

Early Childhood Education Data and Evidence Analysis Summary 2016

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WTCS Comparative Data:

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-10-3071-Early-Childhood-Ed-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

Head Count

- Western's headcount dropped from 128 students in 2011 to 81 students in 2015. A steady decline has been noted over the past five years, 2011-2015.

Course Completion

- C or Better course completion for the Early Childhood Education program ranged from 62.5% in 2011 to 60.5% in 2015. The program's lowest completion rate was 60.5% in 2015 with the highest completion range of 65.2% in 2014. Western's average rate of completion from 2011-2015 is 64.3% which is lower than the 70.4% average for the six comparison colleges. Western has the second lowest rate compared to the other five colleges over the five year span. Moraine Park consistently out-performed Western during these years and may be a school to talk with.
- Western's headcount dropped from 168 in 2011 to 81 in 2015. Lakeshore is the only other college to note a decrease of students during this time span. Northeast Technical College had an increase of students from 310 in 2011 to 404 in 2015.

Second Year Retention

- Western's second year retention rate ranged from 49.0% in 2010 to 48.1% in 2015 with an overall average of 45.0%.
- Western's highest retention rate was in 2010 at 49.0% with a low of 40.4 % in 2014.
- When compared to the other five schools in the comparison group, Western had the lowest average second year retention rate over the six years of measurement. Averages over the six years ranged from 45% for Western to 69% for Moraine Park.
- Western's cohort size (number of starting students) ranged from a low of 49 in 2010 to a high of 82 in 2012.

Western's Third Year Graduation

- Western's third year graduation rate average ranged from 8.2% in 2011 to 15.4% in 2015 with an average over the six years of 11.7%.
- In a comparison to the other five colleges, Western's third-year graduation rate (average) of 11.7% is 6th out of six. Chippewa Valley is notable at 47.8%.

Labor Market Analysis October 2015

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-OCT-Early-Childhood-Education-Program-Trends.pdf>

In an analysis of the Western District and occupations associated with the field of Early Childhood Education, the following points are noted:

- From 2016-2020, these occupations are expected to grow 5.1% with a change of 63 positions. This is considered strong growth.
- District trends of 5.1% are comparable to national trends which is at 5.3% growth. The state trend for change is 2.7%.
- Jobs are concentrated in La Crosse County (814) with strong presence noted in Trempealeau County (112) and Juneau County (74).
- This occupation is gender specific with 93% female and 7% male.
- This program lends itself to a younger population with 27.9% in the 19-24 age range and 21.8% in the 25-34 years of age. Rates of employment for older segments are smaller with 16.1% in the 35-44 age range.
- Specific occupations with strong growth include Preschool Teachers, Except Special Education – 5% with 21 new positions and Childcare Workers – 5% with 42 new positions.
- Earnings for graduates of this program range from \$8.80 for Childcare Workers to \$12.24 per hour for Preschool Teachers, except Special Education.

Student Satisfaction Trends

The Noel Levitz Student Satisfaction Inventory was conducted in the fall of 2015. The instrument asks students to rate the importance AND the satisfaction with 95 items (1-7 with 7 as highest) related to the following “scales”:

- Instructional effectiveness
- Academic advising/counseling
- Concern for the individual
- Registration effectiveness
- Admissions and financial aid
- Student centeredness
- Campus climate
- Academic services
- Service excellence
- Safety and security
- Campus support services and responsiveness to diverse populations

In the program self-study process (data and evidence analysis work), programs are asked to identify gaps between importance and satisfaction. Gaps are calculated as the difference between the importance of an item and the satisfaction level. Gaps that are close to a “1” should be discussed and explored – particularly if they are tied to items that are rated as high in importance for students.

21 students completed the survey. A cursory glance at the “scale” level did not reveal any gaps in the various survey categories. The overall satisfaction with the experience at Western for Early Childhood program was 5.86 as compared to 5.68 for all students responding to the survey. Early Childhood students indicated that the experience thus far was better than expected (5.24), whereas all students responding to this survey scored this at an average of 4.93.

A more detailed analysis was conducted at the “item” level. Items are associated with one or more “scales” and provide additional insight into specific areas.

