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Early Childhood Learning Center
Annual Assessment Report

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Academic Year: 2018-2019

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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 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. Early Childhood Learning Center Laboratory Review (The ECLC served 6 Departments and 14 classes 2018-2019)

Department	EARLY CHILDHOOD LEARNING CENTER Laboratory Experience	Students	Hours	Students	Hours	Students	Hours
		FA 18	FA 18	SP 19	SP 19	SU 19	SU 19
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 			4	3		
Kinesiology	KIN 312 Motor Learning and 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 			67	50		
Literature/ Journalism/ Writing/ Languages	LIT 325 Children's Literature Laboratory Experience: <ul style="list-style-type: none"> Students read a children's book 			1	1		
	WRI 110 College Composition Laboratory Experience: <ul style="list-style-type: none"> Students observe dramatic play and block play Students write a paper about egocentric play 	1	2				
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 			28	342		
	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 	62	914	75	1,198	11	148
	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 	14	145				

	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 			15	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 Students design and implement a three day outdoor action research project 			7	18		
	SOC 101 Laboratory Experience: <ul style="list-style-type: none"> Students observe growth and development of 3 and 4 year olds Fifteen hours of supervised field experience work with 3 and 4 year olds 	2	30				
	SOC 250 Sociology of the Family Laboratory Experience: <ul style="list-style-type: none"> Students observe gender play 			1	2		
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 	6	10	2	5		
School of Theology and Christian Ministry	CMI 677 Congregational and Discipleship Formation (Grad) Laboratory Academic Director Presentation: <ul style="list-style-type: none"> James Fowler's faith development theory and moral development 			13	2		
	THE 306 The Life of Holiness (Undergrad) Laboratory Experience: <ul style="list-style-type: none"> Students observe foundation levels of faith development 			1	.5		
TOTAL 6 Dept.	14 Classes	85	1,101	214	1,632	11	148

III. Assessments

FIELD EXPERIENCE SURVEYS – WORKSHOP ONE

FALL 2018

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

SPRING 2019

- 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 2018

- FCS 150 Human Development, Section One

SPRING 2019

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

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 10, 2019

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, highly effectively and two, effectively on a four point scale four out of four times for both Fall 2018 and Spring 2019. All categories reached 90% or higher with the exception of Spring 2019 that was at 85.72% for engaging young children to assist with cognitive, social/emotional and physical development.

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 2018 – FCS 150_Sec 1 Human Development	69.23%	23.08%	92.31%
FA 2018 – FCS 150_Sec 2 Human Development	67.74%	22.58%	90.32%
SP 2019 – FCS 120 Child Growth and Development	64.71%	29.41%	94.12%
SP 2019 – FCS 150_Sec 1 Human Development	60.00%	31.43%	91.43%
SP 2019 – FCS 150_Sec 2 Human Development	77.78%	18.52%	96.30%
At the end of my field experience I am able to: Engage with young children to assist in their cognitive, social/emotional and physical development.			
FA 2018 – FCS 150_Sec 1 Human Development	65.39%	26.92%	92.31%
FA 2018 – FCS 150_Sec 2 Human Development	70.97%	19.35%	90.32%
SP 2019 – FCS 120 Child Growth and Development	82.35%	11.77%	94.12%
SP 2019 – FCS 150_Sec 1 Human Development	54.29%	31.43%	85.72%
SP 2019 – FCS 150_Sec 2 Human Development	55.55%	37.04%	92.59%

V. Changes Made From Data

WORKSHOP ONE

- Overall Workshop One for 2018-2019 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 a workshop for ECLC lab teachers in meeting the needs of I-Gen university students. A focus on how to coach university students so that they are more receptive to the coaching will be done. The book I-Gen will be given to each member to help have a deeper understanding of the university student of this generation. We will have periodic conversations in our ECLC Team meetings to talk about what strategies have been effective in coaching.
- During the initial field experience workshop every semester, a videotaped scenario will be included to help scaffold a deeper understanding of dealing with conflict 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 students 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 on 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. This has been consistent for the last few years. A system of on-line scheduling will be implemented. This concern also addresses the issue that approximately 100 university students each semester do field experience hours at the Center, which creates a crowded atmosphere. An expansion of the ECLC to facilitate the needs of our university students and ECLC long wait list is needed.

