

Great Basin College  
Early Childhood Education – Program Review  
External Report

The Nevada Association for the Education of Young Children (NevAEYC) administers the T.E.A.C.H. Early Childhood® Nevada scholarship program; which is a comprehensive scholarship for early childhood professionals. As the Executive Director of NevAEYC, it was an honor to participate on the 5-year review team. This opportunity allowed me to gain knowledge about Great Basin College and the Early Childhood Education Department that will be used with current and future T.E.A.C.H. scholarship recipients attending Great Basin College.

#### Review Process Criteria

Prior to the review, Lynette Macfarlan, ECE Program Coordinator and Professor, provided the review team with the guide to program reviews. The guide is located on the Great Basin College website at <https://gbcnv.edu/administration/policies.html>.

#### Logistics

The 5-year review occurred on Friday, May 3, 2019 at Great Basin College located in Elko, Nevada. The review team consisted of four members: three identified as internal members and I was identified as the external member. Additionally, multiple members associated with the Early Childhood Education Department were present, which included administration and faculty.

#### Initial Review

In preparation of the review, Lynette Macfarlan assembled binders consisting of pertinent documents required for the review process. The binders were well organized and Lynette Macfarlan provided an overview of each section of the binder and its purpose for the review. During the overview, members of the review team were able to obtain clarification regarding the documents included in the binder.

Following the overview, Lynette Macfarlan provided time for the review team to meet with students that recently graduated from Great Basin College with degrees from the Early Childhood Education program. Nine students participated in the meeting; four students participated in person from Elko and five students (four from Pahrump and one from Ely) participated via video chat.

#### Program Strengths

- The Early Childhood Education Department at Great Basin College provides a variety of pathways for students to gain knowledge to utilize when working with families with young children from birth to age 5. The pathways consist of an Associate of Arts Degree in Early Childhood Education; Associate of Applied Science Degrees in Early Childhood Education and Infant and Toddler Emphasis; and Certificates of Completion in Early Childhood Education and Infant and Toddler Emphasis.

### Program Strengths (cont.)

- Early Childhood Education program develops qualified teachers/professionals for the workforce.
- Availability of courses held in-person, online, or hybrid format.
- Supporting the education needs of early childhood professionals in Northern Nevada and throughout rural communities in Nevada.
- Professional, knowledgeable and resourceful faculty. The students interviewed appreciate the individualized attention provided by the faculty and personalized feedback on assignments.
- Faculty, particularly Lynette Macfarlan, have developed a “community of support”, building relationships within Departments at Great Basin College and within the Early Childhood Education community throughout Nevada. Examples include relationships with child care licensing and child care programs, scholarship programs, non-profits, etc.
- Lectures are recorded; which provide students the opportunity to watch the lecture when a class is missed due to travel, work and personal reasons.
- Faculty are quick to respond with feedback when students have a question or need assistance.
- Faculty are passionate about the early childhood education field and compassionate towards students.
- Enrollment into Early Childhood Education (ECE) and Human Development and Family Studies (HDFS) courses are more than doubled during the 2018-2019 academic year (277) compared to the 2014-2015 academic year (127).
- Students completing Early Childhood Education Degrees and Certificates has almost tripled when comparing 2009-2013 (37) to 2014-2018 (95).

### Recommendations

- Currently, Nevada’s universities do not offer an online Bachelor Degree in Early Childhood Education. By developing an online Bachelor Degree in Early Childhood Education, Great Basin College will support the need of students interested in such a degree, particularly non-traditional students and those in rural areas.
- Great Basin College offers a Bachelor Degree for Elementary Education with an Endorsement for students to pursue Early Childhood Education licenses through the Nevada Department of Education. It is recommended that the Bachelor Degree in Early Childhood Education not lead towards a license, reducing competition among departments at Great Basin College.
- Consider an emphasis or endorsement for challenging behaviors/special needs.
- For students that are employed within the Early Childhood Workforce, consider a practicum model that allows completion of the practicum course at their current place of employment. For non-traditional students that are employed, it is a financial hardship to either work less hours or not at all to complete the practicum at another site.

