

Student Learning Outcomes Assessment Report
HESC – B.S. in Human Development and Family Sciences

1. **Contact Name:** Betsy Garrison
megarris@uark.edu

2. **Department Mission:** The mission of the HDFS undergraduate program is promote human well-being across the lifespan through evidence-based teaching and research that focuses on vulnerable populations in diverse social and cultural 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 HDFS Student Learning Outcomes (SLO)**

Based on the program goals, there are 5 student learning outcomes. According to the assessment plan, SLO3 was to be assessed in 2022-2023.

Student Learning Outcome 3: Critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex social issues and problems

A. Assessment Measures

- a. **Direct Measures:** The Critical Thinking Rubric published by the Association of American Colleges and Universities was used to assess students. A random sample of ~50% of the students' paper for each section were selected to be assessed. The data file has been uploaded to the HDFS Assessment Box.

HDFS 2603 (in person section): Book Discussion from Chapter 2 of *Worlds Apart* (Appendix A)

HDFS 2603 (online sections): Community Case Study Assignment (Appendix B)

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: Instructors of HDFS 2603 (Moxley and Miller)

D. Summary of Findings--*In-person* section: Spring 2023 (n=10): Target Not Met

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	4	6	60

In summary, these results indicated students' performance was neither acceptable or ideal for the target sets. The lowest scores were found in the 'evidence' category of the rubric. The level of the course, however, may be a mitigating factor. It's a sophomore level course with target sets for students' outcomes nearer to the end of their degree programs, 3000 and 4000 level courses.

E. Summary of Findings—*Online* section: Spring 2023 (n=13): Target Not Met

	Below 2.5	Above 2.5	% Above 2.5
Rubric Scores	12	1	7.7

In summary, these results indicated students' performance was neither acceptable or ideal for the target sets. The lowest scores were found in the 'evidence' category of the rubric. Using citations and references appropriately needs to be emphasized more in this course and in all likelihood other HDFS courses as well. The level of the course, however, may be a mitigating factor. It's a sophomore level course with target sets for students' outcomes nearer to the end of their degree programs, 3000 and 4000 level courses.

5. Recommendations for Assessed Student Outcomes

Overall, students did not meet the minimum recommendations for SLO3 and in both the in-person and online programs. If lower level courses are going to be continued to be used to assess SLOs. then targets intended for higher levels of learning (Bloom's taxonomy), should be re-evaluated and probably lowered.

6. Overall Recommendations

A revised assessment plan will need be to be developed based on the new HDFS degree program with its smaller core of required courses. SLOs should be evaluated at that time.

7. Action Plan

Faculty will develop a revised assessment plan during the 2023-24 academic year, including the evaluation of SLOs and course objectives. At the time, decisions will be

made about targets by the level of the course as well as the process of assessment itself, including the number of independent raters.

Appendix A

HDFS 2603 In-person section: Book Discussion

After reading Chapter Two of *Worlds Apart: Dahlia* and watching *Lalee's Kin*, answer the following questions.

1. What were your overall impressions of *Dahlia*? What stood out to you, concerned you or surprised you? (Use quotes or ideas from the reading to illustrate your points) Minimum 200 words.
2. Describe the class and race inequality found in *Dahlia*. (Use quotes or ideas from the reading to illustrate your points) Minimum 150 words.
3. *Dahlia Twenty Years Later* – Describe the benefits and drawbacks of changes that occurred in *Dahlia* between the author's first and last visit.
4. Compare what you read about *Dahlia* and what you saw in the documentary *Lalee's Kin*.

Please bring your printed answers to class for discussion. (You will leave these with me at the end of class.)

Appendix B.

HDFS 2603 Sections 901/902 (online): Rural Families and Communities

Research Essay Assignment: Community Case Study

Introduction:

This assignment is your opportunity to conduct a research study of a *rural community* of your choice using a variety of data and research sources. For this assignment you will answer the questions below listed under 'Paper Guidelines and Structure' to tell the story of this rural community. You will collect data and information from a variety of sources, some of which I have suggested, and some of which you will find on your own, and you will organize this information into a narrative. Once this paper is completed, you will have a documented "story" of this community to share.

