

COMPREHENSIVE PROGRAM REVIEW: AY 2020-2021

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Academic Program Name: Bachelor of Science in Education with a Major in Early Childhood Education

CIP Code: 1312.02

College or School and Department: Education, Mathematics, and Applied Sciences/Education

Date of Last Internal Review: 2011-2012

Outcomes of Previous Program Review (brief narrative statement): no data found

Current Date Program Reviewed at the Institution for this report: January 2022

Executive Summary and Memo:

The Bachelors of Science in Early Childhood Education has shown to be of high quality, viability, and productivity. Graduates are passing their exit exams and finding employment at 100%. Many are continuing on to graduate programs. In the last three years, the program has averaged 30 graduates each year. Faculty workload has remained stable although there are a higher percentage of classes taught from part-time faculty. In addition, ECE majors are declining from 70 in 2017 to 48 in 2020. Overall, if the decline in students is not a trend, the program seems to be in great shape.

Quality Summary:

The Bachelors of Science program in Early Childhood Education is of high quality. 100% of the ECE majors from 2017-2020 passed their national exams and went on to find full-time employment. In addition, many students continue their education after graduating from Gordon and continue on to receive their masters and specialist degrees in early childhood education. Students are also producing quality work which is shown by their exit exams and their overall high GPAs.

Viability Summary:

The Bachelors of Science program in Early Childhood Education is viable. The program has averaged fifty seven students and nine faculty, generating 2163 student credit hours. Faculty workload has been stable at twelve credit hours per semester, which is sustainable. Some areas of concern are a decline in the number of students from seventy to forty eight, a decline in the percentage of courses taught by full time faculty from ninety two percent to sixty eight percent, and a twenty nine percent decrease in the number of student credit hours.

Productivity Summary:

The Bachelors of Science program in Early Childhood Education is productive. An average of thirty students graduated each academic year. Annual retention was excellent, averaging 96.6 percent. However, the length of time until graduation needs some improvement. The average time to graduate was 4.84 years, with seventy percent of non-transfer students taking more than four years to graduate.

Mission Statement and Curriculum

Program Mission Statement

Gordon State College School of Education graduates will make a difference in the lives of the students and communities they serve. Their careers will build on the foundations of competence and disposition of character which were initially guided and shaped in their professional preparation at Gordon State.

Program Requirements (Data Source D and E)

Board of Regents' Guidelines for Program (Data Source F)

Area F Guidelines: Early Childhood Education

Area F in Early Childhood Education consists of 18 hours in lower-division (1000- and 2000-level) courses related to the program study and/or prerequisite to higher level courses required in the major:

Guidelines effective Fall 2007**

EDUC 2110 Investigating Critical & Contemporary Issues in Education 3 hours

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational
Contexts

3 hours

EDUC 2130 Exploring Learning and Teaching 3 hours

ISCI 2001 Life/Earth Science 3 hours

ISCI 2002 Physical Science 3 hours

MATH 2008 Foundations of Numbers and Operations 3 hours

**Students who have already completed an earlier Area F for education majors or parts of it, will have those courses honored through Fall 2009. After that time, beginning in Spring 2010, students desiring admission to teacher preparation programs will be expected to satisfy the Area F above.

**Because of timing, some students will have a combination of courses from an earlier and the new Area F. In these cases, as a guide, the following courses are considered comparable during the transition for these students: EDUC 2110 and the Introduction to Education course; EDUC 2120 and the Exceptional Children course; and EDUC 2130 and the Human Growth and Development course. These comparable courses are valid through Fall 2009.

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2017 - 2018	2018 - 2019	2019 - 2020
BSED-Early Childhood Education	EDUC 3000	2	2	2
	EDUC 3002	2	2	2
	EDUC 3003	2	2	2
	EDUC 3090	2	2	3
	EDUC 3200	2	2	2
	EDUC 3300	2	2	2
	EDUC 3500	2	2	2
	EDUC 3501	2	2	2
	EDUC 3502	2	2	2
	EDUC 4001	2	2	2
	EDUC 4200	2	2	2
	EDUC 4204	2	2	3
	EDUC 4404	2	2	3
	LART 3005	2	2	2
	LART 3006	3	3	3
	LART 3007	2	2	2
	LART 3090	2	2	2
	MATH 3001	2	2	2
	MATH 3002	2	2	2
	MATH 3003	2	2	2
	SPED 3100	2	2	2
	SPED 4000	2	2	2
	SPED 4200	2	2	2

