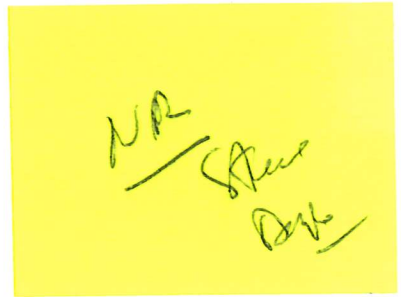


He



Early Childhood Education Program Review

Final Report 1998

NWCC Early Childhood Education Program Review Report 1998

Table of Contents

Letter to the President	3
Executive Summary	4
Acknowledgments	4
Historical Overview	5
Description of Methods of Evaluation	6
Findings	6
Recommendations	9
Appendices	
Appendix I Results of full-time Student Questionnaire	11
Appendix 2 Results of Distance Education Students Questionnaire	18
Appendix 3 Results of Employers Questionnaire	24
Appendix 4 Results of NWCC Staff Questionnaire	28
Appendix 5 Results of ECE Advisory Questionnaire	38
Appendix 6 Goals of the ECE Program	41

June 8, 1998

Ms. Beth Davies
Acting President
Northwest Community College

Dear Beth:

The Early Childhood Education Program Review Committee is pleased to present you with the Committee's final report. Under the terms of the *Programme Review Process* document, we submit this final report so that it can be presented to Education Council for discussion and forwarding to Senior management and the College board for approval.

The ECE program review process took longer than initially envisioned. Because committee members were drawn from around the college region in order to reflect the region included by the ECE Distance Education Basic Program, travel and meeting attendance was difficult at times. Although committee meetings included lively discussions, there was consensus on issues and recommendations.

Patti Barnes, LRC Coordinator, NWCC, Terrace,

Dianne Bell, Senior Records Officer, NWCC, Terrace

Anita Clegg, ECE Advisory Committee, Smithers

Rosemarie Goodwin, ECE Instructor/Coordinator, NWCC, Terrace

Nancy Hogue, ECE Instructor, NWCC, Terrace

Barb Mahon, Chief Community Care Licensing Officer, North West Community Health Services Society

Mary McNeice, Terrace Campus Day Care Centre, Terrace

Larisa Tarwick, Program Support Manager, NWCC, Terrace

Darlene Westermann, Family Place

*Jobs
Need
Cost
nothing*

EXECUTIVE SUMMARY

The Early Childhood Education graduates of Northwest Community College generally feel adequately prepared for employment as Early Childhood Educators. They want more training focus on supported child care, parent interactions and administration and would be willing to enroll in a longer program. The current admission procedure including the personal interview is appropriate.

Distance education students feel the schedule of training is a problem, however few are interested in coming to Terrace for ECE training. Staff at the College vary in their understanding of the Early Childhood Education program.

ACKNOWLEDGMENTS

The ECE Program Review committee would like to thank Rhonda Ross for her assistance to the committee. In addition to the current members of the committee, the following individuals also made valuable contributions to the review process:

Melony Wick, Chatham Day Care, Prince Rupert
Lissa Archibald, Post-Basic ECE student, Terrace
Barb Forward, former ECE student, Kitimat
Wanda Plishka, Gracelynn Day Care, Hazelton

Early Childhood Education

Full-time Basic ECE Program

Description

Throughout the College region there is a need for trained men & women to provide high quality child care that meets the diverse range of family needs. The Early Childhood Education programme prepares students for employment in Group Day Care, Preschools, Special Needs and Family Day Care programmes. In addition to the Early Childhood Education Certificate programme there are post-basic programmes available on a part-time basis in Under Three Supervisor Training and Special Needs Supervisor Training.

History

Early Childhood Education has served students in the Northwest Community College region since its inception in 1975. The full-time Basic ECE program, based in Terrace, began in 1977. Initially the program was 9 months in duration, then was modified to 3 semesters in 1980/1982 and reverted back to 9 months in the Fall of 1981. The program then added a three week "June Intensive" session to provide additional training time. In 1994, the program was consolidated into 9 months.

The ECE Department has maintained an on-site preschool lab since the late 1970's. This lab has adapted to new spaces and formats as the program and the College has evolved.

The full-time ECE Basic Program in Terrace enrolls ^{up to} 24 students from throughout the NWCC College region. Students are placed in practicum sites across the college region. Currently, the program consists of 14 courses including labs plus two practica of one month each in duration.

