



Early Childhood Education

**Wisconsin Indianhead Technical College
10-307-1 Associate Degree**

**2019
Program Review**

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name: 10-307-1 Early Childhood Education		
Program Academic or Assistant Dean	Title and Location	Phone and e-mail
Laura Wassenaar	Dean of Academic Programs & Curriculum Superior Region	laura.wassenaar@witc.edu 715.394.6677 x6217
Team Lead(s)	Title and Location	Phone and e-mail
<i>Example:</i> <i>Bill Smith</i>	<i>Welding Faculty Member</i> <i>New Richmond</i>	<i>Ext. 9999</i> <i>bill.smith@witc.edu</i>
Amy Pennington	ECE Program Director/Instructor New Richmond	715.246.6561 x4353 amy.pennington@witc.edu
Team Members	Title and Location	Phone and e-mail
Jamie Lynch	ECE Instructor Rice Lake	Jamie.lynch@witc.edu 715.234.7082 x5235
Jennifer Bednarik	Admissions Advisor/Student Life Coordinator Ashland	Jennifer.bednarik@witc.edu 715-682-4591 ext 3195
Alison Moffat	Associate Dean Superior Region	alison.moffat@witc.edu (715) 394-6677 ext. 6318
Catrina Everitt	Counselor Rice Lake	catrina.everitt@witc.edu 715-234-7082, ext. 5248
**If you have more than 8 team members, right click within the member table above and choose insert row above or below.		
Self-Study Areas:		
Required Elements: Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)		

Choose from a minimum of 2 of the following other areas to study

- Academic Advising
- Accreditation/National or State Standards, Regulations, Compliance
- Advisory Committees
- Assessment of Student Learning
- Budgeting Efficiencies/Costs per FTE
- Career Outlook/Future Occupational Trends
- Career Pathways
- Collaboration/Partnerships
- Curriculum Currency/modifications
- Delivery Methods/Distribution of Offerings/Scheduling
- Dual Enrollment
- Equipment
- Facilities
- Faculty Credentialing/Development Needs
- Online/Technology
- Recruitment
- Other _____

Program Information:

Capacity (new students admitted/year):	108 (24RL, 24NR, 24S, 24ECh, 12 ECon)
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Number of Faculty:	FT: <input checked="" type="checkbox"/> 4	PT: <input checked="" type="checkbox"/> 4
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Statewide Curriculum:	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
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Program Accredited by:	N/A
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Date of Last Accreditation	N/A
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Date of Next Accreditation	N/A
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Is a visit required? If so, when is the next visit?	N/A
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Program Licensed by:	N/A
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Date of Last Licensing:	N/A
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Date of Next Licensing:	N/A
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Is a visit required? If so, when is the next visit?	N/A
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Please list other program and individual association and organizational memberships:	National Association for the Education of Young Children, Wisconsin Early Childhood Association, American Associate Degree Early Childhood Educators, MN Association for the Education of Young Children, St Croix Valley Early Childhood Council
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Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education			
Category: Analysis of Trends from Program Data Profile			
Resources Contact(s) for this Category:			
Strengths		Opportunities	
Online FTE is increasing		For Associate Degree students, the courses with the lowest completion percentages are Family & Community Relationships and Child Development	
Online students add to total FTE		Total FTE declined in 2016-2017	
High job placement (100% in 2016-2017)		In-person FTE declined in 2016-2017	
High course completion technical courses (80% range)		Retention rate from semester one to semester two is 86%	
High graduate satisfaction			
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?		For Associate Degree students, the courses with the lowest completion percentages are Family & Community Relationships and Child Development.	
What items in this category MIGHT be addressed on the improvement plan?		Improve retention from first to second semester.	
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education			
Category: Analysis of results of previous program improvement plans (Previous program plans attached below in Document Management)			
Resources Contact(s) for this Category:			
Strengths		Opportunities	
Improved collaboration with General Studies		Work with Dave Stanley on new science course option for ECE students.	
Diversified advisory committees; continuing to update committee membership (four-year college/university membership on all campuses, Student Services, dual credit partners in high schools, General Studies all have representation).		Implement digital portfolio for summative assessment.	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Implement digital portfolio for summative assessment.		
What items in this category MIGHT be addressed on the improvement plan?	Work with Dave Stanley on new science course option for ECE students.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Early Childhood Education
Category: Progress/results of TSA (includes program outcomes and Employability Essentials)

