

Student Learning Outcomes Assessment Plan
HES – B.S. in Human Development and Family Sciences

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2. **Department Mission:** The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence-based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.

3. **Program Goals:** HDFS students are expected to
 1. identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable in the lived experiences of individuals and families.
 2. demonstrate the ability to identify and address complex social problems by forming solutions that are contextually appropriate and feasible.
 3. critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems.
 4. be proficient in writing, making presentations, and evaluating human service programs and/or social contexts.
 5. demonstrate the application of their evidence-based knowledge of diversity, engaging in effective and appropriate interactions across a range of human development. Their behaviors, attitudes, and interactions demonstrate that they have the cultural competency needed to work effectively cross-culturally.

4. **Assessment of In-person HDFS Student Learning Outcomes**

Student Learning Outcome 2: Students will formulate contextually appropriate and feasible policy solutions addressing complex social problems. ***Note that the policy course is only offered online and has no in-person option***

A. Assessment Measures

- a. **Direct Measures:** An adapted version of the Problem-Solving Rubric published by the Association of American Colleges and Universities will be used to assess students' policy proposal project in the senior level course **Public Policy Advocacy for Children and Families (HESC 4493)**. The final 10-page paper requires students to identify a family issue, thoroughly consider a relevant public policy/program, and develop feasible solutions and policies to address the issue. The adapted rubric assesses the following criteria: *Articulate Purpose* (define problem); *Societal Trends* (consider individual and family diversity); *Cultural Implications*

(consider geographic, political, and/or religious perspectives); *Theory* (origin and examples); *Policy Implications* (identify strategies); *Suggestions for Improvement* (propose and evaluate solutions); *Evidence-Based Reasoning* (synthesizes information), and *Format* (structure, language, and documentation). Adapted rubric scores range from 0 to 4.

B. Acceptable and Ideal Targets: Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.

C. Key Personnel: Instructor of HDFS 4493.

D. Summary of Findings: Fall 2021 (n=37): Target Met

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	1	36	97.3

In summary, these results indicated students’ performance was ideal. Having students develop their paper through small, sectional drafts with formative peer and instructor feedback throughout the semester appeared to be effective and should be repeated in the next iteration of the course.

Student Learning Outcome 4: Students will be proficient in (a) oral and (b) written communication.

A. Assessment Measures--ORAL

- a. Direct Measures:** The Oral Communications Rubrics published by the Association of American Colleges and Universities will be used to assess students’ case analysis presentation in the course Adolescent Development (HDFS 3423).
- b. Acceptable and Ideal Targets:** It is acceptable that 75% of all students score an average of 2.5 or higher and ideal that 85% of students score an average of 2.5 or higher on the rubric.
- c. Summary of Findings:** In the Spring 2022 semester, students’ oral case analysis presentations assigned in HDFS 3423 (Adolescent Development, Section 002) were assessed using the oral communications rubric. Fifteen group presentations were assessed with the following outcomes:

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	0	15	100%

In summary, these results indicated students’ performance was both acceptable and ideal. Students’ scores were highest in the categories of “organization” and “central message,” which is attributed to clear and consistent assignment and presentation guidelines, as well as several in-class opportunities to develop the presentation.

B. Assessment Measure--WRITTEN

- a. Direct Measures:** The written portion of the *Oral and Written Communications Rubrics* published by the Association of American Colleges and Universities was used to assess assignments in HDFS 3343 Families in Crisis. The two assignments evaluated included an interview summary with someone from a community organization and application of the stress model to the movie “Ordinary People”.

b. **Acceptable and Ideal Targets:** It is acceptable that 75% of all students score an average of 2.5 or higher and ideal that 85% of students score an average of 2.5 or higher on the rubric.

c. **Key Personnel:** Instructor of HDFS 3343.

C. **Summary of Findings:** In the Fall 2021 semester:

	% Above 2.5
Assignment 1 Rubric Scores	92%
Assignment 2 Rubric Scores	88%

In summary, these results indicated students' performance was ideal.

5. Assessment of Online HDFS Student Learning Outcomes

Student Learning Outcome 2: Students will formulate contextually appropriate and feasible policy solutions addressing complex social problems.

E. Assessment Measures

a. **Direct Measures:** An adapted version of the Problem-Solving Rubric published by the Association of American Colleges and Universities will be used to assess students' policy proposal project in the senior level course **Public Policy Advocacy for Children and Families (HESC 4493)**. The final 10-page paper requires students to identify a family issue, thoroughly consider a relevant public policy/program, and develop feasible solutions and policies to address the issue. The adapted rubric assesses the following criteria: *Articulate Purpose* (define problem); *Societal Trends* (consider individual and family diversity); *Cultural Implications* (consider geographic, political, and/or religious perspectives); *Theory* (origin and examples); *Policy Implications* (identify strategies); *Suggestions for Improvement* (propose and evaluate solutions); *Evidence-Based Reasoning* (synthesizes information), and *Format* (structure, language, and documentation). Adapted rubric scores range from 0 to 4.

