Annual Assessment Report 2016
Early Childhood Education
UAM College of Technology-Crossett

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**

    Student Learning Outcomes for Early Childhood Education (ECE):
    1. Plan a safe, healthy learning environment.
    2. Advance children's physical and intellectual development.
    3. Implement positive strategies to support children's social and emotional development.
    4. Establish productive relationships with families.
    5. Implement strategies to manage an effective program operation.
    6. Maintaining a commitment to professionalism.
    7. Be familiar with a variety of observing and recording techniques to document children's development
    8. Understand and apply principles of child growth and development.

    UAM-CTC Student Learning Outcomes for Early Childhood Education are provided to both prospective and current students in the Course Syllabi (Appendix A) and the UAM CTC Informational Program book (Appendix B), and the ECE brochures (Appendix C). Also, the UAM-CTC Student Learning Outcomes for Early Childhood Education are provided to the ECE Advisory Board Members during their semi-annual meetings (Appendix D). The learning outcomes can be found on-line at:
    http://www.uamont.edu/pages/uam-college-of-technology-crossett/degree-programs/early-childhood-education/

2. **Describe how your unit's Student Learning Outcomes fit into the mission of the University.**

The mission of the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.	Knowledge is enhanced and shared through SLO1 as students plan safe and healthy learning environments. The intellectual content of society is promoted and preserved through SLO3 as students are taught to implement positive strategies to support children's social and emotional development. Students are educated for critical thought by understanding and applying principles of child growth and development (SLO8).

The University provides learning experiences that enables students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.	Students are provided learning experiences that enable them to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own cultures through establishing productive relationships with families (SLO 4). Students are taught early childhood teaching methods from various cultures (SLO 5) Students are required to be familiar with a variety of observing and recording techniques to document children's development (SLO7) which enables them to synthesize knowledge, communicate effectively, and use technology responsibly. Students are provided educational opportunities for their vocational/technical preparation through SLO 6 (maintaining a commitment to professionalism). Students are taught how to prepare for the early childhood education classroom and the importance of confidentiality in relation to children and their families. ECE students range from young people who have recently graduated from high school to older students who seek a career change or perhaps are starting a career for the first time. Individual achievement through tests, hands-on assignments, and Practicum assignments are required. All of the early childhood SLOs support this part of the University's mission statement.

The UAM Mission Statement is displayed in the EC office and classrooms (Appendix E).

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

UAM-CTC Early Childhood Program
Certificates of Proficiency and Technical Certificate History

Program Year	Certificates of Proficiency	Technical Certificates
2011-2012	13	4
2012-2013	9	6
2013-2014	22	10
2014-2015	18	13
2015-2016	13	19

An analysis of the data above indicates that although the number of graduates has increased each year since 2012, many individuals are stopping their studies once they earn the Certificate of Proficiency (Child Development Associate credential); therefore, there is a need for more Early Childhood students to complete the entire program and earn the technical certificate.

In addition to analyzing the *UAM-CTC Certificate of Proficiency and Technical Certificate History* chart, the instructor measures the students' success by analyzing the students' classroom and lab assignments. These assignments and activities include the students' class participation, written examinations (Appendix F), and other early childhood projects. Practicum courses are a component of the ECE program which provides the students with the experience of teaching young children and challenges them to integrate skills learned from theory courses into their work with children. These skills are assessed by the mentor teacher (Appendix G) and instructor (Appendix H). Students are required to complete 225 practicum hours (Appendix I).

In-class assignments are assigned in each course of study to reinforce theory and lab results. All data is graded, compared, and used to verify evidence of learning among all students. For example, students were given a pre-test (Appendix J) at the beginning of the course "Foundations of Early Childhood Education "on August 27, 2014. The students were given a post-test at the end of the course on December 8, 2014.

Foundations in ECE Pre-test and Post-test Results

Student	Pre-test: Numbers Missed	Pre-test: Numbers Missed
Number One	18	16
Number Two	6	0
Number Three	14	4
Number Four	15	12
Number Five	13	10
Number Six	12	10
Number Seven	17	4

Number Eight	15	4
Number Nine	10	4
Number Ten	21	8
Number Eleven	11	6
Number Twelve	13	6
Number Thirteen	14	0
Number Fourteen	14	0
Number Fifteen	12	6
Number Sixteen	18	6
Number Seventeen	16	10
Number Eighteen	9	0
Number Nineteen	15	6

As the instructor analyzed the data she found that the students' growth in the knowledge of early childhood theory, appropriate development of young children, communicating with families, and maintaining professionalism in the early childhood field increased after completing the course "Foundations of Early Childhood Education".

