

Spring 2016 Early Childhood Faculty SLO Survey

Spring 2016 - Faculty - Early Childhood

Q3 - What do you think your students liked best about your program?

They like the hands-on activities and lab work that they do in class. They also like the 4 practicums that give them real-world experiences. They also like the materials that they make and use.

Q4 - What do you think your students would like to see changed in your program?

Many do not care for blended courses. They also feel like the practicums are a big time commitment. Some complain about textbook cost and lack of use.

Q5 - How many students will graduate from your program this trimester?

Seven

Q7 - How many graduates are able to use effective communication skills?

Six

Q8 - Provide any comments you have on effective communication skills taught in this program.

They use communication in class presentations. They communicate with instructors, cooperating teachers, and sometimes parents in the field. Overall they struggle most with writing skills. One in particular still does not write effectively.

Q9 - How many graduates are able to apply mathematical concepts?

Seven

Q10 - Provide any comments you have on the application of mathematical concepts taught in this program.

They use math primarily in Administration where they design a child care center budget and figure square footage of the space. A few students commented that Math for Business was a good match to the budget assignment.

Q11 - How many graduates are able to transfer social and natural science theories into practical applications?

Seven

Q12 - Provide any comments you have on transferring social and natural science theories into practical applications, and how it is taught in this program.

Child development theorists are a large part of our program. They know and apply several theories to their work with children. In Math, Science, Social Studies we discuss how to teach children beginning levels of social and natural science theories.

Q13 - How many graduates are able to use critical thinking skills?

Six

Q14 - Provide any comments you have on critical thinking skills taught in this program.

They have to have critical thinking skills as they reflect on their teaching practices. They journal and reflect on activities and teaching. They also set goals for children and themselves and design strategies to help reach these goals. They learn about Bloom's taxonomy and how to encourage children's critical thinking.

Q15 - How many graduates are able to use technology effectively?

Seven

Q16 - Provide any comments you have on how using technology effectively is taught in this program.

They use the smartboard, word, powerpoint, Excel, cameras, and design their own webpage. They use these things to complete assignments and to engage children.

Q17 - How many graduates are able to value themselves and work ethically with others in a diverse population?

Seven

Q18 - Provide any comments you have on how valuing one's self and working ethically with others in a diverse population is taught in this program.

All courses have competencies regarding ant-bias curriculum. Family diversity is a huge topic. They research diverse family types and learn to apply this information to practice. They also develop an inclusion philosophy for children with special needs. We advocate for professional and inclusive language.

Q19 - How many graduates are able to make decisions that incorporate the importance of sustainability?

Seven

Q20 - Provide any comments you have on how incorporating the importance of sustainability in the decisions one makes is taught in this program.

In Math-Science-Social Studies they learn how to present sustainability ideas to children through recycling, reusing materials. We do a Go Green checklist to analyze child care settings from a sustainability standpoint. In Administration they also look at decisions from a sustainability standpoint.

Q22 - How many graduates are able to apply child development theory to practice?

Seven

Q23 - Provide any comments you have about teaching this program outcome.

Students typically can name one theorists, we would like them to be able to name more.

Q24 - How many graduates are able to cultivate relationships with children, family, and the community?

Seven

Q25 - Provide any comments you have about teaching this program outcome.

I think this is a strength of the program. Most do well with this. Service Learning helps. Encouraging more parent interaction where possible in Practicum 4 would also be appropriate - maybe think about time scheduling for at least one early morning.

Q26 - How many graduates are able to assess child growth and development?

Seven

Q27 - Provide any comments you have about teaching this program outcome.

This is addressed in almost every course. Think about rearranging portfolio assignment in Practicum 2 and 4 so they get more practice while leading in final weeks.

Q28 - How many graduates are able to use best practices in teaching and learning?

Six

Q29 - Provide any comments you have about teaching this program outcome.

One student this year struggled with being age appropriate for toddlers. We need to address infant and toddlers more in the curriculum courses. Probably also need to expand to schoolage more as well.

Q30 - How many graduates are able to demonstrate professionalism?

Seven

Q31 - Provide any comments you have about teaching this program outcome.

They have this - but we also need to go beyond just dress into more substantial things like confidentiality. They do have the concept but it is not the first thing they think of.

Q32 - How many graduates are able to integrate health, safety, and nutrition practices?

Seven

Q33 - Provide any comments you have about teaching this program outcome.

We spend a lot of time on the licensing book. They see the importance of this. Perhaps think about adding it more into the spring of second year trimester -- add as a topic in Practicum 4 lecture/journaling. Think more about looking at licensing vs. YoungStar vs. ECERS/ITERS

Q45 - Consider this class of graduating students, what was most challenging for the faculty in your program?

The last semester, it was teaching to the small group. It was difficult to teach a 3 hour course with only seven students. Maybe meeting twice a week would help. This was actually a really good group of students. Some issues with procrastination.

Q46 - Please use this space to share any other feedback, comments, or suggestions about your experience teaching in this program this past trimester.

The class schedule itself - we need to continue to ponder the 3 hour block classes - with larger classes this works well but it is more of a struggle with smaller class sizes. We need to look at assignment deadlines - if we stick to the syllabus we would be failing many students. We need to continue to bring current trends into courses, staying current with the field. Overall we enjoyed both groups of classes this year; they work well together as a class.