

**Student Learning Outcomes (SLO) and GELO 6.1 Assessment Report
HESC – B.S. in Human Development and Family Sciences**

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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.

SLO Assessment Report

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, SLO1 was to be assessed in 2023-2024.

Student Learning Outcome 1: Identify and describe accurate and evidence-based knowledge of the bio-ecological context of human development

A. Assessment Measures

Direct Measures: An online Qualtrics survey about students' knowledge of SLO1, developed by 3 HDFS faculty members and reviewed by the remaining faculty, was deployed in 3 core courses, HDFS 3453 both IP and OL, and HDFS 4423 OL, via Bb in the fall 2023 semester. The survey comprised 14 multiple-choice questions. Only the scores of those students majoring in HDFS are reported here (a full report is available upon request).

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 80% or higher on the assessment, with 100% being all questions answered correctly.

C. Key Personnel: Instructors of HDFS 3453 and 4423 (Timby, Fortenberry, and Moxley)

D. Summary of Findings— Fall 2023 (n=74): Target Not Met

| | Below 80% | Above 80% | Above 85% |
|---------------|------------------|------------------|------------------|
| Scores | 30 (41%) | 44 (60%) | 34 (47%) |

In summary, these results indicated students' performance was neither acceptable or ideal for the target sets.

5. Recommendations for Assessed Student Outcomes

Overall, students did not meet the minimum recommendations for SLO1 and in both the in-person and online programs. More courses, particularly HDFS 1403, HDFS 2433, and HDFS 3423, should be included when this SLO is assessed again. In addition, changes in students learning outcomes could be tracked over time, for example, between lower level and upper level courses. Now that an online survey has been develop it can be improved, expanded and routinely administered.

6. Overall Recommendations

A revised assessment plan needs 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 ensure that they are emphasizing the bio-ecological context of human development, particularly in HDFS 1403, HDFS 2433, HDFS 3423, HDFS 3453, and HDFS 4423. In addition, the faculty will continue to advocate, if necessary, for a reduction in the number of upper level courses that non-HDFS majors can take in order to reduce class sizes enables higher level instruction for HDFS majors will result in an improved assessment plan and SLOs findings.

GELO 6.1 Assessment Report

GELO 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year.

Learning Indicators for Learning Outcome 6.1:

- Produce a significant written paper that involves the following skills/abilities:
 - Written, oral, and/or multimodal communication abilities
 - Diversity awareness and/or intercultural competency
 - Critical thinking and/or ethical reasoning

Assessment Measures:

Direct Measures: Students write a 10-page paper that requires them to identify a family issue, thoroughly consider a relevant public policy/program and its potential impact on families, and develop feasible solutions and policy recommendations to address the issue. The assessment 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).

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 or higher (GELO proficiency scale ranges from 0=no achievement to 4=outstanding achievement) on the final FSPI Paper.

Key Personnel: Instructor of HDFS 4493 9 (Terrell)

Summary of Findings: Fall 2023 (n=61): Target Met

| Rubric Scores | Below 2 | Above 2 | % Above 2 |
|---------------|----------------|----------------|------------------|
| | 0 | 61 | 100 |

Recommendations for Assessed Student Outcomes: Results indicated that the formative feedback model implemented in HDFS 4493 is extremely effective in producing high quality final papers. Having students develop their paper collaboratively through small, sectional drafts with formative peer and instructor feedback throughout the semester appears to be effective and should be repeated in the next iteration of the course. One aspect of assessment in this course that needs to be added is having students self-reflect and *explain in an additional document of at least 1,250 words* the degree to which the FSPI Project and related activities involve at least three of the following skills and abilities:

- Written, oral, and/or multimodal communication abilities
- Quantitative literacy
- Characteristics of inquiry and action

- Diversity awareness and/or intercultural competency
- Critical thinking and/or ethical reasoning

Overall Recommendations: It is recommended that the next iteration of the course implement a self-reflection assignment to meet the additional assessment requirement.

Action Plan: A written/multimodal assignment will be implemented in Fall 2024, which is the next offering of HDFS 4493.