### Recommendations (cont.)

- Besides Head Start and Early Head Start program, consider utilizing child care programs participating in Nevada's Silver State Start QRIS Program as sites for students to complete the practicum requirements. Child care programs participating in QRIS receive coaching and mentoring support for the directors and teachers. This would assist with expanding the number of child care programs where students can complete practicum requirements, particularly in rural communities.
- Students completing Associate of Art and Associate of Applied Science Degrees in Early Childhood Education should successfully complete practicum requirements to earn the degrees.
- Due to the increase in the number of students enrolling in the Early Childhood Education courses, there is one full-time and two adjunct faculty, including advisement. The recommendation is to consider hiring a second full-time faculty to assist with course instruction and advisement.
- As the program has expanded throughout Nevada, need for assistance with marketing and student recruitment.
- Ensuring all faculty are compassionate to students. From the student interviews there were two situations when students felt that a professor did not express compassion towards the individual situations. If the program expands faculty, ensuring all faculty understand the unique nature of the early childhood education workforce and the compassion and assistance needed by students.

Submitted by:

John Cregg

Executive Director, Nevada Association for the Education of Young Children

Program Director, T.E.A.C.H. Early Childhood® Nevada

If additional information or clarification is needed, please contact me (775) 327-0678 or [jcregg@doe.nv.gov](mailto:jcregg@doe.nv.gov).

# Great Basin College Early Childhood Education Program Review 2014 - 2018

Submitted by Lynette Macfarlan  
ECE Professor and Program Coordinator

## Overview of Great Basin College

Founded in 1967, Great Basin College is the oldest, public community college within the Nevada System of Higher Education (NSHE). GBC's service area covers over 86,500 square miles and includes the counties of Elko, Esmeralda, Eureka, Humboldt, Lincoln, Lander, Mineral, Pershing, Nye, and White Pine.

## Great Basin College Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multi-county services area are met through programs of university transfer, applied science and technology, business, and industry partnerships, developmental education, community service, and student support services in conjunction with certificates, associate and select baccalaureate degrees.

## Core Themes

**Core Theme 1:** *Provide Student Enrichment* ~ From the student perspective, functions of the college directed toward personal enrichment and success (such as curriculum, instruction, educational programs, and student services) are available, sufficient, and effective.

**Core Theme 2:** *Build Bridges and Create Partnerships* ~ Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission.

**Core Theme 3:** *Serve Rural Nevada* ~ To fulfill a fundamental element of its mission, GBC delivers all of its commitments and services throughout its six-county service area. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local distance delivery methods.

## The ECE Program Supports the Mission of the College

The GBC Early Childhood Education Program offers five programs: Associate of Arts, Early Childhood Education (Pattern of Study), Associate of Applied Science with an emphasis in Early Childhood Education and an Associate of Applied Science with an emphasis in Infant/Toddler Education. The ECE Program also offers two Certificates of Completion in Early Childhood Education and Infant/Toddler Education. Most recently, GBC offers Alternative Route to Licensure Certification in Early Childhood Education.

### ➤ Provide Student Enrichment from the Student Perspective

All degree and certificate programs require that students complete General Education courses. These courses prepare the ECE students with relevant and meaningful opportunities to enrich the core components that create the foundation for receiving a degree in Early Childhood Education. The General Education courses provide all ECE students with the knowledge and skills to prepare them for present learning and future career success. All courses are offered via long-distance education to best meet the needs of rural Nevada. These courses are enhanced to provide immediate access to learning materials and resources.

The Associate of Applied Science Degrees in ECE and Infant/Toddler Education prepare students for entry-level employment in licensed preschool and child care programs. Students who receive their AAS in ECE are also recruited and hired to work as paraprofessionals in school district classrooms. For those who are presently employed, the AAS degree also provides skill enrichment to support new trends and research in Early Childhood Education. The course work includes practical application through practicum and/or internship placements within the GBC service area. All Elko County students carry out their Internship at the nationally accredited GBC Child and Family Center.

The AA in ECE was developed through a collaborative effort with the GBC Elementary Education Department. This particular degree provides a *pattern of study* which aligns with the Bachelor of Arts in Elementary Education. In addition, the majority of the courses within this degree can be transferred to other institutions within the Nevada University System. This degree program provides students with varied employment opportunities while serving as a springboard for those interested in pursuing a Bachelor's degree.

