

Education Program Review

2006

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Western Wyoming Community College

Ellen Ventura, Chair

Dr. Joan Barker

Susan Heyborne

Barbara Smith

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Part I

Identify and Assess Program's Purpose and Primary Learning Goals

A. Purpose of the Program

The Education Department at Western Wyoming Community College provides a strong academic and experiential base for students preparing to be teachers. The department strives to integrate high quality instruction with authentic field and practicum experiences in the areas of elementary, secondary, and early childhood education. Additionally, classes are also available to train substitute teachers and to enhance the skills of paraeducators for use in the classroom.

In order to meet the needs of all of our students, the Education Department strives to provide classes for students in the Western Wyoming Community College outreach areas. Classes are delivered using compressed video, the internet, and combinations of methods of delivery. Classes are also taught live by adjunct faculty at some outreach sites. Outreach students are encouraged to participate in cohorts to support one another as they collaborate to complete classes and degrees.

B. Primary Learning Goals

1. Goals & objectives - The WWCC Education Department focuses on four Primary Learning Goals that are addressed by a variety of classes. Additionally, a fifth goal is included for preparation of substitute teachers.

Primary Learning Goals	Objectives
1. Transition successfully into college and make an informed decision about teaching.	1.1 Students will use study and organizational skills to successfully complete classes. 1.2 Students will reflect on learning and experiences to determine if teaching is an appropriate career choice.

2. Analyze problems in education based on knowledge of educational history and contemporary educational thought and practice in the U.S.	2.1 Students will research a current problem or issue in education and then complete a critical analysis based on contemporary educational thought and practice.
3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.	3.1 Students will work individually and collaboratively to plan effective classroom instruction.
4. Create classroom adaptations and interventions for diverse students including students with disabilities.	4.1 Students will work individually and collaboratively to differentiate instruction for exceptional learners.
5. Complete substitute teacher training that meets the requirements of the Wyoming Professional Teaching Standards Board.	5.1 The students will demonstrate competency in communication skills, use and application of lesson plans, use of instructional technology and professional attitudes and behaviors.

2. WWCC Goals for Student Success

The Education Program integrates the five WWCC Goals for Student Success throughout the education courses. Activities are provided which allow the students to practice and improve their skill levels on all five goals as they progress through each facet of the program.

Students develop their abilities to communicate competently by completion and assessment of multiple written and spoken activities. The classes include many opportunities for students to work and communicate in various sized groups as well as one on one with a partner. Additionally, required reading and listening enhances students' interpretive communication skills.

Students retrieve information by utilizing various media sources including but not limited to professional journals, books, databases, the college library, and internet sources. They also interview and observe in the public schools to acquire information within the context of their discipline.

Education is a discipline in which seeing issues from multiple perspectives is imperative. Students are given many opportunities through reading, discussion, and

role-playing to demonstrate their abilities to widen their perspectives. Additionally, students consider the perspectives of their multiple practicum teachers in the public schools in order to assist in developing their own belief systems and philosophies for education.

Teaching continually requires educators to solve problems to meet the needs of their students. The Education Program requires extensive practice for students to develop problem-solving skills throughout their courses with increasing depth in complexity and solution seeking. Practicums in the public schools also require that the students practice solving problems in authentic situations.

The Education Program prepares students for the future by creating situations in which the development of life skills is essential. In order to succeed, students must act responsibly and complete a variety of activities and assignments. They must consider the consequences of their actions both in the college classroom and in the public school practicum classroom. As they progress through the Education Program, students must make decisions regarding their career goals based on their life goals and their educational opportunities.

C. Assessment of Primary Learning Goals

1. Primary Learning Goal One: Transition successfully into college and make an informed decision about teaching. (EDFD 1010, EDUC 2021 & 2100, EDEC 1025)

a. Student Surveys - Student surveys were completed in the last week of each of these courses. (See Appendix A) Each of these classes required students to spend time in the public schools or preschools. Field visits in EDFD 1010 included 14 hours of observation. Each of the other classes required students to spend a minimum of 30 hours observing, interacting, and in some cases, teaching in a public school or preschool setting. These classes provide the students with hands-on experiences.

The scoring and comments in the surveys consistently indicated the following:

- All of the classes helped students to make a decision about whether teaching was the right profession for them to choose.
- For students who decided not to continue in education, these classes assisted in helping them to make that decision.
- In many cases, if students were sure that they wanted to be teachers before taking the class, the time that they

spend in the classroom reinforced or clarified that decision for them.

