

Early Childhood Learning Center
Annual Assessment Report

Academic Year: 2025-2026

Submitted by: Susan DeCristofaro Rogers, Ed.D
Co-Chair, Sociology, Social Work, and Family Sciences
Academic Director, Early Childhood Learning Center

CONTENTS

- I. Mission
- II. Reflective Summary of 2025-2026
- III. Early Childhood Learning Center Laboratory Review 2025-2026
- IV. Assessments

Parent Survey

- Themes
- Conclusions Drawn from Data
- Changes Made from Data

Field Experience Surveys- WORKSHOP ONE- Fall 2025

- CHD 1050 Section One-Human Development
- CHD 1050 Section Two-Human Development

- Themes
- Challenges and Things to Improve

Spring 2026

- CHD 1020 - Child and Adolescent Development
- CHD 1050 Section One - Human Development
- CHD 1050 Section Two - Human Development

- Themes
- Conclusions Drawn from Data
- Combined Fall 2025 and Spring 2026 Assessments
- Changes Made from Data

Field Experience Surveys - WORKSHOP TWO - Fall 2025

- CHD 1050 Section One - Human Development
- CHD 1050 Section Two - Human Development

Spring 2026

- CHD 1050 Section One - Human Development
- CHD 1050 Section Two - Human Development
- CHD 1020 - Child and Adolescent Development

- Themes
- Conclusions Drawn from Data
- Changes Made from Data

I. Mission

Point Loma Nazarene University's Early Childhood Learning Center (ECLC) is a campus laboratory school under the direction of the Department of Sociology, Social Work and Family Sciences.

The Early Childhood Learning Center has the unique opportunity of serving the PLNU campus and the Point Loma community by meeting the needs of children and their parents. At the same time, the Center serves as the location for observations and demonstrations of teaching methods and other experiences for students preparing for careers with children. The ECLC is a laboratory in human relationships where children, parents, students and teachers interact, play, work, and learn together.

Point Loma Nazarene University is an institution of the Church of the Nazarene. Our professors, teachers, and students are mature Christians who serve as models and guides to children in their growth and development. Christian living is the foundation of day-by-day living, learning and teaching. Our program at the ECLC is planned to encourage the social, emotional, cognitive, physical, and spiritual growth of children and to give guidance and support to parents in achieving a more effective and fulfilled parenthood.

II. Reflective Summary of 2025–2026

During the 2025 - 2026 academic year, the ECLC served 7 programs, 19 classes, and 408 students. The ECLC team was composed of a newly formed team, including the Site Director, Transition Teacher, and Administrative Assistant. Despite being a new team, it was wonderful to see how collaboratively and effectively they worked together to support all stakeholders, including university students, children, and families.

Highlights of the 2025–2026 Year

- Expanded support for laboratory programs
- Served 7 programs and 19 classes
- Added a Nursing Pediatrics rotation
- Added PSY 3008 Observation Requirements
- Facilitated student and faculty research within the Psychology Department
- Adapted a state-of-the-art philosophy while incorporating faith-based elements and maintaining a Christ-centered laboratory environment
- Increased opportunities for outdoor exploration through the development of the "Children's Forest," utilizing the 70-foot set back behind Starkey C

In reflection, the 2025–2026 academic year was highly productive across all categories. This success is evidenced by the assessments and data included throughout this report.

