

**UNIVERSITY OF ARKANSAS AT
MONTICELLO**

COLLEGE OF TECHNOLOGY – MCGEHEE

Early Childhood Department

Program Assessment 2015 – 2016

UNIVERSITY OF ARKANSAS AT MONTICELLO

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Early Childhood Department

Program Assessment 2015 – 2016

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

Students who complete one of the options in Early Childhood Education will be able to:

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.

The SLO's and other program information can be found in the program brochure and at the following website: <http://www.uamont.edu/pages/uam-college-of-technology-mcgehee/degree-programs/early-childhood-education/> (Appendix 1.1: Early Childhood Development Program brochure.)

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

“The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.” The ECE program's SLOs 1-3 and 8 relate to this portion of the University mission statement by enhancing and sharing knowledge with future early childhood professionals, thus promoting their critical thinking skills in planning and implementing environments that are safe, healthy and support children's growth in all areas of development.

“The University provides learning experiences that enable student to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.” The ECE program's SLOs 1-3, 5, 7 and 8 relate to this portion of the University mission statement by enabling future early childhood professionals to synthesize knowledge, by providing hands on learning activities using open ended materials that can be used with children of all cultures.

“Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation.” The ECE program's SLOs 1-8 relate to this portion of the University mission statement by providing numerous educational opportunities that encompass the liberal arts, basic and applied sciences, selected professions and vocational/technical preparation by offering future early childhood professional a variety of courses through the EC technical program and giving them the option to complete an Associate of Applied Science in General Technology with emphasis is ECE.

“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 ECE program's SLOs 1-8 relate to this portion of the University mission statement by providing future early childhood professionals the opportunity to experience general education curricula through completing the required general education courses necessary to receive a Technical Certificate or an Associate of Applied Science in General Technology with emphasis in ECE. We also encourage all future early childhood professionals to complete the wage certificate that is offered through the Adult Education program.

“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.” The ECE program's SLOs 5 and 6 relate to this portion of the University mission statement, by providing future early childhood professionals various opportunities to implement strategies to manage effective program operations in the classroom and in the child care facility, and by maintaining a commitment of professionalism.

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

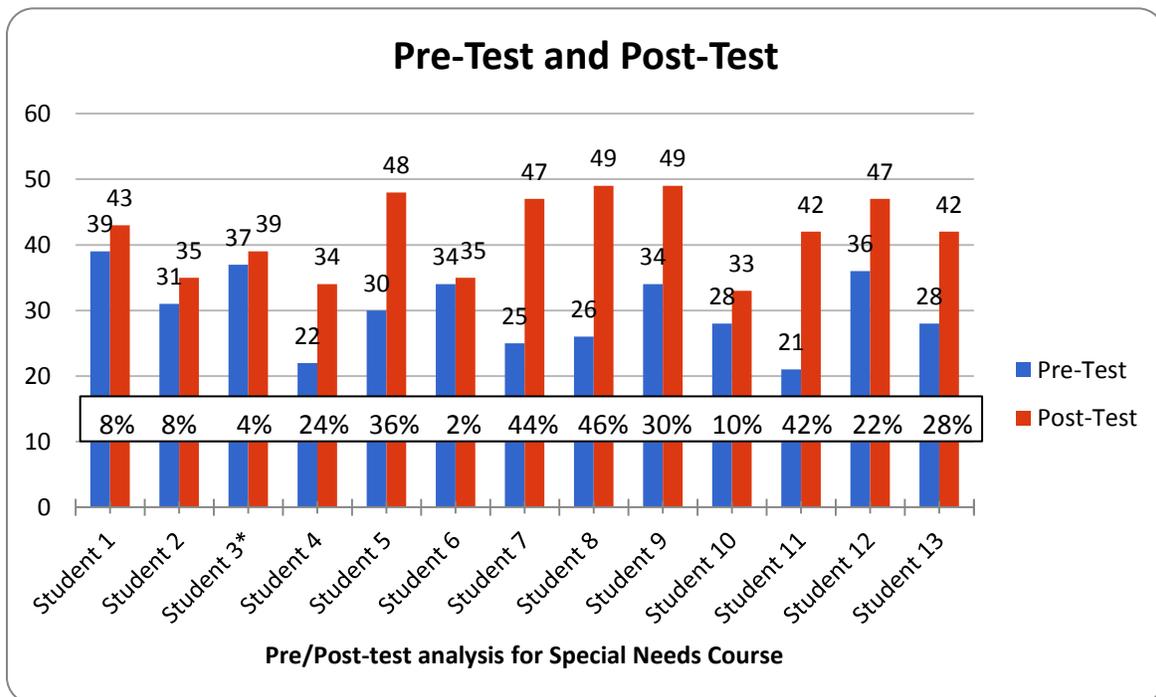
One of the primary tools for assessment is teacher made exams. At the end of each unit, tests are administered utilizing a number of question formats: true/false, multiple choice, matching, completion and short answer. After grading tests, instructors run an item analysis report (Appendix 3.1) to eliminate ambiguous or misleading items and identify specific course content that may need clarification.