- Because these classes provided experience in preschool through high school settings, they also helped many of the students to decide which level they'd like to eventually teach.
- The students appreciated the hands-on experience in the classroom early in their college careers.
- The field experience visits and practicums gave them new ideas for teaching strategies, both in what to do and what not to do.
- Additionally, these classes are offered early enough in the academic career to save the students' time, and to prevent a lot of poor candidates from completing or continuing to pursue their degrees in education.

Conclusion: These classes are meeting one of the main purposes for which they are intended - they help students to make an informed decision about teaching.

b. Research Paper Rubric – Students complete a research paper on a topic relevant to education today. Included is a section called *“Critical Analysis or Application to Your Field”* which requires students to evaluate a topic that is directly related to their decision to go into teaching. This paper is one tool in helping them to make that decision. The rubric for this paper, which is assigned in EDCI 1000: Education Experience for Prospective Teachers is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 64 points on this paper, assessment indicates that only 65% of the students met this benchmark. Revisions to the activities that lead to this assignment or the assignment itself may need to be considered.

Conclusion: Revisions to the activities that lead to this assignment or the assignment itself may need to be considered.

2. Primary Learning Goal Two: Analyze problems in education based on knowledge of educational history and contemporary educational thought and practice in the U.S. (EDFD 2020, EDUC 2021)

Research Paper Rubric – Students complete a research paper on a topic relevant to education today. Included is a section called *“Critical Analysis or Application to Your Field”* which requires students to analyze problems in education as part of their study of the knowledge base of educational history and contemporary thought. The rubric for this paper, which is assigned in EDFD 2020: Foundations of Education, is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 80 points on this paper, assessment indicates that 86% of the students met this benchmark.

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of Analyzing Problems in Education.

3. Primary Learning Goal Three: Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums. (EDFD 2100, EDUC 2110)

a. Unit Plan Development – Students complete a lesson plan for the grade level of the practicum they are participating in at that time. This requires students to use their knowledge of pedagogy and teaching skills to design a high quality lesson plan. Whenever possible, the students teach all or part of the unit in their practicums. The rubric for this unit, which is assigned in EDFD 2020: Foundations of Education, is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 80 points on this paper, assessment indicates that 100% of the students met this benchmark.

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of designing and implementing a unit plan.

b. Data from Practicum Teacher Evaluations - Practicum Teacher Evaluations were completed for each of the classes that required students to spend a minimum of 30 hours observing, interacting, and in some cases, teaching in a public school or preschool setting. (See Appendix C) The evaluations are reviewed each semester to determine if changes in courses or programs are needed. These changes are then implemented and the evaluations are reviewed the next semester to see if an improvement in the scoring or comments occurred.

For example, the ratings on *Classroom Management Skills* were consistently lower than on the other categories. For this reason, the order of the chapters taught in the Foundations of Learning class was changed so that the topic of classroom management was introduced, studied and practiced earlier in the semester.

The scoring and comments in the surveys indicated the following:

- Ratings are consistently high for *Professional Behavior* and *Completion of Assigned Tasks*
- Areas that indicated less consistent scoring were *Rapport with Children* and *Basic Teaching Strategies*
- In some cases, low ratings were given for *Literacy Knowledge*

Conclusions:

- **The high ratings for *Professional Behavior* and *Completion of Assigned Tasks* indicate that the WWCC education students are acting appropriately and taking responsibility in their practicums. These are characteristics that are valuable for them to demonstrate, not only as college students, but also as preservice teachers.**
- **The less consistent scoring for *Rapport with Children* and *Basic Teaching Strategies* is expected as these classes are freshman and sophomore level and these skills are in the developmental stage. Emphasis on increasing these skills should be embedded in each of the education classes.**
- **Low ratings on *Literacy Skills* are a concern. Students need to have basic proficiency levels in reading, writing and math, before taking these classes. Students should be encouraged to take classes to increase these skills and to use these skills in the education scenarios and practicums. Example: writing and spelling well on the board, checking grammar in both oral and written language, embedding mathematics in lessons, considering literacy skills in grading whenever that assessment is aligned with the task. Also, the continued use of Smart Thinking and Turn It In may help students improve their literacy skills.**

c. Computer Competency Assessment Scores – As part of either an Education Capstone Class or an Academic Portfolio Class or participation in Assessment Day, a number of Education students have completed the Computer Competency Assessment. Six years of data were collected. (See Appendix D) For five of those years, there was no significant difference between the means of WWCC graduates and the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates for those years. For one year, the average Education graduate's computer competency score was higher than the average

WWCC computer competency score. In this case, the mean for the Education Graduates was 90.4 and the WWCC graduates mean was 84.3.

