and skills categories of understanding.
5. Graduates will utilize research and citation styles appropriate to their emphasis disciplines — meets information literacy and professional behavior competencies, and reflects knowledge, skills and professional behavior/disposition categories of understanding.

During the fourth assessment cycle, the fourth goal and goal outcomes will be assessed:

Goal 4. Graduates will demonstrate an appreciation for the value of professional conduct
1. Graduates will organize formal presentations of original research — meets oral communication and professional behavior competencies, and reflects knowledge and professional behavior/disposition categories of understanding.
2. Graduates will develop skills in leading small-group discussion — meets oral communication and professional behavior competencies, and reflects skill and professional behavior/disposition categories of understanding.
3. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies, and reflects knowledge, skills and professional behavior/disposition categories of understanding.
4. Graduates will demonstrate an ability to use appropriate technology to enhance their academic work — meets computer, information literacy and professional behavior competencies, and reflects a skill category of understanding.
5. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency, and reflects

skills and professional behavior/disposition categories of understanding.

During the fifth assessment cycle, the fifth goal and goal outcomes will be assessed:

Goal 5. Graduates will understand the importance of experiential learning and self-reflection in the social sciences
> 1. Graduates will have the opportunity to complete internships, field research, and public service projects — meets professional behavior competency, and reflects knowledge and professional behavior/disposition categories of understanding.

> 2. Graduates who complete experiential learning projects will demonstrate an ability to reflect in writing upon the academic value of those experiences — meets critical thinking, communication and computer literacy requirements, and reflects a knowledge category of understanding.

Appendix A.   See attached syllabi

Appendix B.

DEPARTMENT OF SOCIAL SCIENCE
STUDENT MID-POINT SURVEY

How many semesters have you been enrolled at UAS? _____

How many semesters have you been actively enrolled in
in social science courses at UAS? _____

How many course have you taken at UAS? _____

How many courses have you taken in the social sciences
at UAS? _____

**I.   Please discuss your current satisfaction with the department of Social Science
         at UAS.**
A rating of five (5) would indicate that you are extremely satisfied; a rating of one (1)
would indicate that you are extremely unsatisfied.

         Lowest   Highest
            1   2   3   4   5

1. Overall satisfaction with the education you are receiving in the department of social
science

         1   2   3   4   5

2. Overall satisfaction with your interaction with faculty

         1   2   3   4   5

3. Overall satisfaction with your interactions with other students in the department

         1   2   3   4   5

4. Overall satisfaction with your academic advisor in the department social sciences

         1   2   3   4   5

5. Overall satisfaction with the administrative staff in the school of arts and sciences

         1   2   3   4   5

II. **Please discuss your current satisfaction with your curriculum and other educational experiences**

1. Have your social science courses been available when you needed them?

2. What do you perceive as strengths in the social science curriculum?

3. What do you perceive as weaknesses in the social science curriculum?

4. How can we improve your experience?

5. What have been your best educational experiences so far in the department of social sciences?

6. What educational experiences in the department of social sciences need to be improved?

7. If you could offer any advice to an incoming freshman, what would it be?

III. **To this point in your academic career, how has the department of social science prepared you to do the following.**

A rating of five (5) would indicate very good preparation; a rating of one (1) would indicate poor preparation:

Very poor	Poor	Okay	Good	Very Good
1	2	3	4	5

1. understand and be able to articulate key concepts that bridge the various social science disciplines (e.g., self, culture, society, gender, race, sexuality, class, power)

         1   2   3   4   5

2. understand and be able to articulate the key differences between the social science disciplines

         1   2   3   4   5

3. write clearly and effectively in the social sciences

         1   2   3   4   5

4. identify important research questions within the social sciences

         1   2   3   4   5

5. identify and locate relevant resources for your social science discipline

         1   2   3   4   5

6. analyze and critique peer-reviewed, published social science scholarship

         1   2   3   4   5

7. understand the various kinds of quantitative and qualitative data that are relevant to a particular research project