The Early Childhood Program offers two Certificates of Completion in Early Childhood Education and Infant/Toddler Education. These certificates qualify students to work as assistants in licensed early childhood programs or as paraprofessionals in school district classrooms. The certificate program course work is aligned with the AA and AAS in ECE.

## ➤ **Build Bridges and Create Partnerships**

The GBC Early Childhood Program requires that students complete required practicums and internships in accredited, licensed facilities and/or kindergarten classrooms. The Program Supervisor has established on-going partnerships with licensed preschool facilities and ten school districts within the GBC service area to ensure high-quality placements for student teachers.

The GBC Early Childhood Program works closely with Head Start Programs in Elko, Ely and Owyhee to provide their staff with federally mandated training opportunities in early childhood and infant/toddler education.

The Early Childhood Education Program supports diverse groups of students and the practice of supporting multicultural education. The ECE Program Supervisor and part-time instructors provide high-quality instruction, peer mentoring, and on-going advisement based on the individual needs of the students. When applicable, ECE students are supported by the Americans with Disabilities Act by providing reasonable accommodations. The ECE teaching staff provides support and referral services for students who require a stronger emphasis on improving basic skills in mathematics, reading, writing, and/or critical thinking.

## ➤ **Serve Nevada and Students Across the U.S. ~ Student Support Services**

Over the past several years, the Early Childhood Supervisor has made a concerted effort to reach all interested ECE students in GBC's service area. This has been accomplished by offering all courses through long-distance education via interactive video and/or online instruction. ECE classes are offered each year in the following communities: Battle Mountain, Ely, Eureka, Hawthorn, Lovelock, Owyhee, Round Mountain, Pahrump, Wells, Wendover, and Winnemucca. During the past two years, the GBC Early Childhood Program has experienced an upswing in enrollment within the GBC Service area and from across the United States due to online outreach. Presently, students have declared majors in the GBC Early Childhood Program from the following states: Nevada, California, Idaho, Illinois, Michigan, Texas, New Hampshire, New York, and Utah.

In order to accommodate the growing needs of rural students, the following courses were converted to an online delivery, beginning fall of 2005. Since that time, new online courses have been developed and current online courses have been restructured and/or enhanced in accordance with *Quality Matters* guidelines.

### ECE On-Line Course Development

Course	Development, Enhancement, and/or Restructured
ECE 126 Social/Emotional Development	Developed, Fall 2006 Restructured, 2017
ECE 127 Role of Play for Infants and Toddlers	Developed, Fall 2007 Restructured, 2017
ECE 130 Infancy	Developed Spring 2010 Restructured, 2018
ECE 190 Professionalism	Developed, Spring 2009 Enhancements, 2016
ECE 200 The Exceptional Child	Developed, Fall 2012 Restructured by certified instructor in Special Education, 2018
ECE 204 Child Guidance	Developed, Fall 2006 Restructured, 2016
ECE 231 Practicum	Developed as a Hybrid/Field Study class, 2017
ECE 252 Infant/Toddler Education	Developed, Fall 2012 Enhanced, 2017
ECE 250 Infant/Toddler Education	Webcampus Enhanced, Fall 2009 Online Lectures included in Webcampus Learning Modules, 2016
ECE 251 Preschool Curriculum	Webcampus Enhanced, Spring 2009 Online Lectures included in Webcampus Learning Modules, 2017
ECE 262 Early Language and Literacy	Webcampus Enhanced, Spring 2010 Online Lectures included in Webcampus Learning Modules, 2017
HDFS 201 Lifespan	Developed, Fall 2008 Redesigned by a new instructor, 2017
HDFS 202 Working with Families	Developed Fall, 2017 Enhanced and updated annually
HDFS 232 Diversity	Developed, Fall 2010 Restructured based on a new textbook and current research, 2018

## Integration with Other Departments and Programs at GBC

### ➤ Education Department

In 2005, the GBC Administration split the position of Child Center Director and ECE Professor. The Early Childhood Program was moved from the Social Science Department to the Education Department at that time. The Early Childhood Professor was not granted the position as ECE Program Supervisor until 2016. Prior to that time, she supervised the program without overload compensation. She continues to work collaboratively with the members of the Education Department to build networks of support for the benefit of the department and the students. If interested, students who complete their AA in ECE are referred to the GBC Elementary Education Program for support and advisement.