Beginning in 1980 the N.W.C.C. Early Childhood Education program was the only program in BC to offer an Introduction to Special Needs Children at the basic level. This course offered an introductory survey of the many conditions that can affect young children. In 1994 the course was updated to include practical information about adapting environments for young children with special needs. In the wake of anticipated government policy change toward supported child care it has become more imperative to provide students with the knowledge and skills to work with children requiring extra support. (?)

In 1993, the admission procedure included personal information interviews with students who had completed all other admission requirements

Distance Education Basic ECE Program

During the early years, courses in the ECE program were delivered to NWCC communities by travelling ECE instructors. Over time, ECE evolved into a full-time program in Terrace with an on-site teaching lab preschool while regional communities continued to be served with face-to-face instruction delivered on a weekly basis. Economic challenges forced the college to change this approach and in 1985, the ECE department adopted audio-teleconferencing to replace face-to-face instruction.

The University Transfer, Social Service Worker, and Early Childhood Education programs offered courses in 1985-86, however this proved to be a difficult delivery method and was cancelled for all but the ECE program. Because the ECE courses were part of a program leading to certification, it continued to offer Basic and Post-Basic courses on a regular cycle from that time.

In 1997, students with outstanding certificate requirements were identified and offered specific courses to complete the Basic Program requirements to qualify for their Provincial license to practice as Early Childhood Educators in BC. All students in the cycle for Basic ECE have now completed training.

PROCESS

Following the terms of reference of the College's Programme Review Process document, a review committee was established to review the Early Childhood Education full-time and distance education Basic Programs at Northwest Community College. The committee was established in February 1997 and met bimonthly until April 1998.

The committee ratified goals for the review, developed data collection formats, and surveyed current and former students, employers, advisory committee members and college personnel. The committee reviewed all raw and compiled data, and prepared this report including recommendations.

The review primarily focused on responses from questionnaires and the experiences of review committee members.

FINDINGS

Full-time Basic Program (34)

Thirty- six students from the full-time Basic Early Childhood Education Program replied to the questionnaire. With respect to the number of years graduates were away from high school prior to entering the Basic ECE program, 60% of the students had less than 5 years out of high school or entered after more than 10 years out of high school (40%). Most of the respondents were currently employed in the Early Childhood Education field (i.e. day care, family day care) or were employed in related social services. One third of graduates were enrolled in post Basic training, and a similar number were engaged in University transfer programs or other training. Three respondents had completed degrees in Child and Youth Care.

Several issues were identified as problems when respondents were students, namely: balancing employment and school, managing a family and lack of study skills. Most respondents felt they were well prepared for the demands of the Basic ECE Program and that the admission interviews were useful for understanding the requirements of the Basic ECE program. Seventy-five percent of respondents agreed that the assignment load and the pace of training in the ECE Basic program were reasonable. Most respondents agreed that the tests and assignments related clearly to the goals of the program.

Although the majority of respondents felt the amount of material covered was reasonable, several people commented that there was a lot of material to cover in a one year program. Approximately two-thirds of respondents agreed that the amount of practical hands-on activity, theoretical material, and the balance of the two was about right

*please have elsewhere
not on the program*

A majority of respondents (20) agreed that the Basic ECE program prepared them well for the realities of practice as an Early Childhood Educator, but almost a third of the students (10) did not feel they were well prepared for the work of the ECE field. The committee believes that the early childhood work environment is extremely demanding and chronically underfunded, thereby putting great demands on graduates. The College Playlab presents a controlled practicum environment and workplace experience, but without question the Playlab does not fully reflect the economic and "real world" pressures often experienced in many community programs.

With respect to graduates' confidence and sense of competence on leaving the program, the majority of students rated themselves as very confident/competent or somewhat confident competent in skills such as program planning, guiding children, and responding to problems. Fewer respondents rated themselves as confident in parent-educator interactions and only slightly more than half of respondents felt very or somewhat able to work with special needs children. One-half felt inadequately informed about licensing regulations?

Respondents suggested more course content in administration and special needs should be added to the program. When asked what the College could have done to help students, increased access to library resources and computers were mentioned most often. When asked for views on an extended training program to include specialized Post-Basic ECE courses in two additional semesters, 75% of respondents said this would have more adequately met their training needs.

Distance Education Program

Thirteen individuals returned surveys, ten of whom were currently enrolled in ECE distance education (teleconference) courses. Most respondents had completed high school more than five years previous.