         1   2   3   4   5

7. utilize research and citation styles appropriate to your emphasis discipline

         1   2   3   4   5

8. prepare and organize formal presentations of original research

         1   2   3   4   5

9. develop skills in leading small-group discussion

         1   2   3   4   5

10. compile, submit, and present a formal portfolio of your work for faculty review

         1   2   3   4   5

11. demonstrate an ability to use appropriate technology to enhance your academic work

         1   2   3   4   5

12. demonstrate an appreciation for time management and preparedness

                1   2   3   4   5

13. have the opportunity to complete internships, field research, and public service projects

                1   2   3   4   5

14. if completing an experiential learning project, to demonstrate an ability to reflect in writing upon the academic value of those experiences

                1   2   3   4   5

15. understand professional and ethical responsibility

                1   2   3   4   5

16. recognize the need to engage in life-long learning

                1   2   3   4   5

17. have knowledge of contemporary issues

                1   2   3   4   5

18. understand the relevance of the social sciences in a global and societal context

                1   2   3   4   5

19. solve open-ended, real world problems

                1   2   3   4   5

20. value cross-cultural and disciplinary activities and recognize the rights of others

                1   2   3   4   5

21. understand how the social sciences relate to societal problems and issues and ethical implications of solutions

                1   2   3   4   5

22. make informed ethical decisions

                1   2   3   4   5

23. assume, over time, greater responsibility in your profession/career

<div align="center">1   2   3   4   5</div>

IV.   UAS Study Abroad

1. Have you experienced a semester abroad?   _____

2. How many semesters abroad have you been on?   _____

3. Where did you go?

4. How did you find your opportunity abroad?

V.   Extra Curricular Activities

1. Have you participated in extra-curricular activities at UAS?   _____

2. Please list these activities:

3. How many leadership roles have you assumed?   _____

4. Please list them:

VI.   Work Activities

1. Do you work at all part-time of full-time while attending UAS? Yes   No

2. If part-time, how many semesters have you worked?   _____

3. If full-time, how many semesters have you worked?   _____

4. If part-time, how many hours per week have you worked?
   (please average)   _____

5. If full-time, how many hours per week have you worked?
   (please average)   _____

Appendix C.

DEPARTMENT OF SOCIAL SCIENCE
STUDENT EXIT SURVEY

I.   Future Plans

1. I will be attending graduate school on a full-time basis   Yes   No

2. I have a full-time military obligation after graduation   Yes   No
    Which branch?

3. I have joined the Peace Corps, Teach for America
    or similar organizations   Yes   No

4. I have accepted a full-time job after graduation   Yes   No

5. I will be working full-time and attending
    graduate school on a part-time basis.   Yes   No

6. I have an offer of full-time employment I plan to accept.   Yes   No

7. I expect to get a full-time offer shortly   Yes   No

8. I will be/am searching for a job   Yes   No

9. I will be working a part-time job after graduation   Yes   No

10. I have an offer of part-time employment I plan to accept.   Yes   No

11. I expect to get a part-time offer shortly   Yes   No

12. I have other plans not listed here   Yes   No
    My other plans are:

13. How many full-time job offers did you receive   _____

II. Information about full-time job offers

1. Employer you accepted full-time employment with

2. Location of employer you accepted a full-time offer with

3. Job title

4. Base salary

5. What other compensation are you receiving with this offer?

6. What was the highest salary that was offered?

7. What was the lowest salary that was offered?

8. How did you find your full-time job?

III. Information about graduate school

1. At which college or university will you be attending graduate school?

2. What will be your graduate school major or area of emphasis?

3. If your immediate plans after graduation do not include graduate school, do your possible future plans include graduate school?