### ➤ Great Basin College Child & Family Center

The Director of the Great Basin College Child & Family Center and the ECE Supervisor collaborate on a consistent basis to discuss ECE trends, curriculum, environment, continuing education for child center staff, and internship/practicum placements. A concerted effort is made to develop a working relationship which supports the growth and development of the practicing student. The theory, strategies, and skills that students acquire through their course work are purposefully practiced and demonstrated at the GBC Child Center, thus creating a successful working alliance between the ECE Early Childhood Program and Child Center Lab School.

### ➤ General Education, Health Services & the Academic Success Center

Early Childhood Education utilizes many of the full-time and part-time faculty members from the English, Math, Social Science, Humanities, Computer Office Technology, and Health Services Departments.

Head Start teachers and/or employees often take Social Work classes to blend their expertise in order to work effectively with young children from at-risk homes. A strong and positive rapport has been established with all entities in order to best serve the students' needs.

Many ECE students are in the process of learning English as a second language. Writing in a new language can be a rigorous and laborious process. The ECE Supervisor works in collaboration with the Academic Success Center to assist students in developing and reinforcing best writing practices.



### ➤ Admission and Records

Early Childhood Education works closely with the Office of Admissions and Records for the purpose of exchanging admission, transfer, and graduation information.

### ➤ GBC Library

The Early Childhood Education program works with the GBC Library to reserve books, articles and other resources for research projects. In addition, the library offers an array of children's books for the ECE 262 Language and Literacy course.

### ➤ Media Services and the GBC Webmaster

The Early Childhood Supervisor works closely with Media Services to develop brochures and fliers for recruitment purposes. In addition, the ECE program receives support from GBC Marketing in terms of press releases and announcements to the newspaper and/or radio stations. The GBC Webmaster works with the ECE Program Supervisor to publicize the ECE Program through the ECE Program Web page.

The ECE Program page will be updated prior to the fall 2019 semester to ensure that current resources are provided for students.

## Recruitment, Course Enrollment and Declared Majors

Recruitment is an on-going process in the Early Childhood Education Program. The ECE Supervisor makes a concerted effort to attend annual School-to-Career events to promote the program. **Note:** A more effective marketing plan for the Early Childhood Education Program will be noted as an area for improvement.

In 2014 - 2015, the ECE unduplicated enrollment count totaled 127 students. The numbers gradually increased throughout the following years: 2015 – 2016: 158 students; 2016 – 2017: 208 students; 2017-2018: 290 students, with an average increase over five years of **128%**.

In 2014 – 2015, the ECE Declared Majors totaled 79 students. The Declared Majors decreased by four students during 2015 – 2016 to 72 Declared Majors. Thereafter, the Declared Majors increased to the following: 2016 – 2017: 88 Declared Majors; 2017 – 2018: 113 Declared Majors with an average increase over five years of **43%**.

In 2014 – 2015, FTE (Full-Time Enrollment) consisted of the following: 2014 – 2015: 24.40; 2015 – 2016: 31.80; 2016 – 2017: 35.10; and 2017 – 2018: 47.70 with an average increase over five years of **95%**.

Following are a list of recruitment efforts that have taken place during the past five years:

- ❖ **Fall and Spring Semesters, 2014, 2015, 2016, 2017, & 2018:** The ECE Supervisor met with potential students during high school field trip events and recruitment fairs. Fliers and business cards were distributed.
- ❖ **Fall Semester, 2017:** The ECE Supervisor presented recruitment information to the Head Start Preschool and Infant/Toddler staff. Fliers, business cards, and degree programs were distributed. New students were recruited while current students received advisement for continuing their education.
- ❖ **Fall Semester, 2017 & Fall Semester, 2018:** The ECE Supervisor presented recruitment information to the GBC Child and Family Center Staff at the request of the Child Center Director. Fliers, business cards, and degree programs were distributed. New students were recruited while current students received one-on-one advisement for continuing their education. The Child Center Director has required that all staff members who are directly working with children must pursue a degree in Early Childhood Education. This decision has strengthened the partnership between the Early Childhood Education Program and the GBC Child & Family Center.
- ❖ **Fall, Spring, & Summer Semester, 2014 – 2018:** Online ECE program inquiries and telephone calls are responded to the day they are received. Several students have discovered the GBC Early Childhood Degree Programs after Googling, *Affordable and Quality*. The GBC Early Childhood Program has been listed as 7<sup>th</sup> in the nation through [AffordableColleges.com](http://AffordableColleges.com) and 27<sup>th</sup> in the nation through [bestcolleges.com](http://bestcolleges.com). The dramatic increase in enrollment in the last three years is due, in part, to national recognition.

## Program Profile – Education Department

The Early Childhood Program has one full-time Program Supervisor and Lead Professor. She holds a Master's Degree in Education with an Emphasis in Reading and Literacy. In addition to teaching 15+ credits per semester, she also coordinates the program which involves the following:

- Advisement (average of 100+ students per year)
- Mentorship of ECE students when applicable
- Recruitment inside and outside of GBC's service area
- ECE Web page updates
- Scheduling of all ECE and HDFS courses
- Interviewing and hiring of part-time instructors
- Review of part-time instructors' syllabi
- Collection of all ECE syllabi
- Part-time instructor evaluations
- Development of degree/certificate programs
- Oversight of newly developed courses
- Student intern/practicum placements in Elko, Ely, Battle Mountain, Hawthorne, Lovelock, Owyhee, Round Mountain, Winnemucca and Wells
- Catalog and degree program revisions
- Collaboration with other University System ECE personnel and the Nevada State Higher Education Committee
- Working collaboratively with the School-to-Career Program & Perkin's Grant Requirements
- Tracking of graduate students and configuring employment rates
- Writing letters of recommendation for hire, scholarship opportunities, and advanced program placement
- Strategic planning and program reviews to include course and program assessments

The Education Department also includes a full-time administrative assistant who provides support for two elementary instructors, one secondary instructor, and two ECE instructors. This person is extremely qualified and is essential to the function of the department.

➤ **Part-Time Faculty**

During the past five years, the Early Childhood Program has relied on the instructional expertise of two highly qualified part-time instructors. In the fall of 2018, Leafe Eriksen-Wedmore was hired as an ECE Emergency Temporary hire. As of July of 2019, Leafe will assume the position of a full-time ECE instructor and advisor. This position is supported through NV State Legislative funding.

<b>Adjunct</b>	<b>Degree</b>	<b>Course(s)</b>
Leafe Eriksen-Wedmore	BA, Human Relations MA, Education	ECE 126 Social/Emotional Development, 130 Infancy, ECE 190 Professionalism, 204 Child Guidance, HDFS 202 Working with Families, & HDFS 232 Diversity.
Jocelyn Whitworth	MA, Early Childhood Education MA, ECE Special Education	ECE 200 The Exceptional Child

**Curriculum/Goals/Learning Outcomes**

➤ **Early Childhood Education Mission Statement**

The mission of the Early Childhood Education Program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

➤ **Overview of Program**

The GBC Early Childhood Education degree programs offer a broad spectrum of early childhood courses to meet the needs of students and/or practicing teachers who are specializing in infant/toddler, preschool, or early elementary education. Students gain knowledge in educating the *whole child* with a focused emphasis on curriculum, developmentally appropriate practice, diversity, health services, and guidance. ECE students also receive a well-rounded educational background by completing general education requirements. Practical experience is a significant part of the GBC Early Childhood Education Program. Student interns apply theories and techniques taught in the classroom in an accredited lab school setting under the direction of degreed master teachers.