About one-quarter of Distance Early Childhood Education students disagreed that the pace of training was reasonable. Access to more course and workplace practica were most frequently mentioned as changes which would help students complete the program.

Employers

Ten employers returned completed questionnaires. In total, they had hired forty NWCC Early Childhood Education graduates. Overall, employers' responses mirrored graduates' responses. Employers found graduates competent in most situations but less so in interactions with parents. Several employers mentioned skills for working with children with special needs and administrative skills as their specific areas not being met by training.

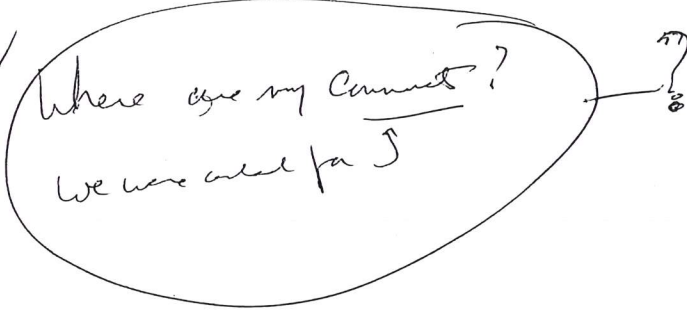
NWCC Staff

Administrators, support staff and support services varied in their knowledge of the ECE program. They recognize the need to have up to date information of courses as well as overall knowledge of the program.

Staff recognize the value of the regional access provides by the ECE department as well as the challenges of communication, equipment and student support in the distance Education Programs. All regional centres would like to see more access in their communities.

Advisory Committee

Advisory members noted aspects that reflected the quality of the ECE program. Program weaknesses focused on the challenges around Practieucm and Distance Education. Advisory members affirmed that they do have a role to play in the program.



Where are my Comments?
We were asked for ↓

Early Childhood Education Program Recommendations

- The ECE Program be extended to a minimum of 3 semesters. In order that students have additional time to be better prepared to develop the competencies and confidence to assume the responsibilities currently demanded of the Early Childhood profession, emphasis should be placed on: Child Development- Special Needs, Working with Parents, Managing Challenging Behaviour, Program Administration, and Working with Professionals. *data?*
- Additional emphasis on Special Needs training be incorporated into all aspects of Basic Training, especially in light of Supported Child Care initiatives in the Province. *data*
- Continue to maintain current Admission standards, particularly the work experience.
- Every student be required to attend a personal interview as part of the Admission requirements. *? why*
- ECE students be required to attend an orientation to the ECE Program in particular the Distance Education format. ✓
- Maintain the integrated Preschool Aide (P.A. T.) component of the Early Childhood Education Program. *of notes*
- Develop a mechanism for information transfer of ECE Program information among advisors, admission officers and marketing personnel which would include schedules, program and text book costs. ✓
- ECE Department continue to support development of practicum sites in the community.
- ECE Department continue to integrate Student Success strategies into the ECE program. ✓
- A computer literacy course be developed and delivered for all full-time and part-time ECE students including Distance Education students. *data*
- All NWCC College centres have access to e- mail and SRS information. *data*
- The ECE Department be issued a computer for the Coordinator and Department use that is capable of performing technical functions to disseminate and retrieve information, e.g. e- mail, SRS information, College web site. ✓
- ECE Coordinator be provided with release time to maintain Regional contacts, for delivery of the ECE Program, and to raise the profile of the ECE Program in the College. *data*
- ECE support staff have clear protocols for dissemination of ECE Program information to all College centres. ✓

ECE Distance Education Program Recommendations

- The College have designated computer system at all Regional centres to connect students for Distance Education courses. ✓
- Regional centre Coordinators assign a contact person at each Regional centre to have responsibility for ECE program information. *(adviser)* ✓
- Students in Distance education be employed in, or have access to, a child care centre. ✓
- The Distance Education ECE program be re-developed to provide a shorter delivery cycle incorporating audio-teleconferencing, face-to-face workshops and summer institutes. ✓
- Clarify the implementation protocol in Regional centres for admission of ECE students. ✓

Appendix 1

Results of Full-time Student Questionnaire

1. In what Basic program were you/are you primarily enrolled?
Full-time - 36 Distance education respondents are summarized separately.
2. How many years ago did you graduate from the Basic ECE program?