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2017 - 2018			2018 - 2019			2019 - 2020	
	Day Classes	Evening Classes	Hybrid/ Partiall..	Day Classes	Evening Classes	Hybrid/ Partiall..	Day Classes	Fully Online ..
BSED-Early Childhood Education	44	1	2	42	1	4	47	3

Number of Day, Evening, and Online sections offered

Day Classes - Non Online classes with meeting start times prior to 6pm

Evening Classes - Non Online classes with meeting time on or after 6pm

Fully Online Classes - Online classes with instructional method of Fully or Entirely Online

Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2017 - 2018		2018 - 2019		2019 - 2020	
	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
BSED-Early Childhood Education	45	2	43	4	47	3

Campus/Location of offerings by campus. Online classes include e-Core.

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2017 - 2018		2018 - 2019		2019 - 2020	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BSED-Early Childhood Education	EDUC 3000	20	0	14	0	12	13
	EDUC 3002	20	0	14	0	13	13
	EDUC 3003	15	0	16	15	11	0
	EDUC 3090	20	0	15	0	8	8
	EDUC 3200	15	0	13	0	12	11
	EDUC 3300	20	0	14	0	13	13
	EDUC 3500	15	0	13	15	11	0
	EDUC 3501	15	0	13	0	11	11
	EDUC 3502	20	0	16	0	12	12
	EDUC 4001	20	0	15	0	12	12
	EDUC 4200	20	0	14	0	12	13
	EDUC 4204	20	0	15	0	8	8
	EDUC 4404	20	0	15	0	8	8
	LART 3005	15	0	15	18	13	0
	LART 3006	15	0	12	0	13	8
	LART 3007	20	0	16	0	14	13
	LART 3090	15	16	16	0	13	11
	MATH 3001	15	0	14	16	11	0
	MATH 3002	14	0	14	14	11	11
	MATH 3003	20	0	15	15	12	12
	SPED 3100	15	0	13	15	11	0
	SPED 4000	20	0	16	0	12	13
	SPED 4200	15	16	14	0	11	11

Mean class size for section enrollments

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2017 - 2018		2018 - 2019		2019 - 2020	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BSED-Early Childhood Education	EDUC 3000	40	0	28	0	24	26
	EDUC 3002	40	0	27	0	26	26
	EDUC 3003	29	0	32	30	22	0
	EDUC 3090	39	0	29	0	25	23
	EDUC 3200	29	0	26	0	23	21
	EDUC 3300	40	0	28	0	25	26
	EDUC 3500	29	0	25	30	21	0
	EDUC 3501	29	0	26	0	21	21
	EDUC 3502	39	0	31	0	23	24
	EDUC 4001	39	0	29	0	46	48
	EDUC 4200	80	0	56	0	48	52
	EDUC 4204	39	0	29	0	25	23
	EDUC 4404	39	0	29	0	25	23
	LART 3005	29	0	30	35	25	0
	LART 3006	46	0	37	0	38	24
	LART 3007	40	0	31	0	27	26
	LART 3090	30	31	32	0	26	21
	MATH 3001	29	0	28	31	22	0
	MATH 3002	28	0	28	28	22	21
	MATH 3003	39	0	30	29	23	24
	SPED 3100	29	0	25	30	21	0
	SPED 4000	39	0	31	0	23	25
	SPED 4200	29	32	27	0	21	21

Total enrollments for sections

Mission Statement and Curriculum Narrative:

Although it was hard to find the mission statement on Gordon's website, the ECE program embodies their goal. They are producing high caliber teachers who are finding full employment and using the skills they've learned at Gordon to teach the next generation.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BSED-Early Childhood Education	1,258	70	5.6%	1,322	53	4.0%	1,528	48	3.1%

Program Level - Bachelors

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
BSED-Early Childhood Education	70	19.6	919.4	53	18.8	901.0	48	18.8	933.0

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
BSED-Early Childhood Education	70	3.20	53	3.26	48	3.25

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
BSED-Early Childhood Education	70	2,534	53	2,544	48	2,553

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	No LS Requirement	Total	No LS Requirement	Total	No LS Requirement	Total
BSED-Early Childhood Education	70	70	53	53	48	48

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Elementary Education	250 and higher (250 is passing)	250 and higher (250 is passing)	250 and higher (250 is passing)
Overall Program	250 and higher (250 is passing)	250 and higher (250 is passing)	250 and higher (250 is passing)

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
BSED-Early Childhood Education	40	3.81	27	3.79	26	3.73

GPA in program required courses for students in program at midterm census that graduated from program at end of term.