## ➤ Program Goals and Outcomes

The ECE program goals are to educate the students through high-quality interactive instructional practices and student application based on the *Nevada Core Competencies* areas. Comprehensive student planning is supported by the implementation of the Nevada Preschool Content Standards in all developmental domains:

- ❖ **Human Growth and Development:** Understand the needs of developing children and the many factors that influence their physical, cognitive, social and emotional growth.
- ❖ **Environment and Curriculum:** Plan and implement developmentally appropriate curriculum supported by the Nevada Preschool Content Standards and utilize strategies that are characteristic of high-quality classroom environments.
- ❖ **Observation and Assessment:** Understand the goals, benefits, and uses of assessment in early childhood environments through the implementation of systematic observation, documentation, and other appropriate assessment strategies.
- ❖ **Positive Interaction and Guidance:** Seek successful approaches to help children develop self-control, self-esteem, coping, social skills and positive interactions with their peers and adults.
- ❖ **Family and Community Relationships:** Examine strategies for building respectful, reciprocal relationships by implementing culturally sensitive practices and policies.
- ❖ **Leadership and Professional Development:** Explore and practice principles of effective leadership and advocacy in early childhood education, and seek employment in the field of Early Childhood Education.

## ➤ Assessment and Measurement:

The GBC Early Childhood Program philosophy promotes a constructivist approach by delivering an engaging, project-based approach to learning. The overarching curriculum design is supported by Nevada's Core Knowledge Areas. The ECE Supervisor and part-time teaching team create learning experiences that prompt students to integrate knowledge, strategies, and methods of inquiry through reflection and critical analysis. This is determined by determining the appropriate outcomes and measurements for each course.

Annually, the Program Supervisor assesses each of the three ECE Degree Programs and both of the Certificate of Completion Programs by measuring student success through a detailed outcome analysis following a predetermined five-year plan. A copy of each program assessment can be found in the program binder: AA in ECE; AAS in ECE; AAS in ECE with an Infant/Toddler Emphasis, AAS Certificate of Completion and the AAS Certificate of Completion with an Infant/Toddler Emphasis. The AAS in ECE and the Certification of Completion in ECE are completed in one report and the AAS in ECE with the Infant/Toddler Emphasis and the Certificate of Completion with an Infant/Toddler Emphasis are completed in one report. Both combinations have the same program outcomes.

In addition, the ECE Program Supervisor assesses three ECE courses per year. The assessments for ECE 190, ECE 204, and ECE 262 are included in the program binder. The process is most beneficial. Noted changes have been made to the course design and delivery for all three courses.

A “Measurement through Assessment” section is located in all ECE syllabi. An example is listed below on the next page.

### Example: ECE 231 Preschool Practicum

<b>Outcomes:</b> At the end of the course, students will be able to:	<b>Measurement through Assessment</b>
1. Observe children objectively and describe their behavior.	<ul style="list-style-type: none"> <li>• # 1: Reading Assignments/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Instructor's Evaluation – Rubric</li> </ul>
2. Recognize the developmental ages and stages of preschool age children.	<ul style="list-style-type: none"> <li>• Interview Master Teacher/Written Essay</li> <li>• # 2: Reading Assignments/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation – Rubric</li> </ul>
3. Effectively supervise a group of children using positive guidance techniques.	<ul style="list-style-type: none"> <li>• # 3: Reading Assignments/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Guidance/Reflective Paper</li> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation - Rubric</li> </ul>
4. Demonstrate the ability to guide, redirect, and modify behavior.	<ul style="list-style-type: none"> <li>• # 4: Reading Assignments/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation – Rubric</li> </ul>
5. Demonstrate the ability to encourage cooperative interaction among children, staff and parents through professional development.	<ul style="list-style-type: none"> <li>• Interview Master Teacher/Written Essay</li> <li>• # 5: Reading Assignments/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation – Rubric</li> </ul>
6. Develop and implement daily lesson plans incorporating the six areas of development: Creative, Emotional (self), Physical, Cognitive, Social and Language supported by the Nevada State Preschool Standards.	<ul style="list-style-type: none"> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation - Rubric</li> </ul>
7. Assume the position and responsibilities of Aide, Assistant, and Lead Teacher at designated time periods throughout the semester.	<ul style="list-style-type: none"> <li>• Interview/Master Teacher/Written Essay</li> <li>• # 6: Reading Assignment/Reflective Essay</li> <li>• Daily Plans: Implementation</li> <li>• Instructor's Evaluation - Rubric</li> </ul>
8. Research, analyze and compile ECE professional resources to further educational progress and practical application.	<ul style="list-style-type: none"> <li>• # 7: Assignment/Reflective Essay</li> <li>• Journal Entries/Reflection</li> <li>• Compilation of portfolio artifacts</li> <li>• Instructor's Evaluation - Rubric</li> </ul>