III. Early Childhood Learning Center Laboratory Review

The ECLC served 7 programs, 19 Classes and 408 Students during 2025-2026

Programs	EARLY CHILDHOOD LEARNING CENTER Laboratory Experience	Students	Hours	Students	Hours	Students	Hours
		FA 25	FA 25	SP 26	SP 26	SU 26	SU 26
Kinesiology	KIN 3012 Motor Learning and Motor Development Laboratory Experience: Students test current theories of motor development by designing, implementing, recording and analyzing research projects utilizing the Early Childhood Learning Center children	48	288	25	150		
Nutrition	NUT 4025 Nutrition Research Through The Lifecycle Laboratory Experience: - Students design and implement child nutrition lessons for 3 and 4 year olds - Students create a healthy meal for a young child - Students observe and document children at a meal time			19	6		
Practicum	FCS 470 Practicum Early Childhood Education Students do a minimum of 90 hours of supervised student teaching including assessments, observations, and full immersion into teaching	1	90				
Sociology, Social Work, and Family Sciences	CHD 1020 Child and Adolescent Development Laboratory Experience: - Workshop training - Students observe and document observations of three, four, and five year old children - Students keep reflective journal - Engage with children, focusing on 3 domains of learning			37	370		
	CHD 1050 Human Development Laboratory Experience: - Workshop training - Students observe and document observations of three and four, and five year old children - Students observe a demonstration of the preoperational child's ability to think and process - Students engage with young children	69	390	72	720	4	40

	CHD 4060 Administration In Early Childhood Education Laboratory Experience: - Students evaluate the center's safety and licensing procedures - Students read and evaluate policies and emergency procedures of the center - Students design and implement a three day outdoor action research project that is presented at a Reggio Round Table Conference			6	18		
	CHD 3010 Laboratory Experience: - Students design and implement a theme based lesson for 3, 4, and 5 year olds - Observed and feedback is given - Students design and implement emergent literacy plan - Students facilitate an environmental observation, phonemic awareness activities, process art and created provocations	9	27				
Psychology	PSY 3008 Developmental Psychology Birth Through Adolescents Laboratory Experience: - Students observe and document observations of children - Student dialogue with teachers regarding growth and development of children	29	58	29	58		
Nursing	NSG 3011 Pediatric Rotation Laboratory Experience: - Students observe growth and development of 3, 4, and 5 year olds - Each student implements and evaluates one child at the center			38	152		
Occupational Therapy	Pediatrics-Early Intervention Laboratory Experience: - Introduced to play, occupational view of child development - Students observe, create, interventions to meet the needs of children - Lab experience correlates with weekly class assignments	22	440				
Total 7 Programs	19 Classes	178	1293	226	1474	4	40

IV. Assessments

ECLC Parent Survey

May 2023 (22 responses) May 2024 (27 responses) May 2025 (15 responses) May 2026 (17 responses)	4 Highly Effective	3 Effective	Total
Effective Leadership and Management			
Clarity of Policies 2023	76.2%	23.8%	100%
Clarity of Policies 2024	92.6%	3.7%	100%
Clarity of Policies 2025	93.8%	6.3%	100%
Clarity of Policies 2026	76.5%	5.9%	94.1%
Smoothness of Operation of the Center 2023	85.7%	9.5%	95.3%
Smoothness of Operation of the Center 2024	96.3%	3.7%	100%
Smoothness of Operation of the Center 2025	93%	6.3%	100%
Smoothness of Operation of the Center 2026	94%	5.9%	100%
Learning Environment for Children			
Safety of Physical Environment 2023	76.2%	19%	95.2%
Safety of Physical Environment 2024	88.9%	7.4%	100%
Safety of Physical Environment 2025	87.5%	6.3%	93.8%
Safety of Physical Environment 2026	82.4%	11.8%	94.2%
Overall Environment 2023	95.2%	4.8%	100%
Overall Environment 2024	92.6%	7.4%	100%
Overall Environment 2025	87.5%	6.3%	93.8%
Overall Environment 2026	100%	0%	100%
Child Growth and Development			
Cognitive Growth 2023	76.2%	23.8%	100%
Cognitive Growth 2024	88.9%	11.1%	100%
Cognitive Growth 2025	93.8%	6.3%	100%
Cognitive Growth 2026	100%	90%	100%
Social Growth 2023	81%	19%	100%
Social Growth 2024	96.3%	0%	96.3%
Social Growth 2025	100%	0%	100%
Social Growth 2026	100%	0%	100%
Service to Parents			
Parent Conferences 2023	85.7%	9.5%	95.2%
Parent Conferences 2024	92.6%	7.4%	100%
Parent Conferences 2025	75%	12%	90%
Parent Conferences 2026	88.2%	11.8%	100%
Portfolio Assessment 2023	80%	20%	100%
Portfolio Assessment 2024	96.3%	3.7%	100%
Portfolio Assessment 2025	87.3%	6.3%	87.6%
Portfolio Assessment 2026	100%	0	100%

Leadership and Management

- Very well organized and informative
- Awesome team
- Wonderful director, teachers and staff
- Everyone has been so helpful, kind and easy to communicate with. We appreciate the ECLC team so much!

