



Faculty SLO Assessment Survey

Early Childhood
Spring 2018

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

They like the hands-on learning in classes as well as the multiple practicum experiences. They like the close connections they have with faculty and other cohort students.

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

They want to see each teacher in equal amounts each term. Currently, they have Sharon more early on and then Tracy more in the last term.

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

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

13

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

They work on newsletters, notes, and bulletin boards to effectively communicate with families. They do a variety of oral presentations throughout the program.

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

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

They create a program budget in Administration. They use math in their work with children to teach introductory concepts.

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

13

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

In four practicum settings they have to apply their learning in practical applications. This is also evaluated in the TSA.

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

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

They apply critical thinking skills in rapid decision making as a classroom leader in Practicum 4. They also think critically on quizzes where they need to apply learning to scenarios.

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

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

They use the smartboard, make powerpoints, and use other software/programs to enhance teaching to children and other adults.

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

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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.

We have an anti-bias competency in every course. We talk about being very inclusive of all families. They practice this in a service learning project. It is assessed each term at the practicum setting.

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

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

Students participated in the Horticipia event. Sustainability is addressed significantly in Math-Science-Social Studies. Students are encouraged to scrounge, reuse, and recycle in making materials for children.

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

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

They have the opportunity to do this in the four practicums. We need to look at category 1.a. on the TSA to think about what evidence pieces students can use to document this.

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

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

This is practiced and evaluated in the practicum courses and through the service learning project. Students would like us to think about ways to move practicum schedule to perhaps allow for more contact with families.

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

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

This is introduced in Practicum one and reinforced throughout the program. They have ample opportunities to practice this in a variety of ways.

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

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

Again, in all practicums they are putting into practice what they have learned regarding best practices including developmentally appropriate activities, culturally responsive caregiving, and using caregiving routines as curriculum. We could focus more on creating culturally responsive materials.

Q30 - How many graduates are able to demonstrate professionalism?

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

This is talked about throughout the program, beginning in first term. It is assessed in each practicum. We need to come back to the Code of Ethics more specifically in more program courses.

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

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

The Health, Safety, Nutrition course in the first term offers many trainings in this area. It is reinforced throughout the practicums. There has been some discussion on the value of providing First Aid and CPR training. We need to continue to look at a variety of ways to offer Child Abuse information including Darkness to Light training.

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

Not necessarily specific to this class, but finding high quality practicum placements is becoming an issue. This will continue in the future as a practicum goes to all preschool placements. A variety of students had personal issues that impacted their learning and the classroom setting.

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

This year's cohort had excellent skills in the classroom with children. They struggled at times with paperwork and meeting deadlines. The struggle with deadlines and turning in assignments seems to be a new ongoing trend.