After students complete the ECE program the instructor will complete follow-up survey on each graduate (Appendix K). In order to improve student learning. The instructor will provide student exit surveys and survey employers as well.

4. **Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

After the instructor analyzed the data from "UAM-CTC Early Childhood Program Certificate of Proficiency and Technical Certificate History" chart she requested feedback from the students. The instructor found that many students could not complete the ECE technical program due to the conflict in the school hours and their employment hours. Next, the instructor met with the Dean of Students to discuss the data and students' concerns. During this meeting it was decided that the ECE courses would be provided to students in a more flexible and convenient manner in hopes of receiving more graduates. As the instructor and Dean of Students compared the number of graduates before 2016 with the number of graduates in 2016, the results showed a productive growth in the number of UAM-CTC early childhood graduates. The instructor believes this growth is due to the fact that the ECE course are offered during both the daytime and evening hours. Also, some of the early childhood courses are offered online. These hours meet the needs of busy students. Therefore, more students completed the ECE program during the 2016 school year.

As the instructor analyzed the data from the "Foundations in ECE Pre-test and Post-test Results" chart she found that many students benefit from a variety of activities. Students should be provided with both hands-on group projects, written examinations, online assignments, and experiences with young children to develop a whole approach when teaching children.

5. **Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.**

- Each Early Childhood course consists of assignments that compel students to develop and practice oral and written communication skills as well as enhance their vocabulary.
- The early childhood instructor will continue to use publisher test banks and teacher-made tests (and analysis of test questions) to determine the students' acquisitions of the course/program SLO's.
- The instructor will continue to use online discussions and activities to enhance students' knowledge while providing them with more flexibility.
- The instructor will continue to encourage students to provide feedback concerning the ECE program.
- The instructor will accomplish this by providing opportunities for students to give written and oral feedback in class.
- Also, the instructor will encourage students to discuss their needs one-on-one if that experience is more inviting to the student.
- The Early Childhood instructor will continue to observe and evaluate students during practicum hours.
- The instructor will offer critique and advice to students in both whole group and individual settings.

6. **As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

The Early Childhood instructor will use SLOs to create test questions before creating lesson plans. This will help to ensure that students are tested on material that is covered in class. This will be practiced in all ECE classes.

The Early Childhood instructor will continue to complete professional development training to stay abreast of changes in the ECE field so that students will be on the cutting edge of changes in the field. For example, the Early Childhood instructor plans to attend the *Southern Early Childhood Association (SECA)* conference that will be held in Biloxi,

Mississippi during March 2017 (Appendix L). The instructor will be provided with excellent resources and information concerning early childhood education which will be used in teaching the ECE courses.

Students will be provided with an additional Traveling Arkansas' Professional Pathways (TAPP) training that consists of 45 hours. The title of this additional TAPP training is Pre- K Social Emotional Learning (Pre-K SEL). This TAPP training will be embedded in "Technical Child Development" beginning during the Fall 2016 semester. Pre-K SEL provides students with information that pertains to the development of young children. Also, Pre-K SEL provides students information explaining how developmentally appropriate practices should be put in place in early childhood settings when teaching young children. It includes information pertaining to social, cognitive, motor, emotional, and language development.

7.   What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

The Early Childhood instructor was awarded a scholarship and attended "The Comprehensive Literacy Model for School Improvement Institute" that was held by the University of Arkansas at Little Rock (UALR) during June 2016. This conference provided valuable information concerning teaching literacy to children (Appendix M)

Two new courses were added to the UAM-CTC Early Childhood Program which were "Technical Language and Literacy in Early Childhood" and "Technical Math and Science for Young Children". Also, two courses were deleted which were "Technical Observation and Assessment in ECE" and "Technical Methods and Materials in ECE". The two new course were added to expand early childhood educators' knowledge of how young children learn literacy, math, and science.

Students were provided 30 Traveling Arkansas Professional Pathways (TAPP) hours during "Technical Language and Literacy in ECE" course (Appendix N). The title of the course embedded TAPP training is Pre- K Early Literacy Learning in Arkansas (Pre-K ELLA). Minimum Requirements for workers in early childhood education settings state that childcare employees must complete at least 15 hours in-service training or outside workshop training each year in continuing Early Childhood Education that is approved by the Arkansas Department of Human Services (DHS), Division of Child Care and Early Childhood Education. TAPP hours are provided by the University of Arkansas in Fayetteville, and they are approved by DHS. These professional development hours improve the early childhood students' learning by providing them with literacy materials for young children. The "Train-the-Trainer" meetings provide the instructor with new teaching ideas in regards to teaching literacy to emergent readers. When a student completes "Tech Language and Literacy in ECE" he/she will receive a certificate stating he/she has completed 30 TAPP hours in Pre-K ELLA. This certificate is a positive reflection on the student when he/she is applying for employment in a child care center.