Projects are another assessment tool we use. Students complete projects related to course information and instructors use grading checklist or rubrics to evaluate assignments based on stated requirements. (Appendix 3.2: Rubric for Math & Science)

Pre/Post tests were given to assess student learning.

In the past three years, we have had 20 students take the National Occupational Competency Testing Institute (NOCTI) exam. All participants passed with a cutoff score of 70% or better, as required by the state for the Birth-5 Teaching Credential. (Appendix 3.3: Analysis of NOCTI Scores)

Pre-course / post-course Evaluation for fall 2015 Special Needs night course. These are raw scores with 50 points possible. Results show significantly improved results on post-tests (two sample t-test, $p < 0.0002$). The mean for the pre-test was 30.076, the post-test was 41.769. Example: figure 1.



Analyzing the data, students scored higher by approximately 23% on the post test.

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

We listen to student's problems and concerns and review the student evaluations of each course in the program for strengths or needs. (Appendix 4.1: Student Evaluations for Fall 2014 courses) We have changed texts, assignments and study guides based on student feedback.

TABE tested students who took the Environments theory class on the McGehee campus (day class only). We determined the student's Reading / Language grade equivalent based on the analysis of the individual skills. Students are working on basic Reading/Writing exercises and they must complete it, even if time is up so that we will have pre- and post-test for the exercises prescribed. Because we are an open enrollment college, many students come to us with very poor reading / comprehension / writing skills. Some students did not complete their exercises and I do not have enough data to come to any conclusions. I believe this strategy will improve basic skills for students who have very low entrance scores as well as motivate all students to put in the time to

study BEFORE they fail a test. I would also like to see a policy implemented to reduce the number of credit hours a student can take per semester based on entrance scores. TABE scores reinforce the entrance scores requiring student's Tech Prep status.

various TABE exercises	Student 1 – Exercise 1	Student 1 – Exercise 2	Student 2 –	Student 3 –	Student 4 – Exercise 1	Student 4 – Exercise 2	Student 5 – Exercise 1	Student 6 – Exercise 1	Student 7 –	Student 8
Pre	75	50		50	50	50	55	75		
post	85	76		85	55	80	70	85		

5. As a result of the review of your student learning data in previous questions, explain what efforts your unit has made to improve student learning. Be specific indicating when, how often, how much, and by whom these improvements took place.

Strategies for improving student success	When	How often	How much	By whom
1. Early Childhood Department requires Basic English (based on entrance scores) before students take Tech Communications or Tech Business English	For Spring 2016	First semester	Initial semester	Advisors in McGehee and Warren
2. Use study groups for specific courses	Beginning with Summer 2015	Each semester	One hour a week for each course to facilitate a focused study group for interested students.	Instructors and student volunteers
3. Continue to use pre-post-test analysis of each course with questions specifically tied to SLO's. This will require a more detailed evaluation of test banks.	Fall 2015	Pre/post analysis of each course. More pre/post testing of individual units or chapters with in courses per semester.	One extra unit and one extra chapter pre/post analysis per course.	Instructors are doing a more detailed evaluation of test banks.

We would also like to give the same or similar assignment in both Practicum I and Practicum II and have student's reflect on both assignments, how and why they were different.

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

Since embedding some of the ECEP trainings into the corresponding courses as outlined by the Arkansas Early Childhood Cohort, we have put into practice the information and activities from Pre-K ELLA, Pre-K Math and Science, and Infant and Toddler Frameworks.

As a result of this work, students are leaving the program with training certificates that would have been required of them their first year on the job. This enhances the student's knowledge base as well as makes them a more desirable job candidate.