Learning Environment for Children

- Everything about the environment of the class has been amazing and we love the way Miss Johnson has created a safe and fun learning environment. We have only recently been a little overwhelmed with our daughter's bug bites that she has received along with other students in her class. Probably something on the playground but other than that, it has been a great environment.
- Our child has thrived at ECLC. I have noticed increased social and emotional awareness after switching to ECLC.
- I love that feedback for parents is rooted in communication and a genuine relationship with my child's teacher, who knows her and can share how she is doing. I love that the ECLC doesn't rely heavily on quantifiable metrics but instead takes a holistic look at each child, including everything from their physical abilities to cognitive skills to their capacity for love and friendship. I appreciate the way teachers and student aides highlight positives and growth.
- So pleased with his growth!
- Fosters creativity and helps children learn how to regulate emotions
- Very effectively. We've attended other preschools and ECLC by far has been our best experience.

What are the strengths of the center and what is the ECLC doing well?

- Keeping the child front and center to everything that is done. Celebrating them and making them feel seen and heard.
- Being a magical and engaging place
- The children seem so much more at ease and so cared for. Mrs. Guy has done a phenomenal job.
- Special place for children and teaching social/emotional skills.
- I feel that I am leaving my son in the best hands. The teachers are excellent and the style of learning helps my child grow.
- So many! Thoughtful and consistent communication with parents, warmth and kindness always and especially to the children.
- I love the Class Dojo. It's such a joy to see pictures of what they are doing and learning! The weekly emails are very helpful as well!
- Intentionality with each different kid. Outdoor exploration
- You represent God's love and the Christian faith well. I say this as a parent who is not religious. I am so thankful that this school has shown my daughter a spirit of gratitude, a reverence for creation, and that she is worthy of God's love.

Areas that need improvement

It is important to note the majority of the responses report “nothing or all good”

- Need more of notice of events
- I would appreciate earlier notice for events
- Communication is really good but more of a heads up for certain events, especially the ones that require parents to bring something in or have the kids in a certain color.
- Clocks by the sign in sheet so parents can note the time if they don't have a phone/watch on
- The end of the year graduation could use a little improvement. It's a lot for parents to take time off in the middle of the day, so it was a little disappointing that it was so short with only three songs (last year felt a lot longer). I know some parents were running only 5 minutes late and literally only caught the last minute of the last song because it was over so fast. It would also be nice if there was a bit more formality like how they used to call each child's name. Just something to make it feel a bit more of a production, particularly for those moving onto kindergarten. I would even be happy to pay for caps and gowns as I think that would make it so much more special. It's a big deal to be ending the preschool phase of life, so it needs a bit more celebration beyond 3 very quick songs that did not have music with it and then a slideshow. Also-it was a bit of a bummer that some children were featured far more in the slideshow than others with several more photos and videos. It was obvious that whoever made it ran out of time at the end because it sped up and there were less photos (my child had two very quick ones). It just made it feel like my child wasn't as much a part of the program as others were.

Changes to be made from Data

- Continual announcements to parents in all forms, calendar they get at the beginning of the year, class dojo, parent weekly letters, and emails.
- 1 more clock will be added to sign in table
- End of year celebration will be reimagined making sure that every child and class is equally represented in the slide show.
- Policies are being rewritten this summer to reflect current operation at ECLC.
- Reflection on 2026 parent survey

Reflection of Quantitative Assessment

The overall quantitative assessment revealed growth and improvement across several categories, including overall environment, cognitive development, social development, and portfolio assessment.

One area identified for continued improvement was the clarity of policies. This is largely due to the ECLC adapting and refining several policies during the 2025–2026 academic year as the program continues evolving into a more constructivist, Reggio inspired, Christ centered learning laboratory.