3 Currently enrolled	3 two to three years	3 - five years.
3 less than one year	11 three to four years	
9 one to two years	4 four to five years	
3. How many years were you away from high school prior to entering the Basic ECE program?

10 Less than one year
10 One to five years
2 Five to ten years
14 Ten plus years
4. What was your education level prior to entering the Basic ECE program?

0 less than grade 10
2 grade 10 - 12
23 grade 12
11 grade 12 plus
5. How many years of employment and volunteer work did you have prior to entering the Basic ECE program?

7 less than one year
13 one to five years
6 five to ten years
9 Ten plus years
1 no answer
6. What types of work or volunteer experience did you have prior to entering Basic ECE program?

10 baby-sitting	5 coaching sports
10 work/volunteer in day care, Sunday school, preschool	4 business
7 hospitality	3 substitute in schools, day care
7 retail	2 special needs
3 home day care	1 Christian education
	2 parenthood

7. What prior education, training and other experiences would you recommend for a successful ECE learning experience in the Basic program?

7 Volunteer in day care	1 business management
10 work with children	2 maturity
4 grade 12	2 two hundred hours related work
3 coaching	2 work with people
2 Introduction to family day care	1 parenting
1 University courses	4 no answer

8. Which related issues were a problem for you while you were in the Basic ECE program?

a. Housing	3 (2 people said "dorms")
b. Day care	3
c. Health	5
d. Personal/family	11
e. Balancing employment & school	10
f. Finances	18 (1 person said "cost of books")
g. Transportation	7

Comments: Instructors more helpful to students with children.

9. What program issues were a problem for you while you were in the Basic ECE program?

a. Lack of study skills	12
b. Access to resources	5
c. Practicum placement	9 (2 said location)
d. Audio teleconference model	2
e. Distance education time line	0
f. Other	0

Comments: Disparity in practicum hours - 1; teachers too feminist - 1.

10. Since graduation, please list the employment, training/education and other activities that you have done:

a) Employment in early childhood Education

18 ECE	1 STEPS
4 Supervisor	1 volunteer in day care
4 Special Service Assistant	1 part time ECE work
4 Home child care	2 "Nanny"

b) Other employment

4 Substitute	2 Silviculture
3 Social Services	1 Hospitality
3 Retail	1 Recreation preschool
2 Office	

c) Training/Education
 13 Post Basic ECE
 6 University transfer
 1 School District SEA

1 B.Ed.
 3 Child & Youth Care
 2 Other

d) Other activities

1 committees;
 2 ECEBC-
 2 parenting;
 1 Christian education;

6 conferences;
 6 volunteers;
 2 sign language;
 3 non ECE

11. You were well prepared for the demands of the Basic ECE program.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
13	17	3	3	0

12. The admission interview was useful for understanding the requirements of the Basic ECE program

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
2	15	10	8	0 (1NA)

13. The assignment load in the basic ECE program was reasonable

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
5	22	2	5	2

14. The pace of training was reasonable.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
5	21	4	4	2

15. Tests and assignments related clearly to the goals of the program.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
8	21	5	1	1

16 The amount of material covered was reasonable.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
4	19	6	6	1

17. The amount of practical hands-on activities (projects, workshops, lab, practicum) was about right.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
8	15	8	5	0

18. The amount of theoretical material (lecture, reading, research) was about right.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
7	17	5	5	2

19. The balance of hands-on activity and theoretical was about right.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
6	16	8	6	0

20. The Basic ECE program prepared you well for the realities of practice as an early childhood educator.

Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
6	14	6	7	3

Students who have NOT completed the program, please go on to question 32.

21. At the time of graduation, how would you rate your confidence in planning for children?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
14	15	4	1	0 (2NA)

22. At the time of graduation, how would you rate your competence/skill level in program planning for children?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
13	16	3	2	0 (NA)

23. At the time of graduation, how would you rate your confidence in guiding children's behaviour?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
8	20	3	2	1 (2NA)

24. At the time of graduation, how would you rate your competence/skill level in guiding children's behaviour?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
7	19	3	4	0 (3NA)

25. At the time of graduation, how would you rate your confidence in interacting with parents/guardians?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
5	21	2	4	2 (2NA)

26. At the time of graduation, how would you rate your competence/skill level in interacting with parents?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
7	18	7	1	1(2NA)

27. At the time of graduation, how would you rate your skills at working effectively with other staff?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
16	14	4	0	0 (2NA)

28. At the time of graduation, how would you rate your skills at responding creatively to problems or issues as they arose?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
9	19	5	1	0 (2NA)

29. At the time of graduation, how confident did you feel about your knowledge of child development?

Very Confident	Somewhat Confident	Neutral	Somewhat insecure	Very insecure
8	22	3	0	1 (2NA)

30. At the time of graduation, how would you rate your ability to work in a program which includes children with special needs?