The National Occupational Competency Testing Institute (NOCTI) exam scores from our students also indicate that program completers for the AAS degree applying for the Teaching Credential for the Division of Child Care and Early Childhood Education are above average in all 13 areas measured by the Advanced Early Childhood Education and Care job ready assessment.

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

Students complete course evaluations at the end of each fall and spring semester for feedback on courses, assignments, texts, and instructors. Students also provide suggestions, feedback, and voice concerns during the semester as the courses are ongoing. Instructors listen, discuss, research and evaluate all student questions, concerns and comments and make notes for future course development or program changes sometimes even make adjustments to the current course activities and assignments.

Instructors meet with other ECE Instructors from different institutions to collaborate on changes and improvements in programming based on a consensus of these leaders in the profession as well as using the National Association for the Education of Young Children's Standards and Code of Ethics as a basis for instruction and assessment. Instructor's interview center directors, hold advisory meetings with members from all aspects/roles/educational levels of the profession, and consult licensing specialist and other members of the Division of Child Care and Early Childhood Education staff, Department of Health, Head Start, and area Public Schools to inform decisions on course offerings as well as course content.

The Advisory Committee members have a voice in program development by attending committee meetings, providing recommendations for course changes/improvements/offerings, equipment and supplies needed, and professional development offerings for students. (Appendix 7.1 Recommendations from Advisory Board Members)

8. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in you unit/at the University.

The ECE department efforts to recruit new students include:

1. Sharing department brochures, instructor business cards and ECE flyers for course offerings by posted in area businesses (general businesses as well as child care centers and public schools) and government agencies that serve children and families. (Appendix 8.1 Flyer for Warren Courses)
2. Sending letters to ECE prospects that take the entrance exam or fill out interest surveys at college recruitment days.
3. Share schedules (like attachment) to area centers to be posted beside staff sign-in sheets
4. Participation in community events and activities. i.e. Owlfest, Community Fun Day, College Fairs,
5. Sending Department representatives to Dislocated worker seminars.Meetings with Center Directors and staff for ECE trainings, MOU meetings, and classroom visits to observe current practicum students.
6. We also encourage current students to recruit friends, co-workers or family that may be interested in a career in ECE.
7. Making and returning phone calls to interested parties.
8. Instructors serve as guest speakers for area Head Start Parent meetings to discuss topics in ECE and use these opportunities to recruit interested family members as well as Center staff.
9. Instructors are registered trainers for Early Childhood Education Projects through the University of Arkansas Fayetteville and use these community training opportunities to recruit for the ECE programs.
10. Refer qualified prospects to Career Pathways Initiative.
11. Encourage Career Pathways Initiative representatives to visit child care centers to discuss financial aid opportunities for qualifying students.
12. Report Department news on UAM and UAM/CTM Facebook pages and in area newspapers to raise awareness.

The ECE department efforts to retain new students include:

1. Instructors advise students one-on-one throughout each semester to maintain continued participation and success in each step of their program as well as prepare and encourage progress toward the next level of education.
2. Instructors participate and encourage student participation in college and community events and activities. i.e. Homecoming, Owlfest, Community Fun Day, 5K race, Weevil Winter Fest, etc.
3. Instructors coach, tutor and mentor students in their ECE coursework on an individual basis and encourage and support study groups.
4. Instructors make and return phone calls to address issues related to grades, study skills, time management issues, etc. and make referrals to computer lab tutors, CPI tutors and WAGE coordinator for targeted assistance with basic skills for students who are struggling academically.
5. Instructors also work with students one-on-one to address issues and problems students may have that impact their school progress. They also refer them to Student Services, Counselor, Student Success Advocate, (example: Overcoming Test Anxiety workshop)
6. Refer prospects to Career Pathways Initiative and other funding sources available to assist in paying for the costs of the program or staying in the program.
7. Share student success stories and activities on UAM and UAM/CTM Facebook pages and in area newspapers to acknowledge student participation and achievements.