## Equipment/Instructional Resources

The Early Childhood Supervisor has received ongoing assistance from the GBC Interactive Video Department as well as continuing instructional support from the director/staff of online instruction. Adequate equipment and high-quality training have been provided by both departments.

## Program Goals for Employment

- **AAS in Early Childhood Education & AAS in Early Childhood Education with an Emphasis in Infant/Toddler Education:** Successful completion of the AAS in ECE is designed to qualify students for employment opportunities such as teacher assistants, teachers, paraprofessionals in school districts, directors in child care centers, after-school programs, preschools, and as home daycare providers.
- **AA in Early Childhood Education (Pattern of Study):** Successful completion of the AA in ECE is designed to transfer students into the GBC Teacher Education Program. Completion of the AA in ECE and the Bachelor of Arts in Elementary Education will qualify students for employment opportunities as teachers in elementary and preschool settings.

Job opportunities for students with an Early Childhood Education major are increasing as a high percentage of parents rely on quality preschool and childcare options. School district preschool classrooms are available to low-income families within all counties in the GBC service area. In addition, several students are enrolled in the ECE degree programs from other states due to online availability. The surge of preschool programs opening across the United States has sparked an increase in GBC's online Early Childhood Enrollment. Job opportunities have increased dramatically due to the "Preschool for All" nation-wide initiative.

- **Student Tracking:** Those students who graduated with an ECE degree or certificate from 2014 through 2018 have been tracked to identify employment placement.

During the last program review from 2009 to 2013, the ECE program graduated 37 Completers. From 2014 - 2018, the ECE program graduated 95 completers with an average increase of **156%**.



### ❖ **95 Completers, 2014 - 2018**

- 30 students graduated with an AA in ECE
- 21 students graduated with an AAS in ECE
- 8 students graduated with an AAS in ECE/ IT Emphasis
- 35 students graduated with a Certificate of Completion in ECE and a Certificate of Completion in Infant/Toddler Education
- 1 student graduated an ARL Certificate of Completion

### ❖ **Employment Rate**

- Approximately **87%** of the graduates from 2014 – 2018 are presently working in their graduate or related field of study.
- 30% of the students are pursuing or have completed a higher degree.
- Note: The Program Supervisor contacted students who did not complete the survey and tallied their responses through email or via telephone conversations.
- 7 students were unreachable and their place of employment is unknown.

### ❖ **Graduate Satisfaction**

- Twenty-six students completed the Graduate Survey. Overall, the rating for the overall satisfaction of the students' Early Childhood Education experience was as follows: Very Satisfied: **92.31%** and Satisfied: **7.69%**. The breakdown for each category is located in the Graduate Survey located in the program binder. Q5, Page 2/10.
- A Student Satisfaction Survey was also distributed. A total of sixty-five students completed the survey. The rating for the overall satisfaction with GBC's Early Childhood Program is as follows: Very Satisfied: **89.06%** and Satisfied: **10.94%**. The breakdown for each category is located in the Student Satisfaction Survey located in the program binder. Comments are also available for the committee members' review. Q5, 3/7
- One student wrote, *"I feel that I am learning so much! I love that I can easily incorporate what I am learning into my real-life job as a preschool teacher. I am gaining so much confidence in my interactions with my students and their families. My current curriculum has become much more focused, and I am becoming well-rounded in my teaching. I like that even though I am an online student, I am a part of the class."*

## Student Satisfaction: Faculty Evaluation Reports

Based on GBC's Faculty Evaluation reports from 2014 – 2018, the ECE Supervisor received an average overall rating of **4.93** based on a 5.0 scale. The annual evaluations included the following roles: Instructional Design, Instructional Delivery, Instructional Assessment, Proficiency, Management, and Service to the Institution. The overall average was rated *much higher* nationwide than other ECE instructors in the IDEA database.

