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Early Childhood Learning Center
Annual Assessment Report

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Academic Year: 2017-2018

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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 5 Departments and 11 Classes 2017-2018)

Department	EARLY CHILDHOOD LEARNING CENTER Laboratory Experience	Student	Hours	Student	Hours	Student	Hours
		FA 17	FA 17	SP 18	SP 18	SU 18	SU 18
Art	ART 226 Photography: Digital Laboratory Experience: <ul style="list-style-type: none"> Students take digital photography of children for creative project 	2	.25				
Literature/ Journalism/ Modern Lang	LIT 325 Children's Literature Laboratory Experience: Students read a children's book	1	.25				
Sociology, Social Work, and Family 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 			27	263		
	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 	66	828	61	706	7	92
	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 	10	22				
	FCS 335 Nutrition Through the Life Cycle Laboratory Experience: <ul style="list-style-type: none"> Students create a healthy meal for a young child Students observe and document children at a meal time 			14	7		
	FCS 425 Child and Adolescent 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			7	2.5		

	FCS 460 Administration in Early 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 			6	20		
	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	157		
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 	36	82	20	45	7	21
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 	1	6.5				
TOTAL – 5 Dept.	11 Classes	116	939	136	1,200	14	113

III. Assessments

FIELD EXPERIENCE SURVEYS – WORKSHOP ONE

FALL 2017

- FCS 150 Human Development Section One
- FCS 150 Human Development Section Two

SPRING 2018

- FCS 120 Child and Adolescent Development
- FCS 150 Human Development, Section One
- FCS 150 Human Development, Section Two

Criteria for Success

80% of students will score a one or two on each criteria of the four-point scale.

At the end of my field experience, I am able to:

- Identify the difference of cognitive, emotional, social and physical development of young children.

My field experience at the ECLC has helped me:

- Gain a deep understanding of the three domains (physical, social emotional, cognitive).
- Develop skills in effective communication with young children.

FIELD EXPERIENCE SURVEYS – WORKSHOP TWO

FALL 2017

- FCS 150 Human Development, Section One

SPRING 2018

- FCS 120 Child and Adolescent Development
- FCS 150 Human Development, Section Two

Criteria for Success

80% of students will score a one or two on each criteria of the four-point scale.

My field experience at the ECLC has helped me:

- Gain a deep understanding of the emergent skills (math, blocks, science, literacy, reading and writing) of young children.
- Develop skills in effective communication with young children.

PARENT SURVEY

- ECLC Annual Parent Survey Results: May 11, 2018

Criteria for Success

85% of parents will score a one or two on each criteria of the four-point scale.

- Effective leadership and management
- Learning Environments for children
- Child Growth and Development
- Service to Parents

IV. Conclusions Drawn From Data

Workshop One Early Childhood Learning Center field experience for students was effective in helping them to identify the differences in cognitive, emotional, social and physical development of young children. It was also effective in helping students engage with young children to assist in their cognitive, emotional, social, and physical development. These students completed ten hours of field experience and two hours of ECLC workshop training.

The criteria of 80% or higher was met for ratings one and two on a four point scale three out of four with the exception of Spring 2018 for Identifying differences of cognitive, emotional, social and physical development of young children with 76.47%. Spring 2018 also scored lower than criteria for success in engaging with young children to assist in their cognitive, emotional, social, and physical development with 70.59%. A careful review of Spring 2018 surveys were done to determine obstacles that may affect these scores. This is addressed in the recommendations.

ECLC Field Experience Student Survey WORKSHOP ONE	1. Highly Effectively	2. Effectively	TOTAL
At the end of my field experience I am able to: Identify differences of cognitive, emotional, social and physical development of young children.			
FA 2017 – FCS 150_Sec 1 Human Development	73.33%	26.67%	100.00%
SP 2018 – FCS 120 Child Growth and Development	38.46%	46.15%	84.61%

SP 2018 – FCS 150_Sec 1 Human Development	58.33%	33.33%	91.66%
SP 2018 – FCS 150_Sec 2 Human Development	64.71%	11.76%	76.47%
At the end of my field experience I am able to: Engage with young children to assist in their cognitive, emotional, social, and physical development.			
FA 2017 – FCS 150_Sec 1 Human Development	80.00%	20.00%	100.00%
SP 2018 – FCS 120 Child Growth and Development	30.77%	53.85%	84.62%
SP 2018 – FCS 150_Sec 1 Human Development	70.83%	20.83%	91.66%
SP 2018 – FCS 150_Sec 2 Human Development	41.18%	29.41%	70.59%

Changes Made From Data

WORKSHOP ONE

- Overall Workshop One for 2017-2018 met criteria for 80% or higher in all categories. Through students reflective writings of field experience the ECLC Team feels it would be beneficial to do more training as the semester proceeds. This includes understanding what is typical and non-typical children’s behavior and how to use observation to meet the needs of learners. This will be done with a visitation to each of the classrooms once a semester between week four and six. We will revisit philosophy and theory.
- During initial workshop, a videotaped scenario will be included to help scaffold a deeper understanding for university students.
- Fall ECLC teacher-training workshop will focus on how to coach university students while teaching children.
- Our laboratory teachers will provide additional help in facilitating needs of field experience by ensuring that they call each field experience student by name when they enter the Center.
- Our laboratory teachers will provide visual cards with ideas for engaging children in physical, cognitive and social-emotional development.
- Student Aides will be provided with more training in how to effectively communicate with field experience students.
- Careful consideration of scheduling students will continue to be a focus of the ECLC. Students report too many university students overlapping each other.
- The ECLC learning outcomes will be updated this summer to meet the new revised NAEYC standards. This will affect the workshop outcomes.