8. Nominations for departmental "Outstanding Student(s)" each semester, based on students' efforts and accomplishments.

The ECE department efforts to graduate students include:

1. Instructors referred students to a number of job fairs including the Community Career and Info Fair provided through Arkansas Career Pathways, Arkansas Workforce Centers, and the Rural Community Alliance.
2. Instructors share list of graduates with area employees for potential hire.
3. Instructors write letters of recommendation for students applying for potential employment in a child care facility.
4. Students were provided the opportunity to attend Career Training and Resume Building workshop on campus.
5. Instructors are registered trainers for Early Childhood Education Projects through the University of Arkansas Fayetteville and embed these trainings into course work so that graduates have a head start as they begin their careers. They start with 5 of the trainings required of staff in Better Beginnings and ABC programs.
6. The Early Childhood Program currently has a 100% pass rate on the National Occupational Competency Testing Institute (NOCTI) Exam, which is required for the Birth-PreK Teaching Credential from the Arkansas Division of Child Care and Early Childhood Education. UAMCTM's students currently hold 14% of the Birth-PreK Teaching Credentials in the state.

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Program Assessment 2015 – 2016

Appendix 1.1: Early Childhood Development Program brochure



UAM College of Technology-McGehee

Early Childhood Education



To learn more about the UAM C-TM Early Childhood Education program, contact a member of the staff:

Elaine Hargraves
hargraves@uamont.edu
Office Phone: 870-460-2123
McGehee Campus:
870-222-5360

Romanda Jordan
jordanrm@uamont.edu
Warren Campus:
870-226-2750

Or visit our website at
<http://www.uamont.edu>.

Financial Assistance

If you wish to pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM C-TM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM C-TM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 460-2128 or 460-2130
Fax: (870) 222-1105

The mission of the University of Arkansas at Monticello shares with all universities in the commitment to search for truth and understanding through scholarly 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. The University provides learning experiences that enable students to synthesize knowledge, demonstrate reflective use, manage and technology with intelligence and responsibility, and act courageously within their own and other cultures.

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability.

University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

<http://www.uamont.edu>.

UAM CTM Early Childhood Education Technology

UAM College of Technology-McGehee (UAM CTM) would like to welcome you to an exciting career in the field of early childhood care and education. The need for trained early childhood caregivers will continue to increase as statewide Child Care and Early Childhood Education programs expand.

The Early Childhood Education program combines classroom study and practicum experience with infants, toddlers and preschoolers. This helps the student gain an understanding of the social, emotional, intellectual and physical growth and development of young children.

A student who successfully completes the Early Childhood Education program should be able to obtain a position as:

- Teaching Assistant
- Paraprofessional
- Caregiver/Teacher
- Teacher
- Specialist
- Home Visitor
- Family Child Care Provider
- Child Care Center Director



The Certificate of Proficiency provides students with the opportunity to develop knowledge and skills to successfully complete the Assessment and Competency Standards for the Child Development Associate credential awarded through the Council for Early Childhood Professional Recognition, a national credentialing agency. For further information on credentialing procedures and requirements, contact the Council for Early Childhood Professional Recognition.

The UAM CTM Early Childhood Education Technical Certificate program is designed to prepare students for occupations in early care and education, often under the supervision of professional personnel. A criminal background check, child maltreatment check and negative TB screening are required.

Student Learning Outcomes

Students who complete one of the options in Early Childhood Education will:

- Plan a safe, healthy learning environment.
- Advance children's physical and intellectual development.
- Implement positive strategies to support children's social and emotional development.
- Establish productive relationships with families.
- Implement strategies to manage an effective program operation.
- Maintaining a commitment to professionalism.
- Be familiar with a variety of observing and recording techniques to document children's development.
- Understand and apply principles of child growth and development.

Certificate of Proficiency Requirements:

ECED 1043 Development and Curriculum in Early Childhood Environments in Early Childhood
ECED 1053 Foundations of Early Childhood Education
ECED 1071 Introduction to Practicum
ECED 1082 Practicum I

Technical Certificate Requirements:

OFA 1103 Computer Fundamentals or higher
COM 1203 Tech Communication or higher-level comp course
MAT 1203 Tech Mathematics or higher-level mathematics course
ECED 1043 Development and Curriculum in Early Childhood*
ECED 1053 Environments in Early Childhood*
ECED 1063 Foundations of Early Childhood Education*
ECED 1071 Introduction to Practicum*
ECED 1082 Practicum I*
HOEC 1113 Tech Curriculum Development for Infants/Toddlers
HOEC 2033 Tech Child Care Practicum II
HOEC 2073 Tech Child Guidance
HOEC 2013 Tech Literacy/Language Arts in Early Childhood Ed
HOEC 2123 Tech Math/Science for Early Childhood Education
HOEC 2143 Tech Child Care Program Planning
HOEC 2153 Tech Child Development
HOEC 2173 Tech Children with Special Needs