To better reflect this evolving philosophy and ensure greater clarity for families, the ECLC team will be revising and rewriting policies during Summer 2026. These updates will be incorporated into the Parent Handbook and school calendar to ensure consistency and transparency moving forward.

Reflection on Parents Qualitative Responses

The qualitative responses from parents revealed a deep appreciation for the ECLC and the learning environment it provides for children and families. This feedback is encouraging and reflects the intentional efforts of the ECLC team to create a space where children are able to explore, construct their own knowledge, and thrive in a nurturing and supportive environment. Parents responded positively to philosophical changes and appreciated outdoor exploration.

Field Experience Surveys - Fall 2025 - Workshop ONE (63 Responses)

	4 Highly Effective	3 Effective	Total
How effective was Workshop ONE in preparing you for field experience?	82.5%	17.5%	100%
My field experience helped me gain a deep understanding of domains	88.9%	11.1%	100%
My field experience helped me to develop skills to communicate with young children	65.1%	30.2%	95%

Themes that emerged from open-ended questions

Welcoming and Accommodating

- Made me feel very welcomed and like all questions are valid
- They made me feel like I was part of the ECLC team. They also helped me better understand the 3 domains
- The staff has been welcoming and made us feel like we're supposed to be there, which made a huge difference in my ability to engage with children.
- They are always welcoming and kind and make me feel comfortable
- They have been very welcoming, and when I have questions they answer them and don't make me feel stupid but in a tone that is very understanding that I am new to this.
- Made me feel at home and showed me specific things that each child does that relates to our class.

Coaching from the Teachers

- Always asking what I learned after each shift at the ECLC, as well as also providing other options that they also saw during that shift to enhance my understanding.
- They offer suggestions and critiques about how to engage with children.
- The ECLC staff has been very sweet and has allowed me to grow an understanding of the way children think and live. They have facilitated a great space for learning not only for children but for college students as well.
- They have helped me to understand why a child behaves a certain way during my fieldwork hours. They also have helped me improve my communication skills in certain situations with children.

- The ECLC staff have done a great job of modeling how to speak with children and how to handle their conflicts. They are very open to questions about their interactions with students and offer meaningful insight into their thinking and reasoning.

Challenges and Things to Improve

It is important to note that the major theme was “I don’t think ECLC can do anything to make my experience more meaningful”

A. Communication

- a. They could give us more of a background on the students to help understand the context more, or maybe split up our time between classrooms so we can see all of the kids throughout the semester.
- b. The ECLC has a lot of students to keep track of, but I often wouldn’t be acknowledged until I had to have the sheet signed.
- c. They could’ve introduced me to the students.
- d. When first arriving let us know what's happening and make the process of starting more smooth

B. Expectation of ECLC

- a. Less papers to sign in
- b. Make sure 1 way mirror is not obstructed

Field Experience Surveys - Spring 2026 Workshop ONE (79 Responses)

	4 Highly Effective	3 Effective	Total
How effective was Workshop One in preparing you for field experience?	57%	38%	95%
My field experience helped me gain a deep understanding of domains	73.4%	26%	100%
My field experience helped me to develop skills to communicate with young children	49.4%	36.7%	85%

Themes that emerged from open ended questions

Exemplary models- Learned By Example

- The ECLC staff was extremely effective in helping me grow and learn. I found it the sweetest experience being able to watch and see the ways the teachers interacted with the students and the very specific choices of words and phrases used. I've never seen problems or situations approached in the way they were, so it was so cool to see this, and learn from it.
- Just by how they have interacted with the children has taught me a lot about how to talk to children and what to do or not do.
- They have made the environment so welcoming as well as informational. I know I was able to learn from them in how they interact and teach the children effectively.
- The ECLC staff did a very amazing job at exhibiting what it looks like to positively interact with children. Some of the approaches that the staff take are not approaches I have necessarily seen before but was very intrigued by. I love the way that the staff does a really good job at fostering a learning environment for the kiddos.
- They set a really good example for how to interact productively with the kids.
- I've never experienced adults talk to and teach children the way the ECLC staff do. It is just really interesting to watch and witness and to see how the children grow from these experiences is really special. Throughout the class, I couldn't help but compare how they handled certain situations to how I think I would have handled it in another setting, or even with my own kids one day. I think watching these interactions forced me into a lot of reflection for how I plan to raise my kids based off what I witnessed at the ECLC.