Assignment Requirements:

- You will turn the whole assignment in on Blackboard in one Word document or PDF, where the document is visible in Blackboard without having to download the file.
- This assignment will consist of a research paper that is at least 7 pages long, and no more than 10 pages long. This means the paper must be between 1,750 and 2,500 words long. I will not accept papers that are longer or shorter than this. The word count does not include your title page or bibliography/works cited. You will put your word count on the title page.
- Each page should have page numbers. Do not use running headers.
- Citations will be done in a consistent citational style, this can be APA, MLA, ASA, Chicago; it doesn't matter so long as it is consistent with both in-text citations and the bibliography at the end of the paper.
- All written documents should have 1-inch margins, 12-point font, and double line spacing throughout. Paragraphs are formatted with tabbed indentations.
- The title page should include a title for the paper, your name, this course name (HDFS 2603: Rural Families and Community), the semester and year (Spring 2023), the University's name (University of Arkansas), the submission date, and the word count. The title should be originally created by you.
- *You will need to reference at least 5 terms from the course material in your paper with proper citations (ASA style).* This can include the textbooks, supplemental readings, video course material, and/or lecture material. *Bold, italicize, or underline the 5 concepts as you use them in the paper.*

Research Sources (start here):

- City level data (good place to start): <http://www.usa.com/>
- Data on Arkansas counties: <https://www.aspirearkansas.org/dashboards/>
- City level data from US Census: [https://data.census.gov/County level data on poverty, population, unemployment, household income, education:](https://data.census.gov/County%20level%20data%20on%20poverty,%20population,%20unemployment,%20household%20income,%20education) <https://www.ers.usda.gov/data-products/county-level-data-sets/>
- [USDA Economic Research Service Rural Economy and Population data:](https://www.ers.usda.gov/topics/rural-economy-population/) <https://www.ers.usda.gov/topics/rural-economy-population/>

- US Census Bureau Rural America Data Portal: <https://mtgis-portal.geo.census.gov/arcgis/apps/MapSeries/index.html?appid=49cd4bc9c8eb444ab51218c1d5001ef6>
- You can also use sources from the library, Wikipedia, other online searching. Look at the community's government websites (like city hall, etc.)
 - You might find books written by local historians about your rural community, make sure to thoroughly check the UARK library's website and Google.
 - If your local community has a history museum, I would reach out to them for resources and information first thing. Phone calls tend to be more successful than emails.
- *If you find interesting sources, please share them with the class!*

Paper Guidelines and Structure:

- Title page:
 - Original title for the paper, your name, this course name (HDFS 2603: Rural Families and Community), the semester and year (Spring 2023), the University's name (University of Arkansas), the submission date, and the word count.
- Introduction and Community Overview
 - Where is this community located? (State, region of the state, county)
 - Briefly describe the major economic base in the community and other notable historical information.
 - In 1-2 sentences, tell us why you chose this community.
- Community History
 - What are the origins of this community? When was this place formally established, and by whom? Start by detailing Indigenous groups present pre-colonization, and make sure to include their history in this paper.
 - Describe the history of the community to the present. What are the major changes that have impacted the community? This might be the development of industry or agriculture, the placement of rail lines or other transportation hubs, and/or other changes.
 - How did this place develop into a town? What about other social institutions, like schools or colleges, libraries, law enforcement, churches, local newspapers, and other civic organizations? Are there any major tourism or other service-based industries?
 - *Your community history will likely be divided into several sections.*
- Geography of the Area
 - What is the bioregion this community is in?
 - What is the physical environment like, and what kind of industry does the natural capital support?
 - What are the nearest towns and cities the community?
- Population Trends
 - What are the population trends like? Is this community losing or gaining population, or staying about the same.
 - Make sure to broadly describe population trends from the beginning of the community to today.
 - Then, focus on the most recent population data, like from 2000 forward. Compare this with data points from the past. Your most recent data will likely come from the 2020 Census.

- Describe the racial and ethnic makeup of the community, median per capita and family income, and other relevant data you find in the course of your research.
- What do these data points reveal about social inequality in this town? What other evidence do you have to speak to equity issues in your chosen community?
- What are the levels of poverty in the community? Would you describe this community as poor, working class, or middle class?
- Community Data
 - Tell me what are the community amenities in this community, like parks, public pools, community centers, senior centers, faith organizations, and so on. Are there any state or national parks in this community?
 - What are some of the community organizations here?
 - What kinds of companies or businesses are present in the community today? What kind of jobs do people have in the community? What is the community's largest employer?
 - Has this community lost significant employer(s) or experienced a significant economic decline?
 - What kinds of charities or social services are available in the community?
- Reflection and the Future of the Community
 - In your reflection, analyze your findings and reflect on the future of this community. What are the strengths and weaknesses of this community as you see it?
 - Using your data and findings in previous sections, do you think people of different intersecting identities (such as race, ethnicity, class, gender, age, sexuality) have equal chances to make a good life for themselves and their families in this community? Why or why not?
 - What sorts of social policy solutions, programs, and community-based organizations would you recommend to address equity in this town and/or make this a stronger community? Why?
 - What other cultural, legal, political, or social changes would you recommend to strengthen this community? Why?
- Works cited/Bibliography
 - You may use any citation style you prefer that you are most comfortable with so long as you are consistent. Typically students use MLA, APA, or Chicago style. You need to clearly cite any outside material you use, websites, course PowerPoints, and any other course material you use. Make sure to use in-text citations where you are using direct quotes or including specific information from a source (like numbers, years, specific facts, etc). When in doubt, use an in-text citation and put it in the bibliography!