UNIVERSITY OF ARKANSAS AT MONTICELLO**COLLEGE OF TECHNOLOGY – MCGEHEE****Early Childhood Department**

Program Assessment 2015 – 2016

Appendix 3.1: Analysis Report

CUSTOMER SERVICE 1-800-833-2270

FEED THIS DIRECTION

SCANNING CENTER

MR. XIN SR. 21

FORMS SCORED	2	41	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
CLASS AVERAGE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

PASS 1

4

20

CLASS SN
 TEST Posttest
 DATE 12-10-15

A teaching schedule should specify times for teachers to carry out their responsibilities.

ITEM ANALYSIS - QUESTIONS 1-25
 Number of wrong responses

SCAN | KUN
 FORM NO. 9700

ORDERED ONLINE
 www.seaflorians.com

This question about gifted and talented culturally minorities was ambiguous and not counted.

ITEM ANALYSIS - QUESTIONS 26-50
 Number of wrong responses

ITEM	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
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PASS 2

UNIVERSITY OF ARKANSAS AT MONTICELLO

COLLEGE OF TECHNOLOGY – MCGEHEE

Early Childhood Department

Program Assessment 2015 – 2016

Appendix 3.2: Rubric for Math & Science activity

Appendix 3.2: Rubric for Math & Science Presentation

Math & Science for ECE Presentation & Demonstration

Student Name _____

Criteria	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Students presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student in uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, seldom returning to notes	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back to hear	Student's voice is low. Incorrectly pronounces terms. Audience has difficulty hearing presentation	Student's voice is clear & pronounces most words correctly. Most audience members can hear presentation	Student's voice is clear and correct, precise pronunciation of terms so that all audience members can hear presentation	
Handout	No handout turned in	Handout has three or more grammar errors, no clip art inserted & lacks visual interest, no explanation of project	Handout has one or two grammar errors, poor clip art, and gives little explanation of project	Handout has no grammar errors, has excellent clip art, and gives a thorough explanation of project	

UNIVERSITY OF ARKANSAS AT MONTICELLO**COLLEGE OF TECHNOLOGY – MCGEHEE****Early Childhood Department**

Program Assessment 2015 – 2016

Appendix 3.3: Analysis of NOCTI Scores



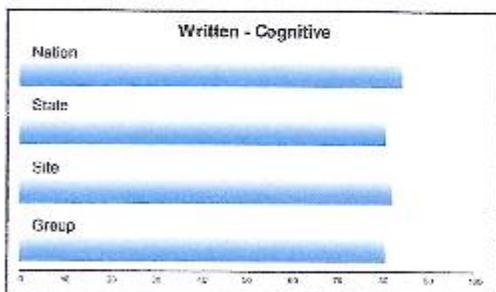
Urda Branch
University of Arkansas - McGehee
1000 East Ash
McGehee, AR 71654
branch@uamont.edu

Analysis of Scores

Site: University of Arkansas - McGehee - 6617
Test Date: 11/14/2016

Level: Post-Secondary
Type: Post-Test

Early Childhood Education and Care-Advanced - 4017 v1									
Written - Cognitive									
Standard #	Standard Description	Group	State (n=20)	State	Nation	Other	Standard	Standard	Standard
		N=	4	20	50	10/13	Percent	Percent	Percent
1	Health and Safety	85.3	87.4	85.8	80.1		9.2	8.5	
2	Cognitive Development	72.3	71.0	55.5	74.5		10.9	3.4	
3	Language Development and Communication	85.7	84.0	82.3	85.3		11.0	3.5	
4	Physical Development	73.7	70.4	73.0	81.2		13.4	4.2	
5	Social and Emotional Development	78.3	81.5	75.0	84.5		12.7	4.0	
6	Community and Family Relationships	82.5	80.3	82.4	83.6		8.9	2.7	
7	Observation, Documentation, and Assessment	79.2	82.5	77.5	80.5		12.8	4.0	
8	Professionalism	78.8	86.0	84.8	87.3		10.3	3.3	
9	Classroom Organization and Arrangement	78.8	80.3	82.3	84.5		8.7	2.8	
10	Creativity	82.5	87.5	83.2	87.7		13.5	4.3	
11	Diversity in the Classroom	80.8	70.9	77.3	81.6		14.8	4.8	
12	Inclusion of Children with Special Needs	75.0	72.7	69.9	74.3		15.3	4.8	
13	Positive Guidance Techniques and Reinforcement	88.6	82.3	87.6	89.8		13.7	4.3	
Total		80.2	81.9	80.3	84.0	55.6	8.7	2.8	



