

# 2016-2017 Assessment Final Report

## Hilltop Child Development Center

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### Part Time Aide Skills Assessment

#### Introduction

##### Assessment Project Description

The KU students that utilize Hilltop Child Development Center as a part time Teacher's Aide will engage in critical components for KDHE licensing and NAEYC accreditation standards. They will be actively engaged in classroom functionality; including, but not limited to: supervision, fulfilling ratio requirements, cleaning procedures, small and large group activities, children learning activities, and events. The KU students will be working closely with children ranging in age from 1 years old- 12 years old; while simultaneously learning from professionals in the early childhood education field and working collectively with peers. The part time Teacher's Aides will undergo observation and evaluation of their performance during the fall and spring semesters employed at Hilltop Child Development Center. The survey information will provide us with their knowledge gained and an assessment of if their skills are being utilized while employed at Hilltop Child Development Center.

##### Service/Program Student Learning Outcome(s)

Knowledge Acquisition and Practical Competence

Students participating in [Insert Service/Program Name] will be able to...

- Demonstrate developed skills (i.e. organization, collaboration with workplace peers, classroom management, knowledge and implementation of KDHE/NAEYC requirements, etc.) that will enable them to be effective child care professionals at KU and beyond (Practical Competence).

##### Population/Sample:

Each student who works at Hilltop Child Development Center during the academic calendar year who completes the survey.

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### Assessment Method(s):

Short self-assessment survey of skills and knowledge of the part time student aide. This will be conducted at the end of each semester to then use and compare growth with past surveys from that student and other student staff.

### Summary of Key Findings/Results

Information gathered provided Hilltop Child Development Center administrators with critical information to impact responsibilities of part time staff, development of staff, trainings, and learning outcomes. We saw key areas in which to develop student employee trainings to help them while still at Hilltop and in the future: Lesson planning, curriculum trainings, and additional teaching opportunities. These training will be distributed and given to staff this upcoming fall.

KU Student Affairs Assessment: Hilltop Child Development Center		
	Fall 2016	Spring 2017
Number of Respondents	27/72	26/51
<b>Length of Employment</b>		
> 1 Semester	22%	11.54%
1-2 Semesters	44.44%	35%
3-4 Semesters	22.22%	31%
< 4 Semesters	11%	23.08%
<b>While working at Hilltop, I would classify my attendance as:</b>		
Excellent	88.89%	84.62%
Fair	11.11%	15.38%
Needs Improvement	0%	0%
<b>While working at Hilltop, I would classify my supervision of the children as:</b>		
Excellent	66.67%	73.08%
Fair	33.33%	26.92%
Needs Improvement	0%	0%
<b>While working at Hilltop, I would classify my work place initiative as:</b>		
Excellent	48.15%	63.33%

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Fair	51.85%	36.67%
Needs Improvement	0%	0%
While working at Hilltop, I would classify my knowledge of early childhood education as:		
Excellent	63%	30.77%
Fair	37.04%	69.23%
Needs Improvement	0.00%	0%

Teacher’s Aides were asked to provide Hilltop staff with insight into knowledge gained and skills being utilized. The following table presents results for Fall 2016 and Spring 2017. As displayed, there were no significant differences between the semesters—with the majority of respondents indicating their confidence in classroom management skills and knowledge of licensing rules for classroom ratios:

	Fall 2016 (n = 27)	Spring 2017 (n = 26)
When a teacher is absent, I feel I can successfully run a classroom activity.	3.52	3.58
I feel I know the licensing rules for classroom ratios.	3.59	3.58

Respondents were also asked to list at least one skill they have learned or developed while working at Hilltop that will enable them to be effective in future positions/careers. Key response themes included:

- **Fall 2016**
  - Classroom management
  - Patience
  - Conflict Resolution
  - Communication
- **Spring 2017:**
  - Classroom management
  - Patience
  - Future career experience
  - Adaptability

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### Conclusions

#### **Impact of Assessment**

Hilltop will use the information provided by the Part Time Aides to create and improve additional trainings for part time staff. One new goal is to have part time staff sit in active lesson planning sessions of the full time staff members.

#### **Lessons Learned**

We received very informative and full responses from the student employees; which provided us with great data to utilize moving forward. We also had turnover of staff that initially responded and then did not have the ability to respond to the second survey; creating a discrepancy in comparative data. Next time, we would like to send the survey earlier in the semester (this year's survey was sent during Finals Week), and we hope by sending it about a month before Finals Week we will see a higher response rate.