

Eastern Wyoming College

Instructional Program Review 2011 - 2012

**Program: Education
Associate of Arts
(Early Childhood, Elementary, Secondary)
Certificate
(Early Childhood)**

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EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: Education (Early Childhood, Elementary, Secondary)

Part I: Statistical Data from the past three years:

	2009-2010	2010-2011 *	2011-2012 *	5-Year Average
Annualized FTE Enrollment	35.7	40.6	47.4	37.0
Annualized FTE Faculty	4.1	3.6	3.9	4.0
# Students	97	113	113	100
# Graduated	25	18	19	18

FTE = Full-time equivalent Notes:

Modes of Delivery:

online compressed video face-to-face

Advisory Committee Members and Title or Role: (if applicable) There is an advisory committee for Early Childhood with the following membership:

Tammy Mohr	Director – Community Hospital Childcare Center
Adele Smith	Community Member
Molly Moorehouse	Director – Wee Pals
Tonya Nepper	Director – Torrington Learning Center
Brandie Lujan	Student Representative
Susan Keller	Reading Specialist – Trail Elementary
Brenda Lovercheck	Counselor – Lincoln Elementary
JoEllen Keigley	Director – ETSS Grant

Community Partners or Internships: (if applicable) We partner with the local school district to provide practicum experiences for students enrolled in EDUC 2100 (Practicum). The Early Childhood Education program partners with Torrington Learning Center, Wee Pals, and Wyoming Child and Family throughout the region to provide lab experiences for our students.

Revisions in Curriculum Since Last Review:

Early Childhood:

The Early Childhood Education Certificate program was revised during the summer of 2011. This new certificate program will enable students to meet the entry level requirements for employment in an early childhood care and education setting, specifically meeting the Child Development Associate (CDA) requirements established by newly updated federal Head Start guidelines. Students will gain basic knowledge of child development and acquire the fundamental skills necessary to effectively educate and care for young children. The program provides professional training through a combination of coursework and applied experiences working with children. Additionally,

the Early Childhood Education Associate program was altered to reflect a more appropriate sequencing of course offerings.

K-12 Education:

During the 2011-2012 school year, EDFD 2100 (Educational Psychology) was added as a requirement for an Associate's Degree, and an online section of the course was made available every other semester to complement the face-to-face course already being offered. A new rotation schedule was developed for classes in the department so that students will be able to access any needed classes each semester in at least one format (online or face-to-face).

Part II Narrative Analysis

Description of Community Need:

Current Community Need/Growth of Industry: Goshen County School District is undergoing a period of transition. Enrollment has increased in the last decade, with a current student population of about 1827 students; 46% of whom are from homes classified as being of low socio-economic status. The community of Torrington is well positioned for growth, and has seen a 5.7% increase in population in the decade from 2000 - 2010. An incredible 83% of the county's population stays in the same house from year to year; creating a stable environment within which to work. The need for teachers continues to be strong, both locally, and throughout the EWC outreach area. As teachers retire or relocate, EWC graduates who have continued their studies at well-respected nearby 4 year colleges, return to fill positions in our local schools. The requirements of No Child Left Behind as they relate to accountability and related instructional needs of our schools create a continuing need for well trained teachers able to handle the challenges of a changing public school environment.

There is no more important work than readying the students of our community for entering school. During the semi-annual Early Childhood Education Advisory meeting held at EWC in May, it was the recommendation of the group that EWC work to design and implement a program that would enable early childcare personnel an alternative means of obtaining the CDA credentials. In particular, Wyoming Child and Family has a vested interest in this program because it will ensure their employees the necessary training required to work with children in their programs. In addition, new federal Head Start guidelines mandate that individuals working with children in programs funded with federal dollars will need to meet minimum education requirements by 2012 which, in many cases, means eventually obtaining a higher education degree. The advisory group expressed their support of this type of certificate program because not only does it meet the minimum employment requirements for most organizations, but it also will provide employees with college credit courses allowing them to continue their education.

EWC also provides course work to support the needs of paraprofessionals, substitutes, and other educators in need of recertification credits.

Description of State and National Trends

Based on the National Center for Education Information’s Report authored by C. Emily Feistritzer entitled “Profile of Teacher in the U.S. 2011”, there are currently 3.2 million public school teachers in the nation’s public schools; 146,500 of which are new hires. The National Center for Education Statistics reports that the need for new teachers will be increasing due to the large numbers of teachers now retiring and increasing public school enrollments (www.nces.org). This well documented wave of teacher retirements is reflected in newspaper accounts and supported by statistical tracking. The 150,000 new teachers needed each year to meet the demands of a system undergoing unprecedented change will require newly credentialed teachers who emerge from pre-service training programs ready to tackle multiple issues of import in our public schools.

