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Early Childhood Learning Center
Annual Assessment Report

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Academic Year: 2016-2017

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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 institute 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. Early Childhood Learning Center Laboratory Review (The ECLC Served 6 Departments and 12 Classes 2016-2017)

Department	EARLY CHILDHOOD LEARNING CENTER Laboratory Experience	Students	Hours	Students	Hours	Students	Hours
		FA 16	FA 16	SP 17	SP 17	SU 17	SU 17
Art	ART 319 Visual Arts in the Classroom I Laboratory Experience: <ul style="list-style-type: none"> Lecture from scribbles to representative art Students create process art with children 	17	17			6	6
Biology	BIO 312 Applied Plant Biology Laboratory Experience: <ul style="list-style-type: none"> Students examine current landscape and design a landscape/garden Students create landscape/garden with children 			15	8		
Family and Consumer Sciences	FCS 120 Child and Adolescent Development Laboratory Experience: <ul style="list-style-type: none"> Ten supervised field hours working with three and four year old children Two hours of workshop training Students keep reflective journal 			24	258		
	FCS 150 Human Development Laboratory Experience: <ul style="list-style-type: none"> Students complete five observations of three and four year old children Ten supervised field hours working with three and four year old children Two hours of workshop training Students observe a demonstration of the preoperational child's ability to think and process 	69	907	60	832	11	155
	FCS 310 Early Childhood Education Laboratory Experience: <ul style="list-style-type: none"> Students design and implement a theme based lesson for 3 and 4 year olds Students design and implement emergent literacy plan Twenty supervised field hours working with 3 and 4 year olds 	12	25				
	FCS 425 Child Nutrition Laboratory Experience: <ul style="list-style-type: none"> 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 			14	11		

	FCS 460 Administration In Early Childhood Education Laboratory Experience: <ul style="list-style-type: none"> Students evaluate the center's safety and licensing procedures Students read and evaluate policies and emergency procedures of the center 			8	17		
	FCS 470 Practicum Early Childhood Education Laboratory Experience: <ul style="list-style-type: none"> Students do a minimum of 90 hours of supervised student teaching including assessments, observations, and full immersion into teaching 	2	201				
	FCS 475 Internship in Child Development Laboratory Experience: <ul style="list-style-type: none"> Supervised field hours working with four year old children. Student developed a book and sensory box to help children self regulate. 					1	14
	HON 498/499 Honors Project Laboratory Experience: <ul style="list-style-type: none"> Student conducted a study on children's impulsive reaction in social-emotional scenarios with a pre and post test. Student focused on developing social-emotional intelligences in young children 			1	7		
Kinesiology	KPE 312 Motor Development Laboratory Experience: <ul style="list-style-type: none"> Students test current theories of motor development by designing, implementing, recording and analyzing research projects utilizing the Early Childhood Learning Center children 	54	162	28	84		
Psychology	PSY 308 Developmental Psychology Birth Through Adolescents Laboratory Experience: <ul style="list-style-type: none"> Students observe and document observations of children Student survey parents regarding growth and development of children 	2	2				
School of Nursing	NSG 310/311 Care of Families & Adolescent Focus Laboratory Experience: <ul style="list-style-type: none"> Students observe growth and development of three and four year olds Each student implements and evaluates one child at the center using the Denver Developmental Screening Test II (DDST II) 	35	17	37	18		
TOTAL 6 Dep	12 Classes	191	1,331	187	1,235	18	175

III. Assessments

Field Experience Surveys

- FCS 150 Human Development, Quad 1, Workshop I: Sep. – Oct. 2016
- FCS 150 Human Development, Quad 2, Workshop I: Oct. – Dec. 2016
- FCS 150 Human Development, Quad 1, Workshop I: Jan. – Feb. 2017
- FCS 150 Human Development, Quad 1, Workshop II: Sep. – Oct. 2016

Parent Survey

- ECLC Annual Parent Survey Results: May 12, 2017

IV. Conclusions Drawn From Data

The Early Childhood Learning Center field experience for students in FCS 150 Human Development and FCS 120 Child and Adolescent Development was effective in helping develop communication skills with young children. These students completed ten hours of field experience and two hours of ECLC workshop training.

Field Experience Workshop One Quad One Fall 2016 47.61% reported extremely well and 42% reported very well identifying the differences of cognitive, emotional, social and physical development of young children. Students reported that field experience helped them gain a deep understanding of the three domains, physical, social, emotional, cognitive 47.61% a great deal and 33.33% a lot.

Field Experience Workshop One Quad Two Fall 2016 52.17% reported extremely well and 43.48% reported very well identifying the differences of cognitive, emotional, social and physical development of young children. Students reported that field experience helped them gain a deep understanding of the three domains, physical, social, emotional, cognitive 56.52% a great deal and 43.48% a lot.

Field Experience Workshop One Spring 2017 65% reported a great deal and 15% a lot that their field experience at the ECLC helped develop their skills in effective communication with young children.

V. Changes Made From Data

Workshop One

- Students felt that getting their field experience hours were rushed in the eight week on-line environment. This was a consistent concern both fall 2016 and spring 2017. FCS 150 Human Development is now no longer a Quad on-line course and only taught face to face for the entire semester.
- Student Aides are being trained to incorporate positive redirection and more focus on modeling to peers in field experience. This has been done previously but more direct teaching and coaching will be done in ECLC Student Aide meetings.

VI. Conclusions Drawn From Data

Field Experience Workshop Two Fall 2016 focused on helping identify emergent skills of young children including math skills and levels of development, block exploration, levels of development, science exploration and emergent literacy skills both pre-reading and pre-writing. At the end of my field experience I was able to identify the levels of emergent skills of young children 100% reported extremely well. At the end of my field experience I was able to engage with young children to assist in their math skills, block exploration, science exploration and emergent literacy (reading and writing) development 100% very well.

VII. Changes Made From Data

Workshop Two

- Students in Workshop Two expressed that it was difficult to bring in their own props to engage with children. An activity cart is being designed that will have many tools and manipulatives that students can use to meet the learning outcomes.
- The student aides will be intentionally coached in modeling how to engage children in different levels of play. The student aides will be an added model for Workshop Two field experience students to see how it is done.

VIII. Conclusions Drawn From Data

May 2017 ECLC Parent Survey was given to families of 42 children enrolled at the Center. A total of 17 surveys were returned.

In effective leadership and management clarity of policies 88.24% reported highly effective and 11.76% reported effective. When parents were surveyed in smoothness of operation of the Center 100% reported highly effective. When parents were surveyed about the learning environment for children 100% rated safety of physical environment as highly effective, 100% rated the overall environment as highly effective. When surveyed about child growth and development 100% of parents reported highly effective in impacting their child's cognitive growth and 100% reported impacting their child's social growth. When asking parents how effective parent conferences were 76.47% reported highly effective, 17.65% reported effective.

IX. Changes Made From Data

Parent Survey

- The parent education workshop will spend more time going through the parent handbook and policies of the Early Childhood Learning Center. After the conversation we will have parents sign the ECLC Parent Handbook and Policies receipt statement.
- Learning environment will be focused at Student Aide meeting consistently throughout the year of how to be engaged with children at all times. Parents have expressed that Student Aides sometimes seem bored and intentional Student Aide training with activity card that will be used for Workshop Two will be used to help alleviate that impression.
- Parents expressed that it was difficult to attend parent education nights. We have added a webinar education night to start spring 2017.