

Eastern Wyoming College

Instructional Program Review Summer, 2018

**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:

	2014-2015	2015-2016	2016-2017	5-Year Average
Annualized FTE Enrollment	94.4	86.6	82.0	86.3
Annualized FTE Faculty	6.9	5.4	4.6	5.8
# Students	85	74	77	85.0
# Graduated	25	23	9	15.4

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
Kerry Bullington	Director – Torrington Learning Center
Emily Buchanan	Student Representative
Susan Keller	Reading Specialist – Trail Elementary
Brenda Lovercheck	Counselor – Lincoln Elementary
John Hansen	EWC Member
Kim Russell	Perkins Grant Coordinator

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 had a minor revision to the program in that we changed the rotation of courses. The program rotation is no longer a co-hort style rotation and courses will be offered in a scheduled sequence so students can progress through the program more efficiently.

K-12 Education:

During the 2015-2016 school year, the online Associate’s Degree in Elementary Education was deleted from the catalog. It was determined by the previous administration

that it was unnecessary to list the face-to-face and online options separately. Therefore, we simply made a notation in the catalog indicating the Education program is offered both online and face-to-face. In addition, EWC worked closely with the University of Wyoming College of Education to develop and secure 2+2 articulation agreements for Early Childhood, Elementary, and Secondary Social Studies programs

Part II Narrative Analysis

Description of Community Need:

Current Community Need/Growth of Industry: School districts across our service area, including Goshen County have implemented measures to increase accountability and attention to attainment of national standards. In Goshen County of the current student population of approximately 1600 students, 43.24% are from homes classified as being of low socio-economic status and 205 students are classified as students who receive special education services.

Census statistics indicate that Goshen County has a population of a little more than 13,500 people. An incredible 82.6% of the county's population stays in the same house from year to year with 76.3% of the population owning their own home; creating a stable environment within which to work. About 23% of the local population has a Bachelor's degree, and the need for teachers remains steady, both locally, and throughout the EWC outreach area. While the job market in education has slowed slightly there are still opportunities for well-qualified educators in both Goshen County and our service area. As teachers retire or relocate, EWC graduates who have continued their studies at well-respected nearby 4 year institutions, will have the opportunity to return to fill positions in our local schools. The requirements of Every Student Succeeds Act 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 continues to be 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 meet a critical training need for early childhood education and care professionals in our service area. Unlike the other education programs, early childhood education students are less likely to enroll as full-time students, which influences 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, 2015-2016, employment of teachers is expected to grow by 7% in the ten years leading up to 2026. 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 “state-funded preschool served 1,523,410 children during the 2016-2017 school year, surpassing 1.5 million children for the first time” (National Institute for Early Education Research). 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 (2014-2024)
	2014	2024		
Public School Teachers (Bureau of Labor Statistics)	3,106,500	3,292,890	6%	894,300
Preschool Teachers	441,000	471,870	7%	158,700
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
General Education (Primary, Secondary & Special Ed)	8,193	8,752	6.8%	2,465
Preschool Teachers	888	1,008	13.5%	380

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 2014 to 2024, while the projection for national data is from 2014-2024. Job Opening refers to the average annual Job openings due to growth and net replacement.

State and National Wages (March 2017) K-12 Public School

Location	Pay Period	Year or Period		
		Low (10%)	Median	High (90%)
United States	Hourly	22.55	22.55	46.30
	Yearly	32,070	48,740	94,900
Wyoming	Hourly	19.76	27.73	37.14
	Yearly	41,090	57,660	77,268

State and National Wages (March 2017) Preschool

Location	Pay Period	Year or Period		
		Low (10%)	Median	High (90%)
United States	Hourly	9.60	13.94	26.34
	Yearly	19,970	28,990	54,780
Wyoming	Hourly	8.40	13.84	23.46
	Yearly	17,486	28,784	48,796

Other information or comments that would assist the Commission: Information on this chart was from Wyoming Employment Projections - http://doe.state.wy.us/lmi/projections/2016/long_term_occupation_projections_2014-24.pdf. 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. Additionally, we are confident the 2+2 articulation agreements established with the University of Wyoming will serve as a positive recruitment tool as well.

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.

