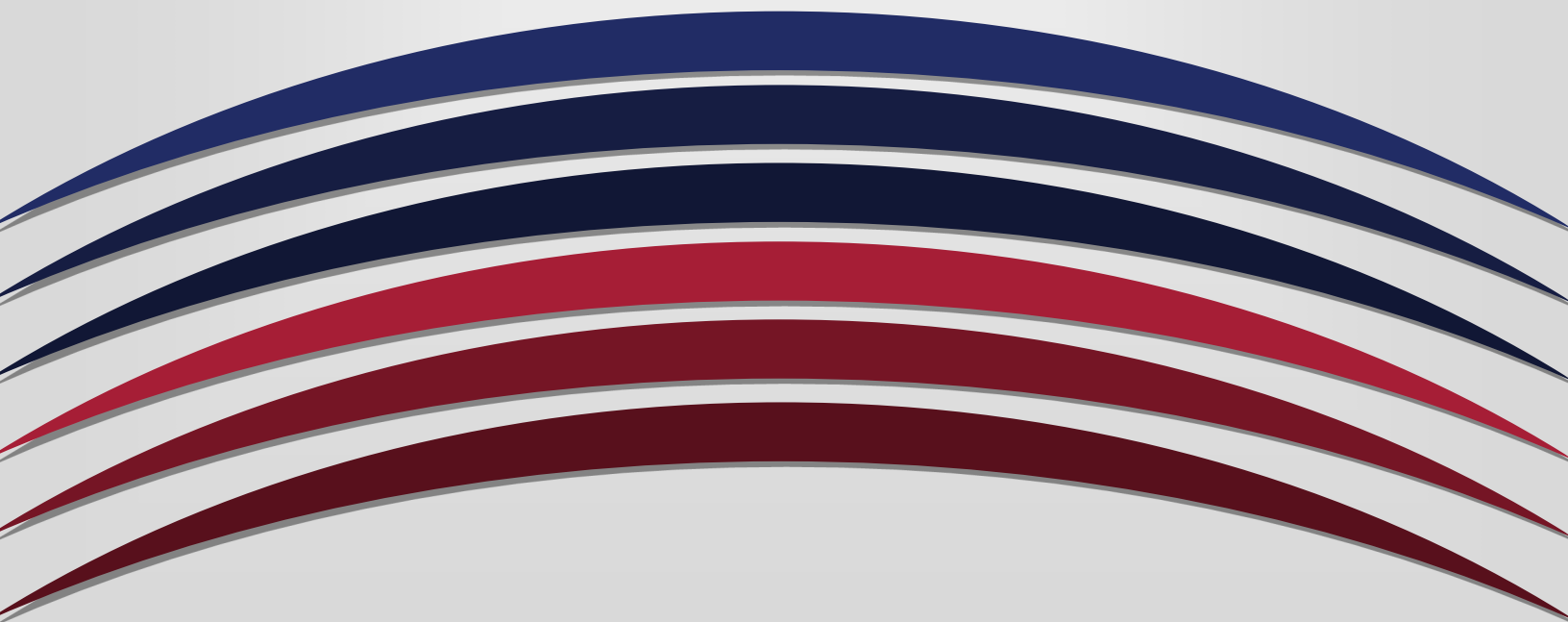**UNIVERSITY OF ARKANSAS**
PULASKI TECH

Course-Level Assessment Report
Course: _Development & Learning Theory____
Academic Year: _2021-2022_____

1. Name of course: *Development & Learning Theory*

2. Name of individual(s) compiling report: *Traci Johnston*

3. Date of submission: *September 15, 2022*

4. Academic year: *2021-2022*

Course-Level Learning Outcomes

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

CLO#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)

CLO#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)

CLO#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)

CLO#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)

CLO#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)

CLO#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)

CLO#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)

CLO#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)

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2. Which CLOs were addressed for the academic year?

CLO#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)

CLO#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?

4. **CLO#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)

5. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes PLO list will vary depending on your Program.)

CLO#4 connects directly to **PLO#5**- Apply developmental domains, developmental learning theory, and technology learning theory and instructional practices and education activities.
CLO #6 connects directly to **PLO#5**- Apply developmental domains, developmental learning theory, and technology learning theory and instructional practices and education activities.

CLO#4 connects directly to **ILO#1**- Analyze information from credible sources. (Information Literacy)

CLO#6 connects directly to **ILO#3-** Communicate effectively with diverse audience in multiple contexts. (Communication)

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	*Students completed two interviews to gain a better understanding of the lifespan. The first interview was completed with either early adult (ages 18-25) or transitional adult (20-40). The second interview was completed with a middle age adult (ages 41-64) or late adulthood (64-end of life). A scoring rubric was used to assess both peer review journal reviews. The lifespan interviews project was reported on last year and is being measured again this year for comparison.*	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*Yes*	**No** **This is a direct assessment. A scoring rubric was used to assess.**
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scored at least 70% on both Lifespan Interviews which measures CLO#4 and CLO#6*	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	*70% of students in the course achieve successful completion on the CLO assessment project- Lifespan Interviews*	
How many students completed the assessment, and how many were successful?	*Fall* *12* *12 successful* *(94% success rate)*	*Spring* *13* *13 successful* *(89% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	25 (92% success rate)	

Was the benchmark/goal for this academic year met?	*Yes*	*No*
Were standardized rubrics, tests, or checklists used?	*Yes*	*No*

6. What is your analysis of the findings?

In the fall of 2021, students scored a 96% on the first interview. On the second interview, students scored a 92% <u>for an average of 94%.</u> In the spring of 2022, students scored a 94% on the first interview. On the second interview, students scored an 83%, <u>for an average of 89%.</u>

Students continue to score very well on this assessment project. The one area of concern is the depth and detail of the interview questions. Students seem to have a more difficult time getting the interviewee to elaborate on their answers. Student on occasion did not answer all of the required reflection questions.

7. What is the action plan for the upcoming academic year? Explain.

Since students have continually performed well on this assessment, faculty has decided to measure a new project for the upcoming year. Assessment data will be collected on the required observations for Development & Learning Theory. This will provide an opportunity to measure and assess data for CLO#5.