VI. 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, highly effectively and two, effectively on a four point scale.

It is important to note that in all categories 100% was reached. Last year careful review of what was needed in Workshop Two was added to the workshops. This appears to have been a positive change looking at the numbers in comparison.

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 2018 – FCS 150_Sec 1 Human Development	100.00%	0.00%	100.00%
SP 2019 – FCS 120 Child Growth and Development	70.00%	30.00%	100.00%
SP 2019 – FCS 150_Sec 1 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 2018 – FCS 150_Sec 1 Human Development	100.00%	0	100.00%
SP 2019 – FCS 120 Child Growth and Development	70.00%	30.00%	100.00%
SP 2019 – FCS 150_Sec 1 Human Development	50.00%	50.00%	100.00%

VII. Changes Made From Data

WORKSHOP TWO

- Overall Workshop Two for 2018-2019 met criteria of 80% or higher in all categories (100%). Through students' reflective writings of field experience, the ECLC team feels it would be beneficial to continue with the changes that were made in the Fall of 2018. Fall of 2019, we will add a component of students writing most difficult situations that they experienced in handling children's children behaviors, and then we will talk through what would be possible scenarios in meeting those needs. Students expressed a desire to be more proficient at handling challenging behaviors.
- Fall ECLC teacher-training workshop will focus on how to coach university students while teaching children.
- 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. This has been consistent for the last few years. A system of on-line scheduling will be implemented. This concern also addresses the issue that approximately 100 university students each semester do field experience hours at the Center, which creates a crowded atmosphere. An expansion of the ECLC to facilitate the needs of our university students and long wait list is needed.

VIII. Conclusions Drawn From Data

In May of 2019, an ECLC Parent Survey was given to families of 41 children enrolled at the Center. A total of 15 surveys were returned.

The criteria of success of 85% or higher was met for ratings one, highly effective and two, effective on a four point scale. In fact, in all categories, a total of 100% was established. This included effective leadership, learning environment, child growth and service to parents. It is important to note that the category of highly effective was by far the highest percent for each of the five categories. The ECLC Team should be commended for such high scores in all categories. This is particularly impressive considering that this was a transition year with a new laboratory teacher and it being officially her first year of teaching and first year of this team working together.

ECLC PARENT SURVEY – May 2019	1. Highly Effective	2. Effective	TOTAL
Effective Leadership and Management:			
Clarity of Policies	100.00%	0.00%	100.00%
Smoothness of Operation of the Center	93.33%	6.67%	100.00%
Learning Environment for Children:			
Safety of Physical Environment	93.33%	6.67%	100.00%
Overall Environment	100.00%	0.00%	100.00%

Child Growth and Development:			
Cognitive Growth	100.00%	0.00%	100.00%
Social Growth	93.33%	6.67%	100.00%
Service to Parents:			
Parent Conferences	73.33%	26.67%	100.00%

IX. 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.
- Last year six concerns from parents showed up. Out of the six, two remain concerns on the May 2019 survey. The other four from last year are no longer concerns. Two additional concerns from the May 2019 parent survey have been noted.
- First concern: Continued concern from last year is that bathrooms need to be updated. It is determined that this is going to become a priority and we will reach out to facilities to see how to implement this change.
- Second concern: Continued from last year was that lunch money should be billed instead of collected the day of. It is determined that we will reach out to billing to figure out how this will be possible.
- Third concern: Parents expressed that there was congestion as children were arriving and parents were signing in at the entryway. We are brainstorming solutions on this obstacle and will implement the best one in the fall.
- Fourth concern: Faculty and staff parents wished to have childcare during LEAD week and the two days before school starts in the fall. For this concern, we are actively organizing a “Fun Camp” to facilitate staff and faculty’s needs. This camp would only be for faculty and staff children and will need to be approved by our Dean and Vice-Provost in order to make it happen for fall 2019.