**Professor Macfarlan's Annual Evaluation Scores:** Average – 4.93

❖ 2015 – 2016: 4.97; 2016 – 2017: 4.85; 2017– 2018: 4.97

**Instructor Leafe Eriksen-Wedmore's Course Evaluation Scores from 2014 - 2018:** Average – 4.8

**Note:** Prior to the temporary emergency hire in the fall of 2018, Leafe worked as an ECE part-time instructor for seven years.

## Strengths of the Program...

- Dedicated Program Supervisor and Professor who is passionate about the field of Early Childhood Education
- The addition of a full-time ECE instructor as of fall of 2018 with a full-time hire date of July 1, 2019
- Outstanding part-time and highly qualified part-time instructors
- Strong ties with community licensed preschool programs and the Elko County School District Early Childhood Programs
- A collaborative and positive working relationship between the ECE Education program and the GBC Child and Family Center
- Supportive Department Chair and Department Staff who create an inclusive atmosphere and a sense of camaraderie and trust amongst all department members
- Efficient, detailed-oriented administrative assistant
- College support campus-wide

- Outstanding technical support provided for IAV and online instruction
- Innovative and effective instructional design of ECE courses
- High-quality delivery of instruction based on student rating reports
- The overall program is well-designed, efficient, and organized
- The ECE 250 Introduction Gateway class enrolled 53 students in the fall of 2018 which is essential for program stability
- High employment rate following graduation (87%)
- Scholarship opportunities continue to support GBC Early Childhood Education students through T.E.A.C.H. Early Childhood Nevada and federal stimulus funds
- High-quality online instruction has tripled enrollment in the past five years by 156%

## Weaknesses of the Program

- Need for assistance and continuing support with a viable marketing and recruitment plan
- Unfulfilled student requests to pursue a BA in ECE without licensure
- It is difficult to provide practicum students with the time and attention they deserve while teaching full-time with an overload, advising students, managing the ECE program, and overseeing the upswing in enrollment with the potential development of a BA in the near future. I would like to discuss options for this growing concern specifically for the Elko ECE practicum placements. *Professor Macfarlan*
- A fulltime ECE instructor is needed for the continued success of the program as the increased number in students and declared majors was creating an unmanageable workload for the ECE Supervisor. **Note:** This issue has been alleviated through the temporary emergency hire in Pahrump. The position was approved as a full-time position beginning July 1, 2019.

## Future Program Goals

- Head Start Recruitment: The U.S. Department of Health and Human Services mandated the following: Child Development Specialist staff qualification §1302.91(e)(4)(ii) - By August 1, 2018, a child development specialist must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field. A program must ensure home visitors providing homebased education services have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree. A program must ensure coaches meet staff qualifications in §1302.91(f) and must implement a research-based, coordinated coaching strategy for education staff as described in §1302.92(c). Extensions have been granted for those who have not met this mandate.

It is the goal of the GBC Early Childhood Program to work in collaboration with Head Start programs in the service area to provide the support needed to meet this mandate. Source: *Department of Health and Human Services, 45 CFR Chapter XIII, Head Start Performance Standards, 2018.*

Note: The ECE Supervisor continually recruits and supports students from the Elko, Ely, and Owyhee Head Start programs.

- The ECE Web page will be updated each semester to provide students with current program information and resources.
- The ECE Supervisor will work in collaboration with the Education Department to update the five-year strategic plan and to further support the department's annual goals and initiatives.
- Beginning fall of 2019, the newly hired education instructor will support the Early Childhood Program by teaching five or more ECE/HDFS courses per semester. In addition, the full-time instructor will advise ECE students as needed.
- The ECE Supervisor will make a concerted effort to meet with the Higher Education Committee on a regular basis for the purpose of collaboration, shared training, student scholarship opportunities, and networking initiatives.
- The development of a BA in ECE from Prenatal to Age 5 has been approved and placed on the GBC Master Plan. The ECE Supervisor will work in collaboration with the VPAA and the Dean to complete the preliminary steps for potentially launching the BA in ECE in 2020 or 2021.