Very able	Somewhat able	Neutral	Somewhat unable	Very unable
5	15	7	4	3 (2NA)

31. At the time of graduation, how well informed did you feel about licensing regulations related to child care?

Very informed	Somewhat informed	Neutral	Somewhat uninformed	Very uninformed
5	10	5	4	5 (3NA)

32. Do you think any course content should be added or expanded?

- | | |
|--------------------------|---|
| 12 - Special needs | 1 observation |
| 4 practical work | 2 parent communication |
| 2 multiculturalism | 1 career paths |
| 2 behaviour management | 6 administration, licensing, philosophy |
| 2 stress management | 2 longer program |
| 1 circle time | 1 developmental curriculum |
| 1 more challenge | 1 computers |
| 1 organizing material | 1 better classroom |
| 1 change practicum dates | 1 mentor program |

33. Do you think any course content should be reduced or removed?

- | | |
|----------------------------------|-------------------------------------|
| 3 E.L.F. for first semester only | 1 - English |
| 1 reduce practicum | 1 communications |
| 2 make child development UT | 1 Women's issues |
| 1 nutrition | 1 reduce family study to 1 semester |
| 1 too much songs & art | 1 reduce focus on Native culture |
| 1 smaller playgroups | 3 nothing |

34. What could the College have done differently to help you in completing the program?

- | | |
|------------------------------|---------------------------------|
| 2 computer training | 1 more hands-on |
| 1 leniency in marking papers | 1 longer program |
| 1 reduce price of books | 1 increase LRC hours |
| 1 use all books | 1 have course in Smithers |
| 1 boring | 1 teachers didn't care about us |

35. An alternate model for the delivery of the ECE program would extend the program to 3 semesters. Students would receive their Basic certificate plus the core courses for the specialized certificates (Infant/toddler or Special Needs.) The fourth semester would complete the student in ONE of the specializations on an alternating basis. Would this model have more adequately met your training needs?

27 YES 4 NO 5 DON'T KNOW

36. Would you have been prepared to register in the ECE program at the Terrace campus if it were in the longer format (3 semesters as opposed to the current 2)?

30 YES 5 NO 1 DON'T KNOW

37. Would you be willing to come to Terrace for a fourth semester to complete a Post-Basic certificate?

24 YES 8 NO 3 MAYBE

38. Do you have any comments on your Experience as a student in the ECE Basic program?
(These have been abbreviated, however the wording is respondents')
1. Too much, too fast, too little time.
 2. Experience was positive'
 3. opened new world, instructors were friends.
 4. College should oversee the 500 hours (govt. required work experience).
 5. Extend course and include specialties.
 6. Enjoyed nature walks & picnics but should have stayed in the classroom and learned.
 7. Opinions should be more respected by instructors.
 8. All ECE students should have infant/toddler and special needs training.
 9. I enjoyed the ECE program and I feel it has fully prepared me to be a competent ECE.
 10. There was some Profs. who were great and some who were not so great.
 11. P.A.T. students and students with children were given preferential treatment.
 12. I found course content informative and practicum well spaced through the year.
 13. Great instructors; tiny classroom and lab; found myself consumed by the courses; I have great resources.
 14. Invaluable experience.
 15. The program grazed the surface when it should have dug a trench. Needs more stringent entrance requirements.
 16. Overall I was disappointed with the program; I can't say I'm much wiser.
 17. Workload was overwhelming; I had a very hard time balancing work and school.
 18. Some students were "babied". This needs to be changed, either you complete the program as required or you don't.
 19. It was a lot of work. I take university courses and expect (this) level of difficulty.
 20. Teachers were great for the most part, visiting centres was good.
 21. Post-Basic repeated a lot of Basic. I wish I had taken a year in-between to work in the field; I probably would have got more out of the Post-Basic.

Appendix 2

Results of Distance Education Students Questionnaire

1. In what Basic program were you/are you primarily enrolled?
Full-time - respondents are summarized separately
13 - Distance education

2. How many years ago did you graduate from the Basic ECE program?
10 Currently enrolled
0 less than one year;
0 one to two years;
1 two to three years;
0 three to four years;
2 four to five years;
0 five years.

3. How many years were you away from high school prior to entering the Basic ECE program?
0 Less than one year
4 One to five years
2 Five to ten years
7 Ten plus years

4. What was your education level prior to entering the Basic ECE program?
0 less than grade 10
0 grade 10 - 12
9 grade 12
4 grade 12 plus

5. How many years of employment and volunteer work did you have prior to entering the Basic ECE program?
0 less than one year
6 one to five years
5 five to ten years
2 Ten plus years

6. What types of work or volunteer experience did you have prior to entering Basic ECE program?
2 SSA-School District
3 Sunday School
1 Camp Counsellor
1 Girl Guide Leader
3 parent volunteer in schools
1 govt. employee
1 parent
3 baby-sitting
3 Day care
2 Teacher
3 office worker
1 lunch supervisor
1 silviculture worker
1 riding instructor

7. What prior education, training and other experiences would you recommend for a successful ECE learning experience in the Basic program?

- 11 Volunteer work with children
- 2 communications course with children
- 4 Grade 12, study skills, critical thinking

8. Which related issues were a problem for you while you were in the Basic ECE program?

- a. Housing
- b. Day care 2
- c. Health
- d. Personal/family 4
- e. Balancing employment & school 9
- f Finances 5
- g. Transportation 2

Comments: Travel to workshops is difficult and costly.

9. What program issues were a problem for you while you were in the Basic ECE program?

- a. Lack of study skills 2
- b. Access to resources 7
- c. Practicum placement 3
- d. Audio teleconference model 4
- e. Distance education time line 2 "quite discouraging"
- f. Other 2

Comments:

LRC good access for books	long wait for course
technical problems	loss of papers enroute to instructors
want summer courses	practicum difficult when working full time
program set full-time not part-time'	

10. Since graduation, please list the employment, training/education and other activities that you have done-

- a) Employment in early childhood Education
 - 6 preschool
 - 3 family day care
 - 1 group day care
 - 1 training
 - 1 skills not recognized
- b) Other employment
 - 1 learning assistant in school
 - 13 non-related
- c) Training/Education
 - 1 Post Basic Special needs 2 ECE related short courses
 - 2 Post Basic Infant Toddler 4 Unrelated training
- d) Other activities
 - parent ECEBC conference

11. You were well prepared for the demands of the Basic ECE program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	7	1		

12. The admission interview was useful for understanding the requirements of the Basic ECE program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	4	2	2	0 4 not interviewed

13. The assignment load in the basic ECE program was reasonable.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	7	1	1	

14. The pace of training was reasonable.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	4	3	3	0

15. Tests and assignments related clearly to the goals of the program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	12	1	0	0

16. The amount of material covered was reasonable.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	12	0	0	0

17. The amount of practical hands-on activities (projects, workshops, lab, practicum) was about right.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	11	0	2	0

18. The amount of theoretical material (lecture, reading, research) was about right.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	11	0	0	0

19. The balance of hands-on activity and theoretical was about right.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	9	2	2	0

20. The Basic ECE program prepared you well for the realities of practice as an early childhood educator.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0	9	2	2	0

Students who have NOT completed the program, please go on to question 32.

21. At the time of graduation, how would you rate your confidence in planning for children?

Very confident	Somewhat confident	Neutral	Somewhat insecure	Very insecure
0	4	0	0	0

22. At the time of graduation, how would you rate your competence/skill level in program planning for children?

Very competent	Somewhat competent	Neutral	Somewhat insecure	Very insecure
2	2	0	0	0

23. At the time of graduation, how would you rate your confidence in guiding children's behaviour?

Very confident	Somewhat confident	Neutral	Somewhat insecure	Very insecure
2	2	0	0	0

24. At the time of graduation, how would you rate your competence/skill level in guiding children's behaviour?

Very competent	Somewhat competent	Neutral	Somewhat insecure	Very insecure
1	3	0	0	0

25. At the time of graduation, how would you rate your confidence in interacting with parents/guardians?

Very confident	Somewhat confident	Neutral	Somewhat insecure	Very insecure
12	1	0	2	0

26. At the time of graduation, how would you rate your competence/skill level in interacting with parents?

Very competent	Somewhat competent	Neutral	Somewhat insecure	Very insecure
1	1	0	2	0