Accommodating and Welcoming

- The ECLC staff was very considerate when it came to rescheduling and showing that they want me there every week.
- I think just them getting to know my name and making me feel so welcome even for just being there for a semester it felt like I was part of the team! I also loved being able to join in on their activities that they did, this helped me see all the developments and just be able to connect with the kids as a whole.
- The ECLC staff has always been very welcoming and both Ms. Johnson and Mrs. Guy take the time to explain different domains and show me how to interact with the children.
- The ECLC staff always encourages us to ask questions and tries to let us know why things happen.

Challenges and Things to Improve

Important to note that the majority of students indicated that it was a positive experience, I did not have concerns.

A. Clear Policies

- a. Not scolding students when they do something they do not know is wrong. When children are in the forest be clear with us as to where and how far they can go.
- b. I think it is difficult because most observations are happening during teaching time, otherwise it would be helpful to have context on what you're witnessing and why/who is all involved etc.
- c. The ECLC staff could explain the rules a little better or saying what they want us to say in certain situations because there were a few times that I responded wrong to a kid and they were unhappy with it.
- d. Letting us know if we are allowed to help clean up.

B. More Time with Staff

- a. I would've loved to have more time to chat with the teacher before or after my hours. It felt like I walked in, observed, and then walked out.
- b. Possibly if they hear me say something they think could be phrased better, reword what I said for future reference.
- c. The ECLC staff could maybe give us a little background on each child and the classroom in general to help with our learning experience.
- d. I think debriefing about how and why they handle certain situations the way they do. I was always curious as to how they chose to handle certain situations and how they communicate with the children.
- e. Maybe just interact with us slightly more.
- f. Maybe give us a bit more structure on what to do if a child is dysregulated.

C. Flexible Schedule

- a. I think one thing that could have made this experience more meaningful would be to come at different times some days. I went every monday after nap, which meant I always saw the kids on the playground. This was an amazing environment and a great place to see all of the domains, but I wonder how it

would have been different, or if my observations would have been different, if I could see them in a different setting a few times.

- b. I would suggest maybe letting students go in whenever instead of only one day a week, so that if there are days they can't come in a certain day, they can make up for it easily or get ahead.

Conclusion Drawn from Data

Fall 2025 and Spring 2026

100%-95%

Spring 2026 scores ranged from 100%-85%

What makes this especially impressive is that the ECLC team was entirely new and learning the rhythm and complexity of a laboratory school, with all of its moving parts, for the very first time.

For Fall 2025, the first theme that emerged was welcoming and accommodating. One of the primary goals of this new ECLC team was to create a laboratory experience that was positive, informative, and welcoming for the wide range of students involved, from first-year freshmen to Master of Occupational Therapy students.

The second theme that emerged was coaching and support from the ECLC team. Team members were able to teach, respond to individual needs, and help children ages 2–5 adjust to being in school. This was especially significant as several children experienced separation challenges while transitioning away from their parents for the first time.

Together, these themes highlight the team's strong dedication to serving and supporting all of its stakeholders.

Spring 2026

The first theme that emerged from the qualitative open-ended responses was Exemplary Models: Learning by Example. This theme was consistently reflected throughout comments and highlighted the deep intentionality of the philosophy guiding interactions with young children at the ECLC.

Students frequently noted that the teachers served as exemplary models of how to engage with and support young children. A second closely related theme was the center's accommodating and welcoming environment. Together, these themes suggest that students observed not only a thoughtfully designed learning environment, but also learned appropriate research based ways of working with young children.

The fact that students recognized and valued this intentional approach is particularly encouraging for the newly formed ECLC team. Their observations affirm that the center's philosophy is being effectively demonstrated through both the environment and the actions of the ECLC team.

