

Eastern Wyoming College

Instructional Program Review 2014 - 2015

**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:

	2011-2012	2012-2013	2013-2014	5-Year Average
Annualized FTE Enrollment	40.9	38.3	46.1	42.6
Annualized FTE Faculty	4.3	5.6	6.4	4.8
# Students	98	99	95	104
# Graduated	16	14	6	14

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:

Adele Smith	Community Member
Molly Moorehouse	Director – Wee Pals
Tonya Nepper	Director – Torrington Learning Center
Devin Williams	Student Representative
Susan Keller	Reading Specialist – Trail Elementary
Brenda Lovercheck	Counselor – Lincoln Elementary
John Hansen	EWC Member

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, Little Bits and Spurs pre-school, 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 program has not experienced any changes since the last Certificate revision.

K-12 Education:

During the 2013-2014 school year, an online Associate’s Degree in Elementary Education was added. This online degree will allow place-bound students the opportunity to complete the first two years of their teacher training in the comfort of their own home town, at which time they will be able to choose to continue their education in a placement of their choosing.

Part II Narrative Analysis

Description of Community Need:

Current Community Need/Growth of Industry: Goshen County School District has undergone a transition in the past few years. Long time administrators have moved on and new administrators have implemented measures to increase accountability and attention to attainment of national standards. Of the current student population of about 1700 students, 51% are from homes classified as being of low socio-economic status and 256 students are classified as students who receive special education services.

Census statistics indicate that Goshen County has a population of more than 13,500 people, with a growth rate of almost 3% between 2010 and 2013. An incredible 82% of the county's population stays in the same house from year to year with 75% of the population owning their own home; creating a stable environment within which to work. About 20% of the local population has a Bachelor's degree, and 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 concomitant instructional needs of our schools create a continuing need for well trained teachers able to handle the challenges of a changing public school environment. In particular, there is a need for qualified teachers in the area of special education.

There is no more important work that readying the students of our community for entering school. The Early Childhood Education Advisory Board and EWC faculty and administration continue to collaborate to insure that the Early Childhood Education (ECE) program at EWC is preparing our students for a career in early childhood education. Although enrollment numbers are less than the other education programs at EWC, the ECE program continues to maintain a respectable number of committed students. Unlike the other education programs, early childhood education students do not, generally, enroll full-time, which impacts enrollment numbers. However, these students are dedicated which translates to a high rate of completion. The advisory group continues to support the program and has expressed their support of the recent articulation with the University of Wyoming's minor in Early Childhood Education degree.

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

Description of State and National Trends

According to the Occupational Outlook Handbook, 2014-2015, employment of teachers is expected to grow by 12% in the ten years leading up to 2022. The National Center for Education Statistics reports that the need for new teachers will be increasing due to increases in enrollment as well as declines in student-teacher ratios. The 185,000 new teachers needed in the next seven years 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 importance in our public schools. Special Education teachers, in particular, continue to be in high demand.

Preschool programs are expanding as readiness for Kindergarten continues to be an important component for K-12 schools struggling with accountability. The National Institute for Early Education reported that “there are currently 2.1 million 3 and 4 year olds enrolled in state-funded or Head Start programs,” which means that the other 6 million kids are either in private, day-care facilities or cared for in the home” (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
	2012	2022		
General Education	7867	8781	11.6%	276
Preschool Teachers	552	630	14.1%	24
Elementary Special Education	491	526	7.1%	12

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 2012 to 2022, while the projection for national data is from 2008-2018. Job Opening refers to the average annual Job openings due to growth and net replacement.