Score data is compiled and stratified for every assessment scored, and cumulative averages are provided for most test administrations. State reports for pre-test, pilot tests, and newly released tests do not include cumulative averages or comparative data. Averages are reported for Curricula Group, site, state, and nation. State and nation averages are expressed from a percentage (not a score). A cumulative average is reported if the site level 4 domain score interpretation report is available at the Client Service Center.

Measuring What Matters!

Early Childhood Department
Program Assessment 2015 – 2016
Student Evaluations Appendix 4.1

Course Evaluations 1/8W2
2146 (2014)

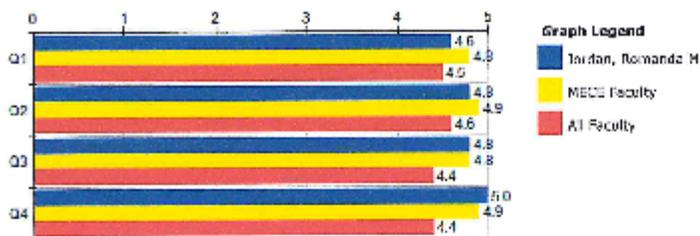
University of Arkansas
at Monticello

Course: 2139 377 - TECH CHILD DEVELOP

Department: MECE

Responsible Faculty: Romanda Jordan

Responses / Expected: 5 / 9



Instructor Based Questions	Jordan, Romanda M													--- Survey Comparisons ---										
	Responses					Individual								MECE			All							
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	-	+	N	Mean	Grp Med	-
Q1 The instructor is willing to help the students learn.	3	2	0	0	0	5	4.6	4.7	5	5	4	5	.18	.21	.22	23	4.8	4.9	-	3.9K	4.5	4.8	-	
Q2 The instructor shows interest in and knowledge of the subject.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	23	4.9	4.9	-	3.8K	4.6	4.8	-	
Q3 The instructor demonstrates effective oral and written communication skills.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.10	.16	.18	23	4.8	4.9	-	3.8K	4.4	4.7	-	
Q4 I would recommend this instructor to other students.	5	0	0	0	0	5	5.0	5.0	5	5	5	5	0	0	0	23	4.9	5.0	-	3.8K	4.4	4.7	-	

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
*This Individual compared with others: [-] Much Lower, [L] Lower, [=] Similar, [+] Higher, [++] Much Higher



Course Based Questions	2139 - 377													--- Survey Comparisons ---									
	Responses					Course								MECE		All							
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	--+ 1	N	Mean	Grp Med	--+ 1
Q5 I have more knowledge and a deeper understanding of the subject matter as a result of this course.	3	2	0	0	0	5	4.6	4.7	5	5	4	5	.49	.24	.22	23	4.8	4.9	=	3.8K	4.4	4.7	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
 *This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q6 - What did you like and dislike most about this course?

Response Rate: 100.00% (5 of 5)

- LOVE THE CLASS AND THE INSTRUCTOR
- I liked everything about this class.
- Romanda is the best teacher I have ever had. Her willingness to work with me and help me on my course work has just been outstanding. I would highly recommend her. She even went above her head to try and help me with some course questions.
- I like the course because it gave me more understanding and knowledge about the physical, social, and psychological developmental of children. I did not dislike anything. I thoroughly enjoyed the course and the instructor.
- This teacher is a knowledgeable instructor that has a very interesting way of presenting and having you LEARN the topics!!



Course Based Questions	2137 - 360										--- Survey Comparisons ---												
	Responses					Course					MECE			All									
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	---+ 1	N	Mean	Grp Med	---+ 1
Q5 I have more knowledge and a deeper understanding of the subject matter as a result of this course.	5	1	0	0	0	6	4.8	4.9	5	5	4	5	.37	.14	.15	23	4.8	4.9	=	3.8K	4.4	4.7	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
 1This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q6 - What did you like and dislike most about this course?