F. **Acceptable and Ideal Targets: Acceptable and Ideal Targets:** It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.

G. **Key Personnel:** Instructor of HDFS 4493.

H. **Summary of Findings:** Fall 2021 (n=37): Target Met

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	1	36	97.3

In summary, these results indicated students' performance was ideal. Having students develop their paper through small, sectional drafts with formative peer and instructor feedback throughout the semester appeared to be effective and should be repeated in the next iteration of the course.

Student Learning Outcome 4: Students will be proficient in (a) oral and (b) written communication.

D. Assessment Measures--ORAL

- a. **Direct Measures:** The Oral Communications Rubrics published by the Association of American Colleges and Universities will be used to assess students’ movie analysis presentation in HDFS 3423 Adolescent Development.
- b. **Acceptable and Ideal Targets:** It is acceptable that 75% of all students score an average of 2.5 or higher and ideal that 85% of students score an average of 2.5 or higher on the rubric.
- c. **Key Personnel:** Instructor of HDFS 3423.
- d. **Summary of Findings:** In the Fall 2021 and Spring 2022 semesters, students’ oral movie analysis presentations in Adolescent Development were assessed using the oral communications rubric. 65 group presentations were assessed with the following outcomes:

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	10	55	84%

In summary, these results indicated performance was ideal.

E. Assessment Measure--WRITTEN

- d. **Direct Measures:** The written portion of the *Oral and Written Communications Rubrics* published by the Association of American Colleges and Universities was used to assess research poster presentations in Statistical Approaches to HDFS (HDFS 4773).
- e. **Acceptable and Ideal Targets:** It is acceptable that 75% of all students score an average of 2.5 or higher and ideal that 85% of students score an average of 2.5 or higher on the rubric.
- f. **Key Personnel:** Instructor of HDFS 4773.

F. **Summary of Findings:** In the Fall 2021 semester there were 10 group research poster presentations:

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	2	8	80%

In summary, these results indicated students’ performance was acceptable, but less than ideal.

6. Recommendations for Assessed Student Outcomes

Overall, students met the minimum recommendations for SLO2 and SLO4 in both the in-person and online program. However, measurement is restricted in the in-person program due to the number of courses only offered online. Courses need to be offered in person for the appropriate assessment of both programs.

Additionally, the HDFS faculty have been working to update curriculum and when courses are offered. Following these changes, faculty will work on identifying the places where concepts/ideas are introduced, reinforced, and mastered is recommended.

7. Overall Recommendations

The schedule for assessing student learning outcomes is below. Overall recommendations include completing the entire assessment in the following academic years. Completing the entire assessment will enable the faculty to examine the program holistically to address gaps in student learning. Assessment tools will need

to be refined and gain greater specificity so that they better reflect a quality undergraduate program and an effective measurement of quality.

8. Action Plan

Faculty will examine the syllabi of course offerings to determine whether or not assignments for assessing SLO are appropriate for our discipline. Faculty will make sure that the appropriate classes and assignments are being chosen assessment. Faculty will also work together to examine assignments to come to a consensus on scores.

More in-depth analyses of the topics on knowledge assessments courses are needed to identify students' gaps in content knowledge. Although the faculty are pleased at student improvements, the faculty are also concerned about the low performance of students in the upper division courses.

9. Supporting Attachments

NOTES:

Schedule for Assessment

The student learning outcomes will be assessed on a three-year cycle as demonstrated in Table 1.

Table 1

Schedule for Assessing Student Learning Outcomes

Student Learning Outcomes (SLO)	2022/ 2023	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28
<i>SLO 1:</i> Identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development to include being knowledgeable in the lived experiences of individuals and families.			X			X
<i>SLO 2:</i> Demonstrate the ability to identify and address complex social problems by forming solutions that are contextually appropriate and feasible.	X			X		
<i>SLO 3:</i> Critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems.		X			X	
<i>SLO 4:</i> Be proficient in writing, making presentations, and evaluating human service programs and/or social contexts.	X			X		
<i>SLO 5:</i> Demonstrate the application of their evidence-based knowledge of diversity, engaging in effective and appropriate interactions across a range of human development. Their behaviors, attitudes, and interactions demonstrate that they have the cultural competency needed to work effectively cross-culturally.		X			X	