V. Conclusions Drawn From Data

Field Experience Workshop Two students focused on gaining a deep understanding of 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. They also focused on learning to engage with young children to assist in their math skills, block exploration, science exploration and emergent literacy (reading and writing) development. These students completed ten hours of field experience and two hours of ECLC workshop training.

The criteria of 80% or higher was met for ratings one and two on a four point scale with the exception of Spring 2018 for engaging with young children to assist in their math skills, block exploration, science exploration and emergent literacy (reading and writing) development with 72.73%. A careful review of Spring 2018 surveys were done to determine obstacles that may affect these scores. This is addressed in the recommendations.

ECLC Field Experience Student Survey WORKSHOP TWO	1. Highly Effectively	2. Effectively	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.			
FA 2017 – FCS 150_Sec 1 Human Development	100.00%	0	100.00%
SP 2018 – FCS 120 Child Growth and Development	72.73%	18.18%	90.91%
SP 2018 – FCS 150_Sec 2 Human Development	50.00%	50.00%	100.00%
My field experience at the ECLC has helped me: Engage with young children to assist in their math skills, block exploration, science exploration and emergent literacy (reading and writing) development.			
FA 2017 – FCS 150_Sec 1 Human Development	100.00%	0	100.00%
SP 2018 – FCS 120 Child Growth and Development	63.64%	9.09%	72.73%
SP 2018 – FCS 150_Sec 2 Human Development	50.00%	50.00%	100.00%

VI. Changes Made From Data

WORKSHOP TWO

- Overall Workshop Two for 2017-2018 met criteria for 80% or higher in all categories. Through students reflective writings of field experience the ECLC Team feels it would be beneficial to do more training as the semester proceeds. This includes understanding what is typical and non-typical children’s behavior and how to use observation to meet the needs of learners. This will be done with a visitation to each of the classrooms once a semester between week four and six. We will revisit philosophy and theory.
- During initial workshop, a videotaped scenario will be included to help scaffold a deeper understanding for university students.
- Fall ECLC teacher-training workshop will focus on how to coach university students while teaching children.
- Our laboratory teachers will provide additional help in facilitating needs of field experience by ensuring that they call each field experience student by name when they enter the Center.

- Our laboratory teachers will provide visual cards with ideas for engaging children in emergent skills (math, block, science exploration and emergent literacy).
- Student Aides will be provided with more training in how to effectively communicate with field experience students.
- Careful consideration of scheduling students will continue to be a focus of the ECLC. Students report too many university students overlapping each other.
- The ECLC learning outcomes will be updated this summer to meet the new revised NAEYC standards. This will affect the workshop outcomes.

VII. Conclusions Drawn From Data

In May of 2018, an ECLC Parent Survey was given to families of 44 children enrolled at the Center. A total of 13 surveys were returned.

The criteria of 85% or higher was met for ratings one and two on a four point scale.

ECLC PARENT SURVEY – May 2018	1. Highly Effective	2. Effective	TOTAL
Effective Leadership and Management:			
Clarity of Policies	84.62%	15.38%	100.00%
Smoothness of Operation of the Center	76.92%	23.08%	100.00%
Learning Environment for Children:			
Safety of Physical Environment	76.92%	15.38%	92.30%
Overall Environment	92.31%	7.69%	100.00%
Child Growth and Development:			
Cognitive Growth	84.62%	15.38%	100.00%
Social Growth	92.31%	7.69%	100.00%
Service to Parents:			
Parent Conferences	84.62%	15.38%	100.00%

VIII. Changes Made From Data

PARENT SURVEY

- The ECLC is functioning at a high level in all areas: effective leadership and management, learning environment for children and child growth and development.
- Through written reflections, suggestions were made and the ECLC Team met and discussed how these needs will be implemented.

- First concern addressed pick-up and drop off. Parents reported concerns about safety of children as they dropped them off. ECLC Site Director is reaching out to Public Safety to see what can be done to add signage and slow down drivers in the commuter lot.
- Second concern is that a few parents reported that the pick-up time of children from the morning program is a little chaotic with classroom teacher teaching children as parents are picking up. The ECLC Team decided to have the Transition Teacher come in 10 minutes before pick up so that each teacher can talk to parents as they take their children home.
- Concern three: It is difficult for teachers to collect money for lunch payments and meet needs of children. It is determined that the new procedure will to have the administrative assistant to collect lunch payments as children are dropped off.
- Fourth Concern: Parents wanted more electronic communication. It was determined that google docs would be used to help facilitate needs of working parents to sign up for parties and events that the ECLC provides.
- A parent concern was that the ECLC children's bathroom needed to be updated. The ECLC will be painted inside during the summer to facilitate this need.