IV. UAS Study Abroad

1. How many semesters did you study abroad?   _____

2. Where did you go?

3. How did you find your opportunity abroad?

V.   Extra Curricular Activities

1. How many extra-curricular activities did you participate in?   _____

2. Please list these activities:

3. How many leadership roles did you assume?   _____

4. Please list them:

VI.   Work Activities

1. Did you work at all part-time of full-time while at UAS?   Yes   No

2. If part-time, how many semesters did you work?   _____

3. If full-time, how many semesters did you work?   _____

4. If part-time, how many hours per week did you work
during those semesters you did work? (please average)   _____

5. If full-time, how many hours per week did you work
during those semesters you did work? (please average)   _____

VII.   Please discuss your satisfaction with the department of Social Science at UAS.

A rating of five (5) would indicate that you were extremely satisfied; a rating of one (1) would indicate that you were extremely unsatisfied.

Lowest   Highest
1   2   3   4   5

1. Overall satisfaction with the education you received in the department of social science

    1   2   3   4   5

2. Overall satisfaction with your interaction with faculty

    1   2   3   4   5

3. Overall satisfaction with your interactions with other students in the department

$$1 \qquad 2 \qquad 3 \qquad 4 \qquad 5$$

4. Overall satisfaction wits your academic advisor in the department social sciences

$$1 \qquad 2 \qquad 3 \qquad 4 \qquad 5$$

5. Overall satisfaction with the administrative staff in the school of arts and sciences

$$1 \quad 2 \quad 3 \qquad 4 \qquad 5$$

VIII. Please discuss your satisfaction with your curriculum and other educational experiences

1. Were your social science courses available when you needed them?

2. What do you perceive as strengths in the social science curriculum?

3. What do you perceive as weaknesses in the social science curriculum?

4. How could we have improved your experience; what can we do better for future social science students?

5. What were your best educational experiences in the department of social sciences?

6. What educational experiences in the department of social sciences need to be improved?

7. If you could offer any advice to an incoming freshman, what would it be?

IX. **How did the department of social science prepare you to do the following.**
A rating of five (5) would indicate very good preparation; a rating of one (1) would indicate poor preparation:

Very poor	Poor	Okay	Good	Very Good
1	2	3	4	5

1. understand and be able to articulate key concepts that bridge the various social science disciplines (e.g., self, culture, society, gender, race, sexuality, class, power)

    1   2   3   4   5

2. understand and be able to articulate the key differences between the social science disciplines

    1   2   3   4   5

3. write clearly and effectively in the social sciences

    1   2   3   4   5

4. identify important research questions within the social sciences

    1   2   3   4   5

5. identify and locate relevant resources for your social science discipline

    1   2   3   4   5

6. analyze and critique peer-reviewed, published social science scholarship

    1   2   3   4   5

7. understand the various kinds of quantitative and qualitative data that are relevant to a particular research project

    1   2   3   4   5

7. utilize research and citation styles appropriate to your emphasis discipline

    1   2   3   4   5

8. prepare and organize formal presentations of original research

    1   2   3   4   5

9. develop skills in leading small-group discussion

               1   2   3   4   5

10. compile, submit, and present a formal portfolio of your work for faculty review

               1   2   3   4   5

11. demonstrate an ability to use appropriate technology to enhance your academic work

               1   2   3   4   5

12. demonstrate an appreciation for time management and preparedness

               1   2   3   4   5

13. have the opportunity to complete internships, field research, and public service projects

               1   2   3   4   5

14. if completing an experiential learning project, to demonstrate an ability to reflect in writing upon the academic value of those experiences

               1   2   3   4   5

15. understand professional and ethical responsibility

               1   2   3   4   5

16. recognize the need to engage in life-long learning

               1   2   3   4   5

17. have knowledge of contemporary issues

               1   2   3   4   5

18. understand the relevance of the social sciences in a global and societal context

               1   2   3   4   5

19. solve open-ended, real world problems

               1   2   3   4   5

20. value cross-cultural and disciplinary activities and recognize the rights of others

        1   2   3   4   5

21. understand how the social sciences relate to societal problems and issues and ethical implications of solutions

        1   2   3   4   5

22. make informed ethical decisions

        1   2   3   4   5

23. assume, over time, greater responsibility in your profession/career

        1   2   3   4   5