Response Rate: 83.33% (5 of 6)

- nothing the course is fine
- I enjoyed the lectures. They were informative and not boring. Anything I didn't get the first time was repeated. I don't like the book we had to use. It was VERY unorganized!
- LOVE THE CLASS
- I LIKE THE WAY THE CLASS HAS BEEN TAUGHT. I DISLIKE THE WAY THE TEXTBOOK IS WORDED.
- The thoroughness this teacher gives is great. She makes sure you KNOW what she is delivering.

UNIVERSITY OF ARKANSAS AT MONTICELLO

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Appendix 7.1 Recommendations from Advisory Board Members

Hargraves Elaine

From: Lora Medina <lora.medina@cbking.org>
Sent: Thursday, April 14, 2016 7:17 PM
To: Hargraves Elaine
Subject: Re: Spring Advisory Meeting 2016

Elaine,

Recommendations for ECE Advisory Committee:

1. I would like for you to be able to add the Cohort's capstone course either in the TC or the AAS.
2. I would like to see new professionals with better language skills, verbal and written.
3. I know you stress work ethic but there are so many probationary staff members who aren't timely, aren't consistently engaged with the children, do not keep confidentiality, and/or will spend time doing things other than monitor and engage children. (visit with co-workers, talk or play games on cell phones, spend class time gathering materials or setting up activities that necessitates long wait times for children when things could have been readied in advance.) I don't know how to instill work ethic in an employee when s/he does not have it. When the safety of the children is involved we can't give second chances. (This item is included so that you can quote me to students as a statement from a local employer as you discuss work ethics as well as safety.)
4. I would also like to suggest that you attending a Conscious Discipline series for incorporation of some of the principles

into your course work. I think it is a powerful tool for helping children build self esteem as well as build social awareness and appropriate social skills. I truly believe that the skills learned in Conscious Discipline classrooms support and enhance all areas of development for the lifetime of a child.

I also want to know which C. B. King classrooms you have students in each semester so that I can monitor their experiences. Having them see and experience a DAP classroom environment and interactions is so important. Some settings are not good learning/mentoring environments and I want to make sure that C. B. King is providing the best experiences for your budding professionals. Please let me know what we at CBK can do to help you and your program.

Thanks for all of your efforts on behalf of the profession, the children and families and those that commit to this worthy work!

Sincerely,

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Lora Medina, M.Ed.
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C. B. King Centers
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McGehee - Arkansas City - Dermott - Eudora

Quote: If we give children what they need at 2 and 3 and 4 when they are 2 and 3 and 4,

UNIVERSITY OF ARKANSAS AT MONTICELLO

COLLEGE OF TECHNOLOGY – MCGEHEE

Early Childhood Department

Program Assessment 2015 – 2016

Appendix 8.1 Flyer for Warren Courses

UAM Warren

College of Technology McGehee in Warren

Summer I 2015 (May 26th – June 24th)

M - Monday T - Tuesday W - Wednesday H - Thursday F - Friday

1053 HOE 2116 Construction Equipment II Field Work MTWHT 7:00am-4:30pm David Carter

1080 HOE 2162 Construction Equipment I Field Work MTWHF 7:00am-4:30pm David Carter

1088 HOEC 2173 Tech Children with Special Needs WH 8:00am – 10:15am Lora Medina

This is a hybrid class with online course work included

1089 HOEC 2143 Tech Child Care Program Planning WH 10:30am - 12:45pm Lora Medina

This is a hybrid class with online course work included

1128 PE 2113 Nutrition ONLINE Rebecca Newton

1095 BUS 1603 Tech Vocabulary Development ONLINE Renee Jones

1094 HIT 1133 Tech Medical Terminology ONLINE Rebecca Newton

1052 HOSP 1013 Tech Hospitality, Travel and Tourism ONLINE Lisa Kelley

South East Arkansas Community Based Education Center

P.O. Box 968
800 North Walnut Street
Warren, AR 71671

Phone (870) 226-6920; FAX (870) 226-8506

SEACBEC

UAM

COLLEGE OF TECHNOLOGY – MCGEHEE

For Admission Requirements Contact:

Teresa Sandine,
Recruiter/Coordinator

870-226-2750

sandinet@uamont.edu
www.uamont.edu/mcgehee