Preschool programs are expanding as readiness for Kindergarten becomes a factor for K-12 schools struggling with accountability. The National Institute for Early Education reported that “twenty-eight percent of America’s 4-year-olds were enrolled in a state-funded preschool program in the 2010-2011 school year, indicating the importance of ensuring quality in existing programs and expanding access to all children.” (Research, National Institute for Early Education) While parents strive to guide children's growth and development in the home, state and local governments bear primary responsibility for classroom-based education in the United States, with some help from federal funding. Programs that serve young children operate under a variety of names and auspices, including the federal Head Start program as well as privately and publicly funded child care. State prekindergarten programs play an increasingly important role as part of this larger array of programs. (Research, National Institute for Early Education)

United States	Employment		Percent Change	Job Openings
	2008	2018		
Public School Teachers (Bureau of Labor Statistics)	3,476,200	3,944,900	13%	468,600
Preschool Teachers	457,200	543,900	19%	86,700
Wyoming	Employment		Percent Change	Job Openings
	2006	2012		
Public School Teachers	22,500	26,500	15%	4,500
Preschool Teachers	721	839	16%	116

Other information or comments that would assist the Curriculum and Learning Council: Note: the data for the State Employment Trends and the National Employment Trends are not directly comparable. The projection period for state data is from 2004-2014, while the projection for national data is from 2006-2016. Job Opening refers to the average annual Job openings due to growth and net replacement.

State and National Wages (from 2004 through 2014) K-12 Public School

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	14.67	20.06	22.90	28.36	31.27
	Yearly	35,350	48,350	55,350	68,350	75,350
Wyoming	Hourly	16.31	21.72	24.60	30.02	37.05
	Yearly	39,300	52,350	59,300	72,350	89,300

State and National Wages (from 2004 through 2014) Preschool

Location	Pay Period	Year or Period				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.27	\$9.65	\$12.35	\$16.55	\$22.52
	Yearly	\$17,200	\$20,080	\$25,700	\$34,420	\$46,830
Wyoming	Hourly	\$7.95	\$9.12	\$12.53	\$16.24	\$19.69
	Yearly	\$16,540	\$18,960	\$20,060	\$33,780	\$40,950

Other information or comments that would assist the Commission: Information on this chart was from Wyoming Employment Projections http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm. Wage data are collected by each state through the Occupational Employment Statistics (OES) survey, conducted by the Bureau of Labor Statistics (BLS) at the U.S. Department of Labor. National wage estimates are developed by BLS. State and national occupation information is classified using the Standard Occupation Classification (SOC) system.

Activities in Support of Student Recruitment and Retention

EWC Faculty members participate in ongoing advising and recruitment activities in conjunction with our Admissions Office. Scheduled meetings with prospective students provide opportunities to coordinate with students and their families prior to registration. Summer registration days and scheduled ongoing advising sessions ensure that students are able to graduate on time ready to transfer to the four year institution of their choosing. Small class sizes and personal attention of faculty make EWC a premier choice for families wanting a firm foundation for ongoing college studies.

In addition, the Early Childhood Education program coordinator works closely with Wyoming Child and Family to recruit new and prospective employees to the program as a means of obtaining appropriate certification for employment. Students are recruited throughout the Eastern Wyoming College service area via outreach coordinators, Wyoming Child and Family and Wyoming Workforce. Additionally, potential students are recruited via the Workforce Director at EWC and the WY Quality Counts program at the state level.

Assessment of Student Learning: Analysis of Student Learning.

Each of the courses in the department has an integrated body of evidence utilized to determine student competencies associated with course objectives. Students earning an Associate of Arts degree in Education complete the CAAP test and an individual exit interview with EWC faculty. During the interview process, now formalized in the Capstone Course EDUC 2800, students present their teaching portfolio, constructed throughout their experiences in EWC education courses. Students also complete a written evaluation of their overall experiences at EWC; identifying the courses and activities perceived as most helpful.

Classroom assessment techniques are utilized and tracked in education courses each semester with rubrics and empty outlines commonly employed. Students are encouraged to provide input on rubrics as they are developed, and are fully aware of grading expectations in each of their education courses.

Annually, one course in the department is selected for Course Assessment to ensure that course activities and objectives align with EWC’s core competencies.

Strengths of the Program and Faculty:

EWC's Education Department faculty provides a well rounded experience for students beginning their career in education. Expertise in curriculum, instruction, school leadership, and best practices in teaching is leveraged through cooperative planning and articulation between other community colleges and universities in the area to ensure a quality experience for students. Practicum experiences in the field help to provide practical, hands-on opportunities for students in areas of their choosing. Two full time instructors in the areas of preschool and K-12 education are housed in Torrington, with multiple adjuncts and other faculty throughout the service area; totaling 3.9 total positions. Faculty from departments other than education teach required course work in areas such as Mathematics.

Areas for Improvement:

K-12 Education

Goal: Build flexibility for students through scheduling and use of technology.

One of the issues for our students is the availability of needed courses as they progress through their K-12 program. Students at EWC need to have each of the required courses offered each semester. Students in the service area and around the state would benefit from having each of the required courses available online each semester. This need is most pronounced in the area of mathematics. Issues of sequencing and availability of our math courses make it difficult for students to complete on time, and we find our students turning elsewhere for their math credits, or moving on without completion of their associate's degree.

Preschool

Goal: Increase course offerings for Early Head Start professionals.