Resources Contact(s) for this Category:			
Strengths		Opportunities	
TSA is spiraled/scaffolded into Practicum classes (introduced in Practicum 1, completed for technical diploma students in Practicum 2, rough draft version in Practicum 3, final TSA in Practicum 4).		TSA is currently done through Blackboard; will need to put into a digital portfolio.	
Students focus not only on what they learned, but how they apply it in their work with children.			
There are no surprises with the TSA results; ECE team employs continuous formative assessment and always knows where students are at.			
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	TSA is currently done through Blackboard; will need to put into a digital portfolio.		
What items in this category MIGHT be addressed on the improvement plan?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
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Additional Comments: (optional)			
ECE's scaffolded/spiraled approach to integrating TSA into Practicum courses could be a model for other programs.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Early Childhood Education	
Category: Curriculum	
Resources Contact(s) for this Category:	

Strengths		Opportunities	
Statewide curriculum		New curriculum starting fall 2019; ensure that courses and content align and create crosswalk for continuing students.	
New curriculum starting fall 2019 was created with input from stakeholders, aligned with needs of employers and graduates		Communicate content of the crosswalk to counselors, advisors, and returning students.	
New pathway certificate		Embedded certificate capstone is the second student teaching practicum; communicate the expectations of the capstone with students and cooperating sites through a handbook.	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Embedded certificate capstone is the second student teaching practicum; communicate the expectations of the capstone with students and cooperating sites through a handbook.		
What items in this category MIGHT be addressed on the improvement plan?	Communicate content of the crosswalk to counselors, advisors, and returning students. New curriculum starting fall 2019; ensure that courses and content align and create crosswalk for continuing students.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Early Childhood Education	
Category: Online/Technology	
Resources Contact(s) for this Category:	
Strengths	Opportunities
Consistency with online Blackboard classes	Give all instructors opportunities for further training in online instruction, synchronous instruction, etc. (e.g., Quality Matters).

Innovation with technology-assisted synchronous instruction	Explore opportunities for improving BlueJeans platform for synchronous instruction (Adobe Connect offered more robust functionality).		
Willing to learn about and explore new technologies	Work collaboratively and cross-functionally to ensure that online students have equal access to relevant student services, support and resources.		
Strongly collaborative with ETC and distance learning teams (open labs for orientation, etc.)			
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Give all instructors opportunities for further training in online instruction, synchronous instruction, etc. (e.g., Quality Matters).		
What items in this category MIGHT be addressed on the improvement plan?	Explore opportunities for improving BlueJeans platform for synchronous instruction (Adobe Connect offered more robust functionality). Work collaboratively and cross-functionally to ensure that online students have equal access to relevant student services, support and resources.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
While there is always room for improvement, ECE is an exemplar of innovation in the field of technology-assisted instruction.			

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education
Defined Outcome	Increase pass rates for 10-307-179 ECE: Child Development course from 68.8% (2018) to 75% by Fall 2020, within the associate degree program.
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>Program data showing pass rates for ECE: Family and Community Relationships and ECE: Child Development.</i>	

Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>
Adopt new textbook for Child Development to make reading level more manageable (Amy Pennington)	Fall 2019 (desk copies of multiple textbook options to review)
Restructure Child Development online course to better comply with best practices in online instruction (content videos, interactive lesson plans, etc.) (Amy Pennington)	Fall 2019 (training in Relay and Blackboard Collaborate)
Implement dedicated online office hours for Child Development (Amy Pennington)	Fall 2019 (training in Blackboard Collaborate)
Communicating consistently regarding students who are struggling (early alerts, within ECE team, and with advisors) (Amy Pennington)	Fall 2019 (new referral system)

****If you have more than 8 action items, right click within the table above and choose insert row above or below.**

Divisional Dean Comments:

I approve this plan.

Vice President Comments:

I approve this plan

Note: (A mid-year and year-end update will be required each year during implementation.)