Items rated **highest in importance** for Early Childhood students include (scale of 1-7 with 7 as very important):

- Item 58 – nearly all faculty are knowledgeable in their field. 6.72
- Item #65 – My academic advisor is knowledgeable about my program. 6.65
- Item #69 – There is a good variety of courses provided on this campus. 6.67
- Item #46 – Faculty provide timely feedback about student progress in a course. 6.67
- Item #28 – it is an enjoyable experience to be a student on campus. 6.70

Students feel these items are important but that they are not fully satisfied

- Item #46 – Faculty provide timely feedback about student progress in a course. (1.11)
- Item #16 – College shows concern for students as individuals. (1.16)
- Item #65 – Students are notified early in the term if they are doing poorly. (1.33)
- Item #33 – Policies and procedures regarding registration and course selection are clear. (1.17)
- Item #51 – There are convenient ways of paying my school bill. (1.06)
- Item #22 – People on this campus respect and are supportive of each other. (1.10)
- Item #39 – Amount of student parking is adequate. (1.68)
- Item #43 – Class change (add/drop) policies are reasonable. (1.06)
- Item #67 – Channels for expressing student complaints are readily available. (1.09)
- Item #72 – Wellness Center meets my fitness needs. (1.40)

Student Learning Outcomes Assessment Trends

- Positive comments from the Student Learning Outcomes (SLO) comment section include:
 - The program is strong with hands on learning and guidance for learning (19 comments).
 - Instructors instilled knowledge and were great. Instructors gave great feedback and were knowledgeable (4 comments).
 - Making projects that could be used in the field/profession (3 comments).
 - Instructors respected the students and their learning style (1 comment).
 - Using the items learned in the classroom at the practicum (3 comments).
- Items that students recommend for change or suggestions:
 - Projects and homework are piled into the same time line (2 comments).
 - More practicum time during the first term, change the hours of the practicum experiences (2 comments).
 - Increased toddler/infant information (3 comments – 2014, 0 comments - 2015).

- More information about licensing, Youngstar, cefels, specific professional requirements
- Projects didn't add to my learning and were costly (3 comments).
- The course schedule and amount of hours for the practicum is difficult to manage especially during the final term (5 comments).
- Students effectively learned the core abilities with the exception of technology which 5 out of the 13 responses were neutral or disagree.
- All of the program outcomes were scored at agree or strongly agree with the exception of demonstrating professionalism in which one student neither agreed nor disagreed.
- There were conflicting responses regarding the effective use of class time and the number of assignment which contributed to learning.
- Students' comments from 2014 & 2015 relate to putting theory into practice and this contributed to their learning.

Graduate Follow-Up Trends

- In 2012-13 the program had eight graduates in which four graduates responded to the survey. Three of the graduates are working in a related field. The median hourly wage was \$9.95 with a median annual salary of \$19,562.
- In 2013-14 had eight graduates with six responses to the survey. Four of the graduates are working in a related field with two graduates working full time. The part time median wage of \$9.75 had a median annual salary of \$10,855. The full-time median salary was \$11.10 with a median annual salary of \$23,088.

Year	2012-13
Types of jobs obtained	Teacher
Companies hiring Western graduates	Children's Treehouse, Holmen Toddle Inn Daycare, La Crosse

Year	2013-14
Types of jobs obtained	Assistant Teacher Early Childcare Teacher Teacher Assistant Toddler Teacher
Companies hiring Western graduates	Sprout Child Care, La Crosse, WI Gundersen Health System, La Crosse, WI Red Balloon, La Crosse, WI

Year	2014-15
Types of jobs obtained	Child Care Teacher Infant Teacher Float Teacher

	Teacher Lead Teacher
Companies hiring Western graduates	Fort McCoy, WI Gundersen Health System, La Crosse, WI Sprout Childcare, La Crosse, WI Independence Children’s Center, Independence, WI Chetek-Weyerhaeuser Area School District, Chetek, WI Four Seasons Child Care Inc., Somerset, WI The Creative Child, Onalaska, WI Child First, Sparta, WI Sunshine Playhouse Child Care, Baraboo, WI

Career Pathways Assessment

- Your program had 3 responses to the survey. Two were full-time faculty.
- You also had one dean or associate dean complete.
- Items that may be topics of discussion for this program include:
 - One opportunity for discussion might be internal partnerships with Business and Industry Services, scholarship options with the Western Foundation, or opportunities to work with the Career Services Office.
 - Another possible discussion area would be program planning and improvement uses of appropriate data sources as labor market data and WTCS Comparative Data.