Due to changes in the federal legislation for the Head Start and Early Head Start programs there is a lack of appropriate course offerings for professionals working in Early Head Start. These individuals need more infant/toddler development classes in order to fulfill their employment requirements.

Part III Recommendations**Faculty Recommendations:****K-12 Education**

Recommendation 1:

Partner with the math department to clarify the needs of our students in the area of mathematics and build more flexibility into scheduling of math classes so that students can begin the needed math sequence in both fall and spring semesters, and take the math courses out of sequence if that fits their needs and schedule.

Recommendation 2:

Build faculty capacity so that it will be possible to offer each of the required program courses each semester, both online and in a face-to-face setting. As students across the country continue to access more courses online, we can build student numbers by making it convenient for students across the state to select our courses for credit at EWC or for transfer credit elsewhere. Eventually, a full time faculty member could be needed to partner with the current K-12 faculty to make this possible as student numbers increase.

Recommendation 3:

Partner with the art and music departments to create courses for elementary teachers that could be utilized for humanities or cultural awareness credits as well as visual/performing arts credits for graduation. If articulated, these credits could transfer to four year colleges in Nebraska and Wyoming; creating a leg up for our students as they continue their studies.

Recommendation 4:

Continue recruitment efforts and develop a four semester education scholarship for students entering the program to encourage enrollment and continuity.

Preschool

Recommendation 1:

Develop online course offerings that will meet the educational requirements of those individuals working in an Early Head Start preschool program.

Recommendation 2:

Explore possibilities of a partnership with WMCI to provide childcare for their employees. This would not only benefit WMCI but it would allow for a valuable student practicum site as well as provide quality childcare for EWC employees and students.

Overall

Recommendation 1:

Explore opportunities to partner and collaborate with Goshen County schools and/or other entities to develop a lab school for pre-school and elementary age children.

Action Plans - Year One through Year Three (attached)

Advisory Committee Recommendations:

The Early Childhood Advisory committee recommended that EWC develop and offer course offerings to help fulfill Early Head Start employment requirements. In addition, the committee suggested that EWC continue to collaborate with Wyoming Department of Workforce Services to offer STARS credits.

Division Chair Recommendations:

I have read the Instructional Program Review 2011-2012 for the EWC Education Program authored by instructors Muriel de Ganahl and Kate Steinbock and I agree with their view of the current status of the program and their assessment of future need. They have taken this information and created a set recommendations and goals to maintain and build upon their success. To be specific, they find community partnerships critical to continued achievement particularly in the area of teaching internships. To that end they have an advisory committee of community members from the field of early childhood education.

Maintenance of the program's learning foundation includes ongoing curriculum revisions, updated sequencing of classes and added requirements. The instructors' teaching philosophy places rigor and assessment as priorities in student learning. The learning outcomes are then compiled and tracked through multiple assessments and incorporated into future short term and long term decisions about the program. Proactive recruitment by personally engaging potential students in the community is a priority followed by an active advising role to maintain student retention. This along with close program collaboration between UW and EWC to facilitate student transfer helps to maintain a successful program. To promote and support all of these activities the following goals have been set:

1. Establish partnerships with other EWC programs such as Math, Art and Music.
2. Establish a four semester Education Scholarship.
3. Add faculty to teach increased course offerings in class and on line.
4. Establish partnerships with Goshen County Schools and WMCI for the possibility of a development of a lab school for pre-school and elementary school children and a site for EWC student practicums.

The appraisal of the current state of the EWC Education Program and the instructors' recommendations and goals for the future as described above offer a path to success which I believe should be supported.

Vice President's Recommendations:

The Education Programs at Eastern Wyoming College are significant contributors to the overall FTE and represent one of the strongest areas of transfer education. Indeed, the need for teachers in Wyoming is expected to increase substantially within the next 10 years as more and more classroom instructors retire. Nationwide, the need is expected to be even greater. Both Muriel and Kate are well qualified and have been involved in statewide conversations and articulations with other education programs from the community colleges, the University of Wyoming, and Chadron State College. A recently retired instructor, Janan McCreery, still stays involved in our programs by coordinating the early childhood grant with WY Quality Counts and by being an adjunct instructor. In the outreach, there are several experienced K-12 instructors who also

adjunct teach for EWC. As we continue to grow and strengthen the education programs, I have the following recommendations:

1. Continue to engage in articulation meetings with representatives from other colleges to ensure our students have seamless transfer and our curriculum is up-to-date.
2. Increase the number of distance education classes in particular for the elementary education majors in order to meet the demands of our outreach students.
3. Work closely with the math faculty to align the math education courses for elementary teachers and develop the appropriate rotation of the courses both face-to-face and via distance.
4. Expand marketing and recruiting of all education programs by working closely with college recruiters and College Relations. In particular, the Early Childhood courses have had somewhat low enrollment in the last couple of years.
5. Develop a recommendation for a background check procedure in collaboration with others at the College, ie Health Technology and Vet Tech.
6. In collaboration with the Art and Music faculty members, research and propose new courses: Art for Elementary Teachers and Music for Elementary teachers. This should benefit both pre-service teachers and meet a continuing education need for those already in the field.