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 a standardized summative assessment 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. One full time instructor in the area of preschool and K-12 education maintains residence on the Torrington campus, with multiple adjuncts and other faculty throughout the service area. Qualified faculty from departments other than education teach required course work in areas such as Mathematics.

Areas for Improvement: The education department is in need of updated classroom space that will provide students with a modern, innovative, state-of-the-art experience. At this time, we struggle with adequate control of classroom space, which impedes our ability to create an environment that adequately meets our needs as a department. Likewise, classroom technology is inadequate to meet the needs of our students. It is unacceptable for our students to be expected to learn the use of new technologies within our current structure.

K-12 Education

Goal: Develop classroom environment that meets the demands of the market place.

One of the issues for our students is the availability of needed classroom technology necessary for them to be adequately prepared to move to the next level. Students at EWC need to have the opportunity to, not only, learn new technologies, but they must have the chance to utilize technology in an updated, interactive, and innovative classroom environment.

Goal: Establish additional area of concentration course opportunities for secondary education students.

Secondary Education students continue to have difficulty finding enough course credits at EWC to complete an associate's degree in Torrington. We would like to be able to offer more upper-level courses to meet the needs of our Secondary Education students.

Preschool

Goal: Expand articulation agreements.

Faculty will continue to explore transfer options for students wishing to complete a Bachelor of Arts (BA) degree in Early Childhood Education and work to establish articulation agreements with secondary intuitions. The majority of early childhood education majors are interested in completing the BA requirements at a distance; therefore, it will be critical to secure agreements with institutions offering distance programs.

Goal: Explore community outreach opportunities.

Faculty will explore the feasibility of a pathway to a Certificate project with local and regional school districts. School districts have expressed some interest in this type of program for high school students wishing to explore an Early Childhood Certificate and the Early Childhood advisory board is interested in investigating the potential for this type of project.

Part III Recommendations

Faculty Recommendations:

K-12 Education

Recommendation 1:

Continue working with the Vice President of Academics to ensure adequate funding is available in order to update classrooms to accommodate technology needs. In addition, it will be necessary to collaborate with the Vice President of Administration to make sure specified classrooms are adequately updated to accommodate the necessary classroom changes to achieve this endeavor.

Recommendation 2:

Build faculty capacity so 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. A full time faculty member is needed to partner with the current K-12 faculty to make this possible as student numbers increase.

Recommendation 3:

Encourage other departments to create additional area of concentration courses that will transfer for students interested in teaching at the secondary level. While it is understood this is not possible for every discipline, it is my recommendation that English, Social Studies, and PE collaborate with Education to explore the possibility of course development in order to meet the needs of our secondary education students.

Preschool

Recommendation 1:

We will continue to explore opportunities for articulation agreements with institutions in our regional service area and work closely with other Wyoming community colleges to streamline the early childhood education program.

Recommendation 2:

Continue to be responsive to state and local early childhood education professional development needs and support early childhood curriculum requests within our regional service area.

Recommendation 3:

Continue to collaborate with Goshen County and regional school districts to explore the possibility of a pathways program for high school students leading to completion of the Child Development Certificate.

Overall

Recommendation 1:

Explore opportunities to improve the classroom and technology infrastructure in order to better prepare education students to move to the next level of education and into the classroom. Further, we will continue to collaborate with K-12 education to ensure practicum experiences are available and enriching for our students.

Action Plans

1. Work with Vice Presidents of Academic and Administrative services to continue efforts to secure funding and support to improve the infrastructure and technology opportunities for the education program.
2. Faculty will continue to explore innovative ways to improve recruitment efforts throughout the regional service area for the Elementary, Secondary and Early Childhood Education programs.
3. Faculty will work with Early Childhood Advisory board to support early childhood education endeavors within the community and regional service area. This will include working to improve recruitment efforts by coordinating with providers throughout the service area. In addition, faculty will collaborate with other community colleges to explore ways to streamline course offerings.

Advisory Committee Recommendations:

The Early Childhood Advisory committee recommends that the Early Childhood Education program continue to support the curriculum needs of the providers in the service area. In addition, the advisory board would like to see the College expand the professional development course offerings available.

Goshen County School District has expressed interest in collaborating with EWC's Early Childhood Education Department to explore possible pathways for high school students to complete the Child Development Certificate program.

Division Chair Recommendations:

Vice President's Recommendations: