

Eastern Wyoming College

Instructional Program Review 2017-2020

Program: Education

**Associate of Arts
(Early Childhood, Elementary, Secondary)**

**Certificate
(Child Development)**

Prepared by:

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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:

	2016-2017	2017-2018	2018-2019	5-Year Average
Annualized FTE Enrollment	82	74	71	82
Annualized FTE Faculty	4.6	5.3	5.2	5.5
# Students	77	68	60	72.8
# Graduated	9	14	9	16

FTE = Full-time equivalent

Notes: Chart information from EWC Statistical Data for Program Reviews 2018-2019 report

Modes of Delivery:

online

compressed video

face-to-face

Advisory Committee Members and Title or Role:

Advisory Member	Business/Title
Adele Smith	Retired Early Childhood Educator (Community Member)
Molly Moorehouse	Wee Pals Preschool – Director
Danielle Wondercheck	Wyoming Child & Family, Inc. – Executive Director
Susan Keller	Trail Elementary – Reading Specialist/Teacher
Brenda Lovercheck	Lincoln Elementary – School Social Worker
John Hanson	EWC Foundation – Director (Community Member)
Jessica Cotant	EWC Student – Elementary Education Major

Community Partners or Internships:

The Education program partners with the local & regional school districts to provide practicum experiences for students enrolled in EDUC 2100 (Practicum). The Early Childhood Education program partners with pre-schools and early child care educators throughout Wyoming including, Wyoming Child & Family, Inc. (local and regionally), Wee Pals, and Little Bits and Spurs. In addition, our program enrolls students from all across the United States which requires we partner with early childcare education programs throughout the country. This is accomplished on a case-by-case basis.

Revisions in Curriculum since Last Review:

Early Childhood Education: This program has remained unchanged since 2018.

Elementary Education: Since 2018 the Elementary Education program has undergone some minor revisions. These revisions include a minor change in rotation of courses to include offering an altered EDUC 2100 Practicum course. The Practicum course was changed to include the outcomes assessment portfolio and an additional 20 hours of observation in the classroom. This change accommodates for the decrease in Education faculty positions and increases the

amount of time students spend in classrooms observing. Following articulation with other community colleges and the University of Wyoming it was determined students would greatly benefit from more time in the classroom. Additionally, the Elementary Education program continues to articulate with Chadron State College, Black Hills State University, Valley City State College, and Mayville State College.

Secondary Education: The Secondary Education rotation has also been altered to adapt to the same curriculum changes the Elementary Education program has. Although the change to the Secondary Education program only involved the EDUC 2100 practicum change as the Math curriculum does not impact this program. In the future it would be wise to consider merging all the Secondary Education programs into one, i.e., Business, Agriculture, Mathematics, PE, etc.

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 1660 students, 42% are from homes classified as being of low socio-economic status and 260 students are classified as students who receive special education services. (Source: <https://edu.wyoming.gov/data/statisticalreportseries-2/>)

Census statistics indicate that Goshen County has a population of a little less than 13,500 people. An incredible 82.6% of the county's population stays in the same house from year to year with 76% of the population owning their own home; creating a stable environment within which to work. About 24.5% 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. (Source: <https://datausa.io/profile/geo/goshen-county-wy#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 fewer 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 continued 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 (if applicable)

United States	Employment		Percent Change	Job Openings
	2018	2028		
General Education (Primary, Secondary & Special Ed)	3,820,700	3,951,700	3.9%	357,800
Preschool Teachers	532,600	560,500	7.1%	58,100
Wyoming (2016-2026 Projections)	Employment		Percent Change	Job Openings
	2016	2026		
General Education (Primary, Secondary & Special Ed)	7,825	7,921	3.4%	6,343
Preschool Teachers	708	693	-2.1%	661

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 2016-2026, while the projection for national data is from 2018-2028. Job Opening refers to the average annual Job openings due to growth and net replacement. Data Source: [Wyoming Long-Term Projections Data](#) and [the Bureau of Labor Statistics](#)

State and National Wages

United States (2019)	Pay Period	Year or Period	
		Median Wage	Average(Mean) Wage
Primary, Secondary, & Special Ed.	Hourly	Not reported (N/R)	N/R
	Yearly	N/R	\$61,420
Preschool Teachers	Hourly	\$14.67	\$16.66
	Yearly	N/R	\$34,650

Wyoming (2016)		Average (Mean) Wage	25 th Percentile Wage	75 th Percentile Wage
Primary, Secondary, & Special Ed.	Hourly	\$27.23	\$23.09	\$31.61
	Yearly	56,635	\$48,029	\$65,745
Preschool Teachers	Hourly	\$14.72	\$9.94	\$18.07
	Yearly	\$30,612	\$20,671	\$37,582

Information on this chart was from [Wyoming Department of Workforce Services](#). 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 (if applicable)

EWC Education Faculty participate in ongoing advising and recruitment activities in conjunction with the 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 choice. Small class sizes and personal attention of faculty make EWC a premier choice for families wanting a firm foundation for ongoing college studies. Additionally, the articulation agreements we have secured with regional transferring institutions 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 services area via outreach coordinators, Wyoming Child and Family and Wyoming Workforce.

EWC Education department faculty has been trained in the Wyoming Teacher Cadet curriculum and is partnering with Converse County School District #1 to provide college credit for students completing the Teacher Cadet program. This program is sponsored by the Trustee Education Initiative at the University of Wyoming and fulfills only one small component of the Universities mission to train and retain top educators in the state. This program offers an exciting and promising opportunity for EWC's education department to recruit students majoring in PreK-12 education.

Finally, EWC Education Faculty recently partnered with faculty from the College of Education at the University of Wyoming to help develop and design courses for UW's new education curriculum. This partnership was an innovative and collaborative approach to curriculum development and one that will benefit the Education department's own curriculum for years to come.

Assessment of Student Learning: *Analysis of Student Learning. Include placement if known.*

Statistical Data Results

Each of the courses in the program has an integrated body of evidence utilized to determine student competencies. These competencies are aligned with the model core teaching standards established through the Interstate Teacher Assessment and Support Consortium (InTASC). The majority of the community colleges in the state and the University of Wyoming use these standards as the benchmark for their education programs.

Students earning an Associate of Arts degree in Education complete a standardized summative assessment and an exit interview with EWC faculty. During the final capstone course, EDUC 2395, students finalize and present their program portfolio, constructed throughout their experiences in EWC Education courses. In addition, students complete a written evaluation of their overall experiences at EWC; identifying courses and activities perceived as most helpful.

Classroom assessment techniques are utilized and tracked in education courses each semester with rubrics and empty outlines most commonly employed. Students are encouraged to contribute and 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. Additionally, the Education department recently formalized the program outcomes to include the InTASC standards. The incorporation of these standards better prepares students for transfer and successful completion at four-year transferring institutions.

Strengths of the Program and Faculty:

EWC's Education Department faculty provide 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 region to ensure a quality experience for students. One full time instructor in the area of Pre-K-12 education maintains residents on the Torrington campus, while utilizing multiple adjuncts and other faculty throughout the service area to instruct students. Qualified faculty from departments other than education teach required course work in areas such as Mathematics and Children's Literature.

A notable strength of the program includes the partnerships that have been forged with pre-school and K-12 educators throughout the services area. These partnerships are the foundation of this program and serve as a notable strength. Pre-service teachers build skills and benefit from being in the classroom early and often which is the cornerstone for the education program – at all levels. This component alone sets our students apart from their counterparts when they transfer to a four-year program.

Areas for Improvement:

The education department continues to be in need of updated classroom space that will provide students with modern, innovative, state-of-the-art experience. We continue to struggle with control of our teaching space and adequate technology which impedes our ability to create an environment that meets our needs as a department. Likewise, classroom technology is inadequate to meet the needs of our student population. It is unacceptable for our students to be expected to learn the use of new technologies within our current structure.

Additionally, the education program would benefit from the addition of a full-time faculty person. Since losing one full-time position the enrollment has declined from an average enrollment of 79.5 students in the education program to 68.3 students. Programs are most successful with full-time dedicated faculty who participate in not only recruitment, curriculum design and retention efforts as well.

PreK-12 Education

GOAL 1: Address curriculum changes to align the math sequence with other community colleges and the University of Wyoming.

The math sequence for Elementary Education majors was revised to accommodate for the loss of faculty. These changes have negatively impacted the ability for transfer students to complete the required math sequence in an efficient or effective manner. Education faculty will work with Math faculty to make adjustments that will address the issue.

GOAL 2: 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 3: Explore the feasibility of implementing a “Pathways” type approach for all Education majors.

Integrating all secondary education majors into the Education program may be a more efficient way to provide the necessary coursework required to graduate. It would centralize advising to one area and create a more seamless transfer for secondary education majors. However, there are several things to consider and this move requires more research before it can be implemented.

GOAL 4: In the next three years it would be beneficial if the Education program could reestablish a minimum of a ¾ time faculty position to the department.