Average Major GPA

Student Outputs - Average Major GPA

Program Title Major	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
BSED-Early Childhood Education	69	3.77	55	3.78	46	3.84

GPA in program required courses only. Major GPA Student Count may be smaller than total program count since only students enrolled in a course listed in the program curriculum are included.

Employment Rates

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	100%	100%	100%

Entry into Graduate Programs

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
University of West Georgia- Special Education	1		
University of West Georgia- Elementary Education	1		
Walden University- Education	4		
Georgia Southern University- Special Education	1		
Georgia Southern University- Media Specialist	1		
Georgia Southern- Elementary Education	2	1	
Georgia Southern- Curriculum Instruction		1	
Georgia Southwestern- Early Childhood Education ME	1	1	
Georgia Southwestern University- Specialist in Early Childhood Education	1		
Valdosta State University- Elementary Education	4	1	
Valdosta State University- Instructional Technology	1		
Kennesaw State- Reading	1		
University of Georgia- Mathematics Instruction		1	
Columbus State University- Elementary Education		1	
Portland State University- Special Education		1	
Georgia College and State University- Curriculum and Instruction			1
Overall Program	18	7	1

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

Faculty Outputs (Data Source A, B, and C)

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program T.. Department	2017 - 2018			2018 - 2019			2019 - 2020		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
BSED-Early Childhood Education	1		1	1		1	1		1
Bus, Hist & Social Sciences	8	1	9	9	2	11	5	2	7
Humanities & Fine & Performing		1	1		1	1		1	1
Math, Comp Sci & Engineering	1		1	1		1	1		1
Overall Program	10	2	12	11	3	14	7	3	10

Faculty supporting program through assignment to required courses.

Number of Terminally Degreed Faculty and Number of Non-Terminally Degreed Faculty

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	Department	2017 - 2018				2018 - 2019				2019 - 2020			
		Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total
BSED-Early Childhood Education	Bus, Hist &..	1			1	1			1	1			1
	Education	7		2	9	6	2	3	11	3	1	3	7
	Humanities..		1		1		1		1		1		1
	Math, Com..		1		1		1		1		1		1
Overall Program		8	2	2	12	7	4	3	14	4	3	3	10

Amount of Sponsored Research Funding

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	0	0	0

Amount of Other External Funds

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	0	0	0

Number of Peer-Reviewed Publications

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	0	0	5

Number of Faculty Research Fellowships

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	0	0	0

Number of Academic Conference Presentations

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program	0	0	20

Faculty Growth and Development – no information provided

Faculty	Manuscripts completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews

Program Quality Narrative:

The Early Childhood Education program is of high quality. 100% of the ECE majors passed their national exams and went on to find full-time employment. This is impressive and encouraging. In addition, many students continue their education after graduating from Gordon. 25% of ECE graduates went to graduate school in 2017-2018 with the majority getting masters and specialist degrees in early childhood education. This number did drop dramatically in 2018-2019 and 2019-2020 which is concerning but more data is needed to see if that is a continued trend. Students are also producing quality work which is shown by their exit exams and their overall GPAs. The average GPA for a graduating ECE major is between a 3.7 and 3.8. Overall, it the ECE program is producing quality students into the workforce. The only concerns are a drop in ECE majors from 2017-2020 (from 70 to 48). Again, more data is needed to see if this is an ongoing trend.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Major	Overall hours	2017 - 2018	2018 - 2019	2019 - 2020
BSED-Early Childhood Education	0 Hours	1	1	1
	31-60 Hours	2	2	
	61-90 Hours	53	44	38
	91-120 Hours	11	5	7
	121 or More Hours	3	1	2

Cumulative overall hours earned (including Transfer credit) at the beginning of the term the student declared the major.

NOTE: This table includes all students for AY and not just those declaring major during that AY. There can be duplication across AYs.

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2017 - 2018	2018 - 2019	2019 - 2020
BSED-Early Childhood Education	2,577	2,091	1,820

Standard Faculty Workload for Degree Program

Program Title	AY2014	AY2015	AY2016
BSED – Early Childhood Education	4/4 (12 credit hours each semester)	4/4 (12 credit hours each semester)	4/4 (12 credit hours each semester)
Overall Program	4/4 (12 credit hours each semester)	4/4 (12 credit hours each semester)	4/4 (12 credit hours each semester)

Number of Faculty Supporting the Degree Program (within and outside the academic unit)

Number of Faculty Supporting Program Within/Outside Department

Department Group	Program Title ..	2017 - 2018	2018 - 2019	2019 - 2020
within Program	BSED-Early C..	9	11	7
	Total	9	11	7
outside of Program	BSED-Early C..	3	3	3
	Total	3	3	3

Percentage of Classes Taught by Full-time and Part-time Faculty

Percentage of Classes Taught by Full-time and Part-time Faculty

Program Title	2017 - 2018						2018 - 2019						2019 - 2020					
	Full-time		Part-time		Total		Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
BSED-Early Childhood Education	43	91.5%	4	8.5%	47	100.0%	39	83.0%	8	17.0%	47	100.0%	34	68.0%	16	32.0%	50	100.0%

Number and Percentage of classes taught by Full-time and Part-time Faculty.

Administrative faculty such as Department Heads and Deans are included in the Part-time measures.

NOTE: If "team teaching" is utilized, Full-time Count plus Part-time Count will be greater than Total Count and Full-time% plus Part-time% will be greater than 100%.

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2017 - 2018		2018 - 2019		2019 - 2020	
			Students in Program	%	Students in Program	%	Students in Program	%
BSED-Early Childhood Education	--Humanities	Wilcox, Rhonda V	1	1.4%	1	1.9%		
	Education	Barnard, John P	2	2.9%				
		Bell, Pamela T	1	1.4%	1	1.9%	2	4.2%
		Casebeer, Cindy M	1	1.4%				
		Hattermann, Ally M	1	1.4%				
		Mahan, Michael P	64	91.4%	47	88.7%	23	47.9%
		McClanahan, Travis J	2	2.9%			1	2.1%
		O'Sullivan, Sheryl L	3	4.3%				
		Pollock, Elizabeth A	1	1.4%	1	1.9%	2	4.2%
		Wester-Neal, Katherine					3	6.3%
		White-Fredette, Kimberly J	5	7.1%	1	1.9%		
		Education, Math & Applied..	Jones, Joseph R					17
	Humanities & Fine & Performing	Janssen, David A	4	5.7%	4	7.5%		
		Venus, Wesley C					1	2.1%
Grand Total			70	100.0%	53	100.0%	48	100.0%

Program Viability Narrative

The Bachelors of Science program in Early Childhood Education is sustainable. The size of the program in terms of students, faculty, and credit hours is sufficiently large. Data in advising, faculty workload and number of courses taught indicate several areas of stability. However instability in the number of students and faculty and declines in the number of credit hours and the percentage of full time faculty indicate some potential concerns.

The average values for the past three academic years (2017 – 2020) indicate the program has enough people in it. The program averaged fifty seven students taught by nine education faculty and three outside faculty. Faculty taught forty eight courses resulting in 2163 student credit hours. Eighty one percent of the courses were taught by full-time faculty.

The data in several areas has been consistent or improving. Faculty workload remained constant at twelve credit hours per semester, which is manageable. The number of courses taught increased slightly from forty seven to fifty. Over ninety percent of education students were advised by education faculty. The advisee workload for faculty has become more balanced, from one faculty member advising sixty four students to no faculty member advising more than twenty three students. Seventy nine percent of students declare their major with 61 – 90 credit hours, which is the expected range.

There are some important areas of concern. The number of students in the program has decreased thirty one percent, from seventy to forty eight. The number of faculty has varied considerably, ranging from seven to eleven. The percentage of courses taught by full time faculty has declined from ninety two percent to sixty eight percent. The number of student credit hours has decreased by twenty nine percent, from 2577 to 1820. It is uncertain if these declines represent a long term problem since extrapolating using data from a three year time span would be unreliable.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title MAJR	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Non-Transfer		Transfer		Non-Transfer		Transfer		Non-Transfer		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2018	BSED-Early Childhood Education			1	3.0%	6	18.2%	3	9.1%	21	63.6%	2	6.1%
2019	BSED-Early Childhood Education			2	9.1%	5	22.7%	5	22.7%	9	40.9%	1	4.5%
2020	BSED-Early Childhood Education			2	10.0%	6	30.0%	1	5.0%	10	50.0%	1	5.0%

Time to Degree based on first-term of enrollment at GSC.