Implementation Update (June 30, 2020):

Instructions: Enter update text in box below, check a box below, and enter metric and results

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<input type="checkbox"/> Met (include metric result)	
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Divisional Dean Comments:

“Effective March 25, 2020, Wisconsin Governor Evers directed a safer-at-home directive due to the Covid-19 pandemic. Under this order, all WITC Spring 2020 classes were delayed, cancelled or moved to an alternative delivery method. Due to the many required hours instructors and staff spent moving curriculum to alternate delivery modes, college leadership held requirement of the 6-month academic program review updates due June 1, 2020. Program review updates will next be required of this program in January 2021.”

VP, Academic Affairs Comments:

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VP, Academic Affairs Comments:

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Divisional Dean Comments:

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VP, Academic Affairs Comments:

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ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education
Defined Outcome	Migrate TSA from Blackboard to a digital portfolio by Spring 2021.

Metric (How will you measure whether or not the outcome has been attained successfully?) Student digital portfolios demonstrate their knowledge of TSA outcomes.

Action Plan/Action Items & Person(s) Responsible:

Example: 1) Action Item #1 (Damian VonFrank, Ted May)

Timeline & Resources:

Example: 1) Fall 2018 – Need IT time to implement

Communicate portfolio plan to other ECE instructors (Amy Pennington).

May 2019

Determine artifacts from each course to be included in the TSA portfolio (Amy Pennington, Nora Ziburski, Jamie Lynch, Tracy Jacobson).

May 2019

Work with the ETC to develop Weebly training video for instructors and students (Adam Nelson, Nora Ziburski).

Fall 2019

****If you have more than 8 action items, right click within the table above and choose insert row above or below.**

Divisional Dean Comments:

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Vice President Comments:

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Note: (A mid-year and year-end update will be required each year during implementation.)

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Divisional Dean Comments:

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VP, Academic Affairs Comments:

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ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education	
Defined Outcome	Communicate the expectations of the Preschool Practicum capstone portfolio with students and cooperating sites through handbook updates and redistribution by Spring 2021.	
Metric (How will you measure whether or not the outcome has been attained successfully?) Survey: students and cooperating sites understand the expectations.		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>	
Develop new practicum handbook (Nora Ziburski)	Fall 2019	
Develop a survey of cooperating sites (Amy Pennington)	Spring 2020 (SurveyMonkey or other survey tool)	
Communicate expectations to students and cooperating sites at the start of the Preschool Practicum (Nora Ziburski, Amy Pennington, Tracy Jacobson, Jamie Lynch).	January 2020	
Survey students and cooperating sites after the Preschool Practicum (Nora Ziburski, Amy Pennington, Tracy Jacobson, Jamie Lynch).	April/May 2020 (SurveyMonkey or other survey tool)	
**If you have more than 8 action items, right click within the table above and choose insert row above or below.		
Divisional Dean Comments:		
<input checked="" type="checkbox"/> I approve this plan.		
Vice President Comments:		
<input type="checkbox"/> I approve this plan		

Note: (A mid-year and year-end update will be required each year during implementation.)

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Divisional Dean Comments:

VP, Academic Affairs Comments:

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education	
Defined Outcome	Improve the quality of online course/program delivery via training, ECE team/cross-functional collaboration, and diversified use of available instructional delivery platforms.	
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>Survey students regarding their experiences with technology and course delivery.</i>		
Course/program evaluations and completion rates		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>	
Provide training opportunities for ECE instructors in online instruction (synchronous instruction, etc.) (Amy Pennington, Tracy Jacobson, Jamie Lynch, Nora Ziburski).	Spring 2021 (professional development funding)	
Explore opportunities for improving BlueJeans for synchronous instruction (seeking similar functionality to Adobe Connect) (Family and Consumer Services divisional team)	Fall 2019	

Work collaboratively and cross-functionally to ensure that online students have equal access to relevant student services, support, and resources (ECE, Distance Learning, and Student Services teams).

Fall 2019

****If you have more than 8 action items, right click within the table above and choose insert row above or below.**

Divisional Dean Comments:

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Vice President Comments:

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Note: (A mid-year and year-end update will be required each year during implementation.)

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