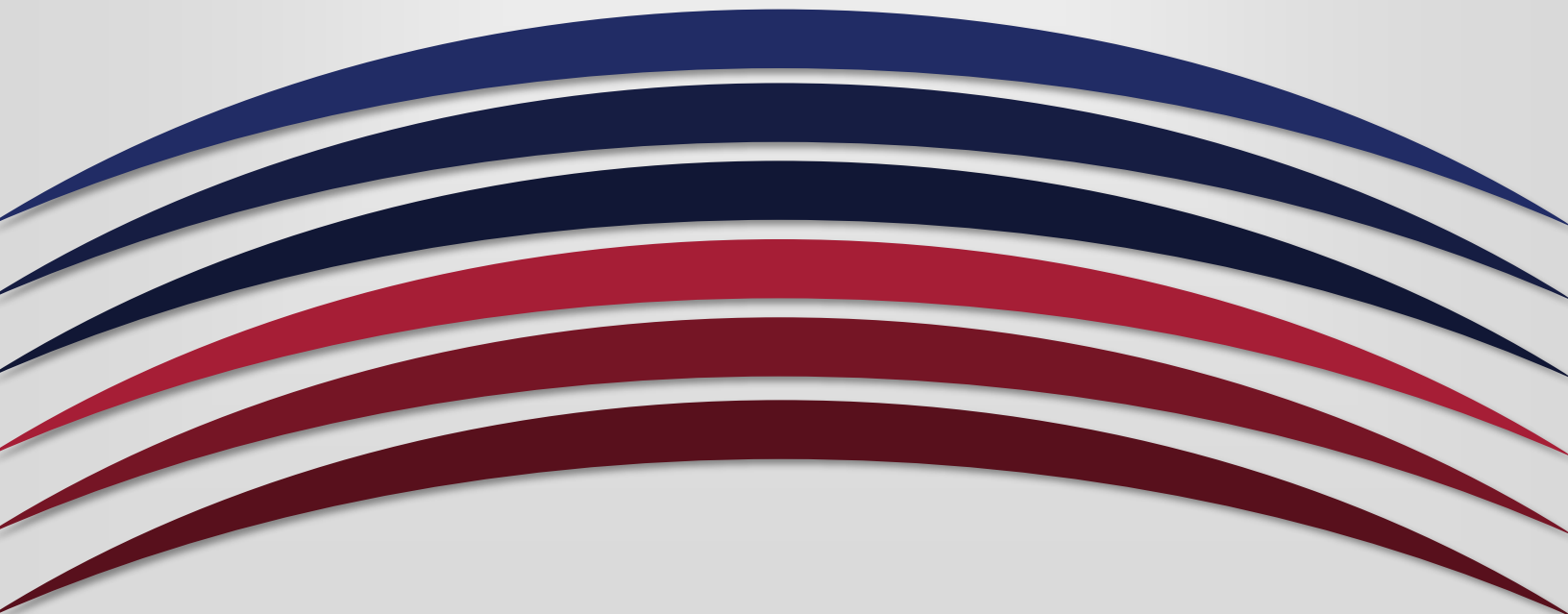


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**  
**Course: \_Development & Learning**  
**Theory\_\_\_\_\_**  
**Academic Year: \_2020-2021\_\_\_\_\_**



1. Name of course: Development & Learning Theory
2. Name of individual(s) compiling report: Traci Johnston
3. Date of submission: September 10, 2021
4. Academic year: 2020-2021

## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

1. The candidate analyzes the history and theories of human development. (AR Comp. K-6 Diversity: 1.1b; InTASC: 1; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 6b, and S.S. 5)
2. The candidate understands genetic and environmental impact on development. (AR Comp. K-12: 1.1; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
3. The candidate understands prenatal and perinatal development processes and challenges. (AR Comp. K-12: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
4. The candidate understands characteristics of physical, cognitive, language, social, and emotional development at various developmental levels and utilizes this understanding to explain behaviors and characteristics of individuals. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Art, Music and PE: 3.1, 4.1; AR Comp. K-6 Diversity: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b and SS 2)
5. The candidate uses the theories of development, learning, and motivation (e.g. psychosocial, contextual, behavioral, behavior motivation, cognitive, information processing, cognitive, constructivism, and group) to develop an eclectic perspective about effective learning among all students within an inclusive environment. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, and SS 3)
6. The candidate understands how developmental domains affect one another and utilize this understanding to analyze activities and experiences at various developmental levels and their implications to learning. (AR Comp. K-12: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1b and SS 4)
7. The candidate understands how to offer developmentally appropriate support for students and families in crisis, taking into consideration levels of functioning in various developmental domains (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC 1.1, 1.2; NAEYC: 1b, 6c and SS 5)
8. Candidates will demonstrate an understanding of the Early Childhood & Special Education's Disposition Development process (InTASC: 9, 10; NAEYC: 6b, 6d, 6e and SS 3, 4)

## 2. Which CLOs were addressed for the academic year?

4. The candidate understands characteristics of physical, cognitive, language, social, and emotional development at various developmental levels and utilizes this understanding to explain behaviors and characteristics of individuals. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Art, Music and PE: 3.1, 4.1; AR Comp. K-6 Diversity: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b and SS 2)
6. The candidate understands how developmental domains affect one another and utilize this understanding to analyze activities and experiences at various developmental levels and their implications to learning. (AR Comp. K-12: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1b and SS 4)

## 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

CLO's 4 & 6 will be assessed next academic year also. After evaluation of data, faculty would like to see students provide more detailed interviews and reflection summaries.

## 4. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO's 4 & 6 will be assessed again next year in order to measure continued improvement. When desired improvement is achieved, faculty will determine the next CLO and course project to report on.

## 5. What are the assessment methods? Are they direct or indirect?

Indirect- Students are interviewing individuals from two different lifespans. Students ask a set of 20 interview questions and write a personal reflection on the experience.

## 6. What are the assessment goal(s), including benchmarks?

Students will achieve 70% or better proficiency on the grading rubric.

## 7. What were the findings for the academic year?

In Fall 2020, students scored an overall assessment score of 93%. For interview 1, students interviewed an individual in one of the following lifespan areas: early adulthood or transitional. Students average score for Interview 1 was 92%. For interview 2, students interviewed an individual in one of the following lifespan areas: middle adulthood or late adulthood. Students average score for Interview 2 was 93%.

In Spring 2021, students scored an overall assessment score of 91%. For Interview 1, students interviewed an individual in one of the following lifespan areas: early adulthood or transitional. Students average score for Interview 1 was 88%. For interview 2, students interviewed an individual in one of the following lifespan areas: middle adulthood or late adulthood. Students average score for Interview 2 was 93%.

## 8. What is your analysis of the findings?

Even though students have scored well above the proficient average, faculty would like to see students elaborate when asking interview questions. When students elaborate, they are learning additional information about the person being interviewed and their area of lifespan development. Additional information will provide for a more reflection summary of the experience, which is one area student often struggle.

## 9. What is the action plan for the upcoming academic year?

### Explain.

Faculty have discussed the results of this assessment, and while the overall proficiency was well above 70%, faculty would like to make possible changes to this project. Faculty is considering increasing the number of interview questions and at the end of the interviews have students prepare a compare and contrast paper on the two different lifespan interviews. These changes will hopefully strengthen the project and make a stronger connection to the differences in the lifespans.