Includes students known to Institutional Research as First-time Freshmen (Non-Transfer) or First-time Transfer (Transfer)

Baccalaureate Level Graduation Numbers (for Review of Baccalaureate Level Programs)

Program Title MAJR	2018		2019		2020	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BSED-Early Childhood Education	40	5.4	26	4.2	23	4.6

Time to Degree based on first-term of enrollment at GSC.

Student Retention (Data Source A)

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2016 - 2017				2017 - 2018				2018 - 2019			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
BSED-Early Childhood Education	31	30		96.8%	37	27	9	97.3%	23	21	1	95.7%

* Academic year - AY of first semester (Summer, Fall or Spring) student has declared major for the program under review.

* Returned - Returned the subsequent Fall term - student enrolled Fall term subsequent to his/her Cohort Term

* Graduated- Graduate prior to subsequent Fall term - student was awarded degree in program prior to the Fall term subsequent to his/her Cohort Term

* % - Percentage retained/graduated - total number of students retained and graduated divided by total students in a Cohort of the Academic Year

Program Productivity Narrative

The Bachelors of Science program in Early Childhood Education is productive. Average annual retention and the number of students graduating are excellent. Few students graduate in four years, but the average time until graduation is reasonable.

Retention is a strong point of the program. Annual retention ranged from 95.7 percent to 97.3 percent. An average of thirty students graduated each year. The number of graduations ranged from forty students in 2018 to twenty three students in 2020.

The program is designed for students to take four years to graduate. However, few non-transfer students are able to graduate in this time frame. Thirty non-transfer students graduated in three to four years, while seventy percent took more than four years. No non-transfer students graduated in less than three years. Twenty four percent of the students are transfers and, as expected, they took less time to graduate. Twenty eight percent graduated in less than three years, fifty percent graduated in three to four years, and twenty two percent graduated after more than four years. Overall, these numbers need to be improved.

Fortunately, it does not take much longer than four years for the average student to graduate. Average time until graduation was 4.84 years. This average declined slightly over time, from 5.4 years for students graduating in 2018, to an average of 4.4 years for students graduating in 2019 or 2020.

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics

Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College

See table “Number of Students” in the *Student Inputs* section.

Number of students in [Program] program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

Student Demographics Self Reported Age

Program Title Majr	Age Category	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BSED-Early Childhood Education	<= 23	48	68.6%	37	69.8%	38	79.2%
	> 23	24	34.3%	18	34.0%	11	22.9%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr	GENDER	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BSED-Early Childhood Education	Female	69	98.6%	49	92.5%	41	85.4%
	Male	1	1.4%	4	7.5%	7	14.6%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BSED-Early Childhood Education	Hispanic or Latino			2	3.8%	1	2.1%
	Black or African American	6	8.6%	6	11.3%	6	12.5%
	White	63	90.0%	44	83.0%	38	79.2%
	Two or more races					3	6.3%
	Unknown	1	1.4%	1	1.9%		

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Majr	Number of Hours Earned	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BSED-Early Childhood Education	< 60	1	1.4%	1	1.9%	1	2.1%
	75 - 89			1	1.9%		
	90 - 104	24	34.3%	15	28.3%	16	33.3%
	105 - 120	5	7.1%	4	7.5%	3	6.3%
	> 120	40	57.1%	32	60.4%	28	58.3%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Bell, Pamela	EDUC 3090- Classroom Data Analysis	B.A., M.Ed., Ed.S.	
Casebeer, David	EDUC 2110- Investigating Issues in Education EDUC 2120- Exploring Diversity in Education EDUC 2130- Exploring Learning and Teaching	B.A., M.Ed.	
Ellis, Melinda	EDUC 3500- Professional Field Experience I EDUC 3501- Professional Field Experience II EDUC 4204- Student Teaching EC Grades EDUC- Internship Special Education	B.S., M.S., Ed.S., Ed.D.	
Johnson, Brent	EDUC 2120- Exploring Diversity in Education EDUC 2130- Exploring Learning and Teaching EDUC 3003- Classroom Management	B.A., M.A.T, M.Ed., Ph.D.	
Jones, Joseph	EDUC 2110- Investigating Issues in Education EDUC 4990- Independent Study in Education EDUC 4991- Current Topics in Education	B.S., Ph.D.	