Also, during "Foundations in ECE" students are required to join TAPP. Requiring students to join the TAPP registry reinforces important concepts such as the commitment to professionalism, standards for educational requirement for child care providers, being life-long learners, and advocacy for children and families. The TAPP registry is a product of the DHS and the Arkansas Early Childhood Education Association's desire to create a data base of early childhood educators and their levels of education/training. Students do not have to leave the area for the training because they are provided with the TAPP training in the classroom by the ECE instructor.

8. **How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?**

Students: The ECE instructor explains to students their responsibilities at the beginning of each course (Appendix A). The students are informed that they are responsible for the end result of each project. The students understand that they are responsible for turning their work in by the deadlines that are set by their instructors. Students are required to sign a document stating that they understand their responsibilities for each ECE course (Appendix A). Also, after the student completes a test, the instructor talks with them about that test.

Math Faculty: Math instructors work closely with the ECE department in order to incorporate math skills that can and will be used during their ECE experience.

English Faculty: English instructors work closely with the ECE department in order to incorporate correct English skills when working with young children. ECE students learn the importance of correct oral English since young children learn these skills from their teachers and child care providers. The English instructors work closely with the ECE department in order to incorporate correct English skills when typing reports and composing ECE articles.

Computer Faculty: Computer instructors work closely with the ECE department in order to incorporate computer knowledge needed to help them develop skills that are needed for ECE. Students are given appropriate websites to use when working with young children.

Other UAM Early Childhood Faculty: The Early Childhood instructor meets with other early childhood educators from the University of Arkansas College of Technology-McGehee (UAM-CTM). These meetings are held quarterly. During these meeting the ECE instructors support one another's teaching goals, and ideas are shared concerning recruiting students and classroom management.

UAM-CTC Early Childhood Advisory Members: The Early Childhood instructor meets with the UAM-CTC Advisory Committee members twice a year. During these

meetings, the ECE instructors reports the growth of the UAM-CTC Early Childhood Program to the Advisory Committee members. Members offer support and new ideas are shared concerning how to improve the program and attract new students.

Others: Employers, daycare owners, public preschool employees, and administrators work with the ECE department. They also agree to enter into a contract in order to allow practicum students to practice field experiences with young children in daycares and public preschools (Appendix O.

9. **Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as "we take a personal interest in our students" is not evidence.)**

The UAM College of Technology-Crossett ECE program coordinates coursework with our partner, the UAM College of Technology-McGhee ECE program. By doing this, we create an environment where students can transfer between the two colleges in all departments. UAM-CTC aligned the ECE curricula with UAM-CTM. The ECE program faculty and staff meet regularly to discuss recommendations, changes, and updates to the ECE program.

In order to improve retention, UAM-CTC ECE instructors meet monthly with ECE instructors from all areas of the state of Arkansas. These meetings are held at Pulaski Tech and are part of a cohort. Collaborating with other ECE instructors helps the instructor to plan lessons, communicate positively with directors of daycares, and provides them with information concerning background checks. The instructor does not take time away from classroom hours to attend these meetings.

The Arkansas Department of Higher Education (ADHE) Career Pathways Initiative (CPI) provides gas vouchers, tuition, books, childcare, some supplies/uniforms, etc. for eligible students. This enables ECE students to utilize other funds such as Pell Grants, loans, and scholarships for living expenses. Students are provided phone numbers (office and fax) for each instructor. Some instructors may also be reached by text. Instructors are available for meetings upon request. Email addresses are also provided for each student, and all official college correspondence and announcements are sent to students via their UAM email account. These are retention efforts that lead to more graduates.

Mid-term grades are provided in writing to ECE students. Each student that is not making satisfactory academic progress is counseled for academic and lab performance as well as attendance issues.

The Early Childhood instructor will coordinate retention strategies with the Director of Student Services and Special Student Services representative to aid in student retention. Some examples are test taking skills, note-taking skills, and oral testing of special needs students.

The Early Childhood instructor spoke on KAGH radio during April 2015. During the radio announcement, the instructor spoke about the ECE programs on both the Crossett and McGehee campuses (Appendix P).

The Early Childhood instructor provides local childcare centers with ECE brochures (Appendix C) and advertising products to directors in order to promote the UAM-CTC Early Childhood Education program. The instructor meets with directors and answers questions as needed. Also, the instructor offers to attend after-school meetings at the childcare centers in order to explain more about the ECE program.