Since the elimination of a full-time faculty position during the summer of 2016 the education program has decreased from an average of 79 students to an average of 68 students. While overall student enrollment has declined slightly this decrease in students is significant for the education program and can only be attributed to loss of a full-time faculty position. Programs flourish under the leadership of committed faculty. The Education program is one of the largest transfer programs and is well established but the loss of faculty has negatively impacted program retention.

Part III: Recommendations

Faculty Recommendations:

Continuous Improvement Plan - (needed assessments, changes to improve student learning (review/write student learning outcomes), equipment, curricular changes, budget, faculty/staff, recruitment and retention efforts, faculty development, new initiatives, grant writing, mission relevancy)

Recommendation #1: Education faculty will collaborate with key stakeholders to ensure that program transferability remains secure and articulated with major transferring institutions, including the University of Wyoming (UW), Valley City State University (VCSU), Chadron State College (CSC), and Black Hills State University (BHSU). It will be important to meet with CSC and BHSU to rearticulate once program curriculum is updated to meet the new UW curriculum.

Recommendation #2: Faculty will continue to work with the Vice President for Academic Services to ensure adequate funding is available in order to update classrooms to accommodate for 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 #3: 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 #4: Program faculty should continue to foster partnerships with state and local agencies to ensure practicum site placement. Faculty should also continue to support and encourage existing relationships with early childhood care and education programs to make certain the program meets the National Association for the Education of Young Children (NAEYC) standards and observation opportunities remain strong and growth is possible. Further, Education faculty will work with admissions to establish a plan to improve recruitment practices.

Advisory Committee Recommendations: (alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency, the curriculum, and the utility of the knowledge and skills gained)

The Early Childhood Education Advisory Committee recommends the program continue to work with the University of Wyoming to be able to offer many of the freshman and sophomore level courses necessary for students to fulfill a minor in Early Childhood Education. This minor also meets much of the required course work for an endorsement in early childhood education for Elementary Education majors.

The committee also 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.

Department Head Recommendations:

The education program represents one of the most robust and well enrolled academic programs at EWC. It is important the institution support the recommendations of the faculty to improve technology so graduates are well prepared to be successful at the next level and in their future classrooms. Other recommendations to continue to pursue partnerships, outreach, and articulation will also be beneficial to the program and graduates. More and more school districts are looking for educators with quality observation experience in addition to in-class practicum time. These partnerships are a critical component for the education program and updated articulation agreements are a critical component for the education program.

While it is understood that the EWC budget is not able to support the addition of a faculty position at this time it is my recommendation that, as fund become available, EWC seriously consider the reinstatement of at least a $\frac{3}{4}$ time faculty position in the Education department. It goes without saying programs flourish when they are fully staffed with full-time faculty who are highly qualified and committed to student success, recruitment, curriculum stability, and retention.

Vice President's Recommendations:

The assessment of the Education and Early Childhood Education programs at EWC are robust and valid. It is important to appreciate the context of EWC's education programs within the state and surrounding regions. Articulation of education programs is one of the more challenging of our transfer programs. Frequently changing curriculums and stringent standards at transfer institutions make alignment a delicate task. At times, these transfer institutions are at odd with required coursework. This presents a challenge for EWC as we try to offer programming for students who wish to transfer to a variety of institutions. This challenge is reflected at times in class enrollment numbers and graduation rates. Students may transfer prior to earning their degrees in order to begin the specific programming of their receiving institution. It is an additional challenge to balance the desire for program completion with the best interests of students. Along those lines, I recommend the continuation of the Early Childhood Education program despite numbers lower than other areas. The state of Wyoming has recently recognized the negative impact of previously discontinuing its Career and Technical Education (CTE) teacher program due to low enrollment. Now, the state is suffering from a shortage of secondary CTE teachers, and the legislature directed UW and community colleges to partner in offering a bachelor's of applied science degree in order to train and credential CTE teachers for Wyoming schools. If the Early Childhood Education program were to be discontinued, I could imagine a similar conundrum occurring.

I will also echo the recommendations of program faculty and the department head regarding the need for additional of a full-time faculty member. Clearly, financial challenges currently prohibit this addition, but it should remain a top priority for when budgets allow. The Education department was reduced to one faculty member in the 2016 reorganization and reduction in force. Since that time, one full-time faculty member and adjunct faculty have been responsible for the program. Dr. Steinbock identified one of the most central issues surrounding relying so heavily on adjunct faculty to deliver coursework—the lack of recruiting and advising capabilities of these individuals. While they are highly skilled and knowledgeable in their fields, they simply teach classes and do not share in the additional work of supporting one of the larger departments at EWC. With an average of over 70 students and only one full-time faculty member to recruit and advise students, this robust program is likely to suffer.