Pollock, Beth	EDUC 2103- Exploring Learning and Teaching EDUC 4001- EC Methods and Materials EDUC 4200- Science in Early Childhood Education EDUC 4800- Curriculum and Instruction in Education	B.S., M.Ed., Ed.D.	
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Appendix D: Library Resources for Early Childhood Education

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and Library is to support the teaching, learning, and research needs of the college community by providing a knowledgeable staff, resources, tools, information, learning spaces, and instruction in evaluative and lifelong learning skills.

Library Vision and Primary Function

The Dorothy W. Hightower Collaborative Learning Center and Library is a welcoming environment offering and encouraging flexible, open, and collaborative learning spaces as well as individual study spaces to meet the needs of the 21st Century student learner. The library provides and maintains a full range of print, non-print, and electronic resources; technology; and services to support teaching and learning at Gordon State College. Additionally, the library promotes awareness, understanding, and the use of these resources through research skills courses, library orientation classes, individualized instruction, online tutorials, and hands-on research assistance for Gordon State students located in Barnesville, Griffin, McDonough and distance education learners. Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Library to pursue academic and intellectual interests.

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.
3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

Research assistance is available by walk-up face-to-face assistance, phone, email, and online via PowerPoint and video tutorials, as well as LibGuides (subject guides). Additionally, Gordon State students are assigned a personal librarian based on their majors or home department. Students are able to schedule consultation appointments with their personal librarian to seek help with their research assignments. Faculty/staff may also take advantage of the Personal Librarian program and work with librarians to create/revise class assignments, provide library instruction classes, conduct research for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State.

The Personal Librarian for Early Childhood Education is Beverly Eskridge.

Facility and Online Description

The library supports an on-site, physical collection consisting of 90,124 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 698,672 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (**GeorgiA Library LEarning Online**) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 322 databases. Equipment is available in the library for viewing these materials.

Hightower Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connecting remotely using their personal devices or utilizing technology at one of the partner libraries (HCPL or SCTC). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner which houses approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) computers, (3) individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian who also serves as the college's Archivist. Library users may access materials in Guillebeau Monday through Friday from 8 AM until 5 PM upon scheduling an appointment with a librarian.

Early Childhood Education Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	1,380	
Electronic Books	663,613	Total count of ebooks
Print/Microfilm Journals	40	This counts only unique titles.
Electronic Journals	319	Total count includes some duplicates

Early Childhood Education databases available through GALILEO

DATABASE TITLE
Animal Kingdom
Britannica Fundamentals
Britannica School Elementary
Child Development & Adolescent Studies
eBook K-8 Collection (EBSCO)
Education Database (ProQuest)
Education Week (EdWeek.org)
ERIC (at EBSCOhost)
ERIC (at eric.ed.gov)
Explora for Elementary
Films on Demand
JSTOR

Early Childhood Education databases available through GALILEO continued

Mental Measurements Yearbook with Tests in Print
Primary Search
Professional Development Collection
SIRS Discoverer
Academic Search Complete
Bepress Digital Commons
Georgia State University Electronic Theses and Dissertations
University of Georgia Electronic Theses and Dissertations

Early Childhood Education Journals available through GALILEO and in paper or microfilm format

Title
American Educational Research Journal
American Educator
American Journal of Education
Applied Measurement in Education
Art Education
Arts and Activities
Arts Education Policy Review
Australian Journal of Teacher Education

Title
British Educational Research Journal
British Journal of Learning Disabilities
Brown University Child and Adolescent Behavior Letter
Canadian Journal of Education
Child Development
Child Development Perspectives
Child Study Journal
Childhood Education
Children and Schools
Children's Literature in Education
Curriculum Review
Democracy and Education
Early Childhood Education Journal
Early Childhood Research and Practice
Education
Education and Training in Autism and Developmental Disabilities
Education and Treatment of Children
Education Digest

Title
Education Week
Educational Assessment, Evaluation and Accountability
Educational Leadership
Educational Psychology Review
Educational Technology, Research and Development
Elementary School Journal
Exceptional Children
Future of Children
Georgia Educational Researcher
Gifted Child Today
Harvard Educational Review
History of Education Quarterly
Independent School
Infant and Child Development
Infants and Young Children
International Electronic Journal of Elementary Education
International Journal of Early Childhood
International Journal of Early Years Education

Title
International Journal of Disability Development and Education
International Review of Education
Journal for Research in Mathematics Education
Journal of Applied Research on Children
Journal of Child Language
Journal of Classroom Interaction
Journal of Educational and Behavioral Statistics
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Education
Journal of Interactive Media in Education
Journal of Moral Education
Journal of Philosophy of Education
Journal of Research in Childhood Education
Journal of Research in Reading
Journal of Science Education and Technology
Journal of Teacher Education
Journal of Thought

Title
Language Arts
Learning Disability Quarterly
Mathematics Teacher
Mathematics Teacher Educator
Merrill-Palmer Quarterly
Momentum
Montessori Life
Multicultural Education
Multicultural Perspectives
Phi Delta Kappan
Reading and Writing
Reading Horizons
Reading Improvement
Reading Research Quarterly
Reading Teacher
Research in the Teaching of English
Review of Educational Research
Roeper Review

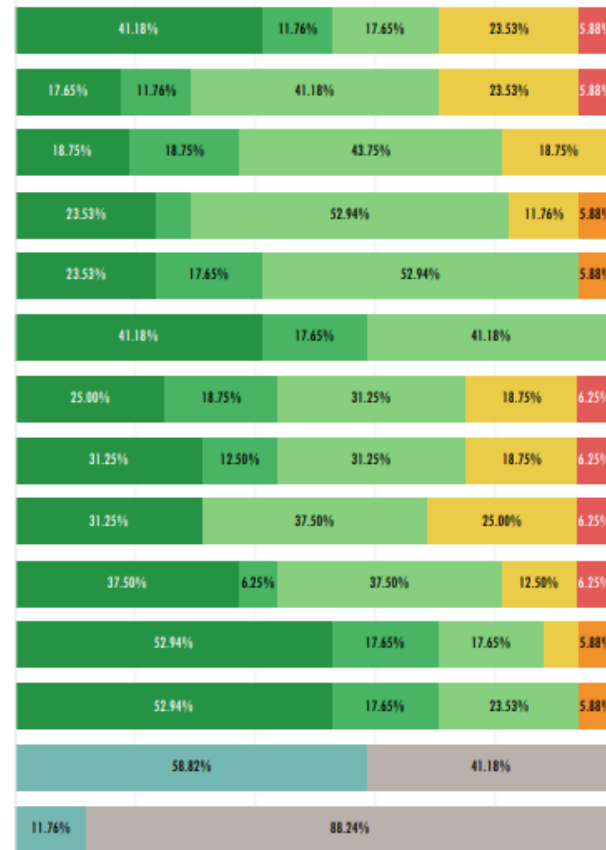
Title
School Library Journal
Science and Children
Social Studies Research and Practice
Studies in Art Education
Teacher Education Quarterly
Teaching Children Mathematics
Teaching Exceptional Children
Teaching Young Children
Theory into Practice
Topics in Early Childhood Special Education
Voices of Practitioners: Teacher Research in Early Childhood Education
YC – Young Children

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results

Bachelor of Science in Education with a Major in Early Childhood Education Satisfaction Survey Spring 2021

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	4.53	1.55	17
I find the day and time of my major course are convenient for me.	4.06	1.30	17
I am satisfied with extracurricular learning experiences offered for my major.	4.38	1.02	16
I am pleased with the quality of the professors in my major.	4.29	1.16	17
I feel my classes at Gordon State College have prepared me well for graduate school.	4.53	1.07	17
I am satisfied with the availability of professors outside of class.	5.00	0.94	17
As an advisee, I made appointments when needed to see my advisor.	4.31	1.40	16
My advisor makes it easy to get in touch and set up an advisement time.	4.38	1.45	16
I feel my advisor takes a personal interest in me.	4.19	1.47	16
My advisor is knowledgeable about course requirements for my major.	4.50	1.46	16
Overall, I am satisfied with my experience with the Bachelor of Science in Human Services.	5.06	1.25	17
Overall, I am satisfied with my experience at Gordon.	5.12	1.17	17
During the past year, have you attended an educational event outside of class?			17
During the past year, have you attended an on-campus cultural/social event?			17



5- Strongly Agree (Dark Green) 4-Moderately Agree (Middle Green) 3- Agree (Light Green) 2- Moderately Disagree (Orange) Disagree- Yellow 1- Strongly Disagree (Red)