Conclusions: The Education graduates continue to do well on the Computer Competency Assessment, but to be sure that these scores are maintained at this level or increase, computer tasks should continued to be embedded in a number of education courses to give the students additional practice. Computer Competency skills relate to teaching pedagogy and are necessary skills for classroom teachers at all levels.

4. Primary Learning Goal Four: Create classroom adaptations and interventions for diverse students including students with disabilities. (EDFD 2100, EDUC 2110, EDEC 1020, EDEC 1025, EDEX 2190, EDEX 2484)

Designing Adaptations and Interventions – Students create adaptations and interventions for students with disabilities as assignments in the EDEX 2484: Introduction to Special Education class. For each scenario given, the students must come up with three feasible adaptations or interventions that they could use as a classroom teacher. The rating scale for these assignments is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 20 points on these assignments, assessment indicates that at least 85% of the students met this benchmark at least 80% of the time.

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of creating classroom adaptations and interventions.

5. Primary Learning Goal Five: Complete substitute teacher training that meets the requirements of the Wyoming Professional Teaching Standards Board. (EDUC 1520)

Eighty-five percent of the students that enrolled in the class passed the class and completed the training.

C. Additional Assessment

1. Collegiate Assessment of Academic Proficiency (CAAP) Scores - As part of either an Education Capstone Class or an Academic Portfolio Class or participation in Assessment Day, a number of Education students have

completed the Collegiate Assessment of Academic Proficiency (CAAP). (see Appendix E)

Conclusion: For 5 of the 6 years, there was no significant difference between the means of WWCC graduates and the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates. For the 6th year, the average Education graduate's computer competency score is higher than the average WWCC computer competency score.

2. Review of University of Wyoming GPAs for WWCC Education Transfer Students (see Appendix G)

Conclusion: The grade point averages for WWCC Education Majors increase with each placement year (freshman, sophomore, junior, senior). This may indicate that the more hours a student completes at WWCC, the higher the UW GPA will be.

6. Future Assessments and Benchmarks planned as result of assessment

Primary Learning Goals	Assessment	Benchmarks
<p>Transition successfully into college and make an informed decision about teaching.</p>	<p>EDCI 1000 students will complete a survey at the end of the semester to see if they perceive the class as having helped them to transition successfully into college and make an informed decision about teaching</p>	<p>At least 80% of the students surveyed will identify a strong correlation (chose 5 or 4 on a 1 to 5 scale) between the class and the transition and decision.</p>
	<p>EDFD 1010, EDEC 1025, EDUC 2100 & 2110 students will complete a survey at the end of the semester to see if they perceive the class as having helped them to make an informed decision about teaching</p>	<p>At least 80% of the students surveyed will identify a strong correlation (chose 5 or 4 on a 1 to 5 scale) between the class and the decision.</p>
<p>Analyze problems in education based on knowledge of educational history and contemporary educational thought and practice in the U.S.</p>	<p>EDFD 2020 Research Paper Rubric (See Appendix B) EDUC 2100 Data from Practicum Teacher Evaluations</p>	<p>At least 80% of the students will earn 80 points or more Review for trends (See notes on Appendix C title page)</p>
<p>Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.</p>	<p>EDFD 2100 Unit Plan Rubric (See Appendix B) EDUC 2110 Data from Practicum Teacher Evaluations Computer Competency Test</p>	<p>At least 80% of the students will earn 80 points or more Review for trends (See notes on Appendix C title page) At least a score of 90.0 for the mean score for Education</p>

		Majors
Create classroom adaptations and interventions for diverse students including students with disabilities.	EDEX 2484 Adaptation and Intervention Assignments	At least 80% of the students will earn at least 20 points of more at least 80% of the time
Complete substitute teacher training that meets the requirements of the Wyoming Professional Teaching Standards Board.	EDUC 1500 class completion	At least 90% of the students who enroll will complete the class

D. Courses in the Program

1. Primary Learning Goals and courses which address those goals

Primary Learning Goals	Objectives
Transition successfully into college and make an informed decision about teaching.	<ul style="list-style-type: none