Field Experience Surveys - Fall 2025 - Workshop TWO

(6 Responses)

	4 Highly Effective	3 Effective	Total
My field experience at the ECLC was effective in helping me gain a deep understanding of block exploration, literacy, math, and science	66.7	16.7	82%
My field experience at the ECLC has helped me develop skills to communicate with young children.	50%	16.7%	66.7%

Themes that appeared from open ended questions

Helpful and Accommodating

- They gave direction on how to approach each task and how to look for certain things in the children.
- Making connections with the kids.
- They have been super helpful with accommodating me and my specific schedule/time.
- Engaged with me and asked questions about my learning.

Challenges

Needing scaffolding on what to write as a reflection

- I wish I knew more about what I was supposed to be writing about in the reflections. I didn't really feel prepared going into it.

Expectations of Science

- I was a bit unclear on what I needed to do at the ECLC or science specifically, but after reaching out, I got some clarity. I was a bit confused after workshop two and what the expectations were.

Conclusions Made from Data

Workshop 2 Fall 2025

Met the criteria of 80% in one out of two categories. The range was 82%-66.7%. This was a small group of students of only 6.

Field Experience Surveys - Spring 2026 - Workshop TWO (15 Responses)

	4 Highly Effective	3 Effective	Total
My field experience at the ECLC has helped me to gain a deep understanding of the emergent skills (math, blocks, science, literacy, reading and writing) of young children.	73.3%	20%	93.3
My field experience at the ECLC has helped me develop skills to communicate with young children.	73.3%	26.7%	100%

Deeper Developing Skills

- They have helped me with analyzing and learning how to handle certain situations, how to approach a conflict, and have been very supportive in my time there.
- On the days where I completed fieldwork for the science and block building domains of childhood cognitive development, the ECLC staff certainly helped me out by providing examples of what would count for science skills and by showing me where the large building blocks are. I could also tell during circle time, some days when I was there for field hours, that Ms. Johnson was (maybe) intentionally incorporating different math and literacy activities into the agenda-this made it easier to observe those domains and skills.
- They have shown me how to communicate correctly with children and handle conflict correctly between them.
- Make moments teachable for us and show us ways to communicate with the children
- Help explain different things that the children do and the habits in order to help me understand.

Challenges and Things to Improve

It's important to note many comments were like this one.

- I love what they are doing right now and do not have a comment on this.
- More guidance in trying to learn cognition focus- Deeper understanding.
- Maybe if they see something happening, that would be good for you to take note of to point it out and tell us because sometimes it is easy to miss things.
- They could possibly do things to help us make sure to address the domain/skills we are focusing on that day.

- Add more insight into the domains or skills we are learning if we may be struggling or are actively working with the kids on those domains/skills (I loved when Miss Johnson would give insight on Avi's physical development when I did the domains last semester)

The perceived success of Workshop 2 differed significantly between Fall 2025 and Spring 2026. There are several possible reasons for this difference. In Fall 2025, the workshop was small and entered at the beginning of a new school year with a brand-new ECLC team navigating many moving parts for the first time. Despite these challenges, the feedback provided by students was thoughtful and insightful and will help guide important improvements for next fall.

The primary theme that emerged in Fall 2025 was Helpful and Accommodating, which was also identified in Workshop 1 during the same semester. In Spring 2026, one clear theme emerged: Deeper Development of Skills. This aligns closely with the intended purpose of Workshop 2, which primarily serves Child and Adolescent Development majors and Child Development minors.

The objective of Workshop 2 is to provide Child and Adolescent Development majors with opportunities to develop practical application skills at a deeper level under the guidance and supervision of the ECLC team before they transition into other fieldwork placements and facilities.

Planned Changes for Workshop 2

- The Workshop 2 survey will be revised to better reflect the information and feedback the ECLC team hopes to gather.
- A growth mindset component will be intentionally incorporated into the workshop experience.
- Add scenario cards in workshop 2 to help them figure out how to wonder and engage with the children.
- A rubric will be developed to help scaffold student learning and clarify expectations for journal reflections.
- A visual science chart will be created as a resource for students.
 - Students will be provided with examples of materials and activities they can bring in and implement with children.
- A new block play observation graph will be introduced to provide students with more challenging opportunities for observation, analysis, and reflection.
- Add a dramatic play component to this workshop
- First reflection can be an observation of their surroundings