

**Student Learning Outcomes (SLO3)**  
**HESC – B.S. in Human Development and Family Sciences**

1. **Contact Name:** Treisha Peterson (SLO)  
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2. **Department Mission:** The mission of the HDFS undergraduate program is to 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, SLO3 was to be assessed in 2024-2025.

**Student Learning Outcome 3:** Students will be able to 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**

**Direct Measures:** The Critical Thinking Rubric published by the Association of American Colleges and Universities was used to assess SLO3 for students in two HDFS courses. Assessment measures analyzed in each of the following courses:

- **HDFS 24103 Family Relations:** students in this in-person lower-division course were **INTRODUCED** to the complex social issues and problems that impact families and communities. To demonstrate benchmark requirements in analyzing, evaluating, and synthesizing information, ideas, and beliefs, students were asked to use a variety

of theories and relationship patterns to analyze, evaluate, and synthesize how family relationships are depicted in popular television media. Students considered their positionality and applied this knowledge to their own family of origin.

By completing the TV Couple and Family Map Discussion assignment students were able to demonstrate an introductory proficiency of family dynamics of family relationships.

**HDFS 45103 Family Life Education Methodology:** students in this upper-division in-person course were tasked with demonstrating APPLICATION and MASTERY of analyzing, evaluating, and synthesizing information to form conclusions and create meaningful solutions to complex social issues and problems by completing a Family Life Education Program Portfolio for their final project.

As a capstone course, these students were asked to develop a project that had personal meaning to them or aligned with a complex social issue that reflects a deep connection to their lived experience, values, or passion. By completing this project, students were able to demonstrate an ability to gather empirical information, analyze the need for their program, evaluate obstacles and assumptions, participate in peer-evaluations, and assess the potential efficacy of their programs.

**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 their respective assignments, where 3 or above is proficiency in meeting all assigned requirements in full.

**C. Key Personnel:** Instructor of HDFS 24103 and 45103 for SP25 was Peterson.

**D. Summary of Findings-**

**a. HDFS 24103- Spring 2025 (n=279): Target Met**

<b>Scores</b>	<b>Below 2</b>	<b>Between 2-3</b>	<b>Above 3</b>
	34 (12%)	55 (20%)	190 (68%)

**b. HDFS 45103- Spring 2025 (n=19): Target Met**

<b>Below 2</b>	<b>Between 2-3</b>	<b>Above 3</b>
0 (0%)	0 (0%)	19 (100%)

In summary, these results indicate that students' performance was aligned and acceptable with department goals for SLO3 for both courses assessed in SP25.

**5. Recommendations for Assessed Student Outcomes**

Overall, students met the minimum recommendations for SLO3 and in both in-person courses representing one lower-division course and one upper-division course.

A pre- and post-assessment in both courses could be included when SLO3 is assessed using the Critical Thinking VALUE rubric again. In addition, including HDFS 34403 in the assessment could be beneficial in assessing a broader understanding of student learning outcomes.

## **6. Overall Recommendations**

Assessment plans should be addressed prior to the beginning of Fall semester and reviewed prior to the beginning of Spring semester to ensure that faculty has a clear vision of the courses, assignments, and goals of each years' assessment plans. This would support faculty in planning and reporting assessment data.

## **7. Action Plan**

Faculty will ensure that they have identified the courses and assignments that can be used in assessing SLO3 objectives to measure the critical thinking skills necessary for students to be able to critically analyze, evaluate, and synthesize the concepts related to complex social issues and problems, particularly in HDFS 24103, HDFS 24903, HDFS 26003, HDFS 34203, HDFS 34403, HDFS 34503, HDFS 45103, and HDFS 47503.

It is recommended that a modified action plan is implemented for future assessment reports. In addition, it is recommended that faculty re-evaluate SLO5 and modify as needed.

<b>Academic Year</b>	<b>SLO to be Assessed</b>	<b>SLO Goal</b>
<b>24/25</b>	<b>SLO3</b>	
<b>25/26</b>	<b>SLO1, SLO5</b>	
<b>26/27</b>	<b>SLO2, SLO4</b>	
<b>27/28</b>	<b>SLO3</b>	
<b>28/29</b>	<b>SLO1, SLO5</b>	

### 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

	<b>Below 2</b>	<b>Above 2</b>	<b>%</b>
<b>Rubric Scores</b>	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.