State and National Wages (May 2014) K-12 Public School

Location	Pay Period	Year or Period		
		Low	Median	High
United States	Hourly	19.53	29.32	46.30
	Yearly	37,500	56,300	88,900
Wyoming	Hourly	22.50	30.46	39.42
	Yearly	43,200	58,500	75,700

State and National Wages (May 2014) Preschool

Location	Pay Period	Year or Period		
		Low	Median	High
United States	Hourly	9.74	14.64	26.51
	Yearly	18,700	28,100	50,900
Wyoming	Hourly	9.32	13.65	24.01
	Yearly	17,900	26,200	46,100

Other information or comments that would assist the Commission: Information on this chart was from Wyoming Employment Projections - www.onetonline.org/. 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 practical 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: Continue maintaining the relationship with partnering schools.

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 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 so that students in our online program are able to complete on time.

Secondary Education students interested in English are unable to find enough course credits at EWC to complete an associate's degree in Torrington.

Preschool

Goal: Improve and expand recruitment opportunities

We will work closely with the College Relations office to develop and implement a solid and sustainable recruitment plan. However, it must be noted that the early childhood education program must also consider a revision of mission and goals in order to further meet the needs of the students and transferring institutions.

Goal: Expand course offerings with regard to community and transferring institution needs.

This program will continue to develop course offerings that will meet the needs of the professionals in the early childhood education discipline and maintain articulation agreements with four year transferring institutions in the region.

Part III Recommendations

Faculty Recommendations:

K-12 Education

Recommendation 1:

Continue working with the math department to create a range of possible scenarios for course completion. Consideration of a summer math course for elementary education students may be of benefit, since one is currently not offered anywhere else in the state.

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:

Encourage the English Department to create additional courses that would transfer for students interested in teaching secondary English.

Preschool

Recommendation 1:

We will work closely with the College Relations office to develop and implement a recruitment plan.

Recommendation 2:

Continue to be responsive to state and local early childhood education needs.

Recommendation 3: Collaborate with the advisory committee to revisit the programs mission and vision.

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. And further our partnerships with advisory boards to establish goals that are appropriate for the population we serve.

Action Plans - Year One through Year Three (attached)

Advisory Committee Recommendations:

The Early Childhood Advisory committee recommends that as a group we meet and revisit the mission and vision of the Early Childhood Education program. In addition, the committee suggested that EWC continue to collaborate with partners throughout our service area to insure appropriate course offerings are available as well as work to expand out articulation agreements.

Division Chair Recommendations:

To summarize EWC's Education Department strengths as noted in the 2011-2012 and 2014-2015 Program Reviews faculty provide a well-rounded experience for students beginning their career in education. Expertise in curriculum, instruction, school leadership, and best practices in teaching... ensure a quality experience for students.

Maintenance of this well rounded and quality experience for students has been achieved through the program's culture of teamwork which fosters creativity. Specific strategies include continued reliance on community partnerships from their advisory committee to in-school teaching internships; curriculum changes that update current course work, to include the addition of new online and live lecture classes and the coordination with other disciplines such as Math, English, Art and Music which broaden the scope of the program. This effective use of EWC's organizational resources demonstrates the Education Program's commitment to a quality education for their students.

Vice President's Recommendations:

The full-time faculty members in education have been instrumental and dedicated to improving the education programs and certificates in the last three years. Of particular note is the effort to put the entire elementary education degree online. This has been popular with our outreach students and others across the state. In addition, the program faculty have worked diligently with the University of Wyoming to develop a 2 + 2 agreement and refresh the articulation agreement. General education requirements were revised during 2014-2015 which impacts all of the transfer programs. I agree with the goals and recommendations being made by the faculty members and the division chair and emphasize the following:

- Continue working with others to market the online elementary education program.
- Engage in further conversations and collaborations with math faculty members about the math sequence and activities involved in math for education courses.
- Work with recruiters and College Relations to expand the recruitment plan for the Early Childhood education programs. Enrollments in these courses have been somewhat sporadic.
- Orient the incoming education instructor, Roger Humphrey, so that he is comfortable with the program and the importance it serves to the outreach areas.
- Continue to enrich the online and face-to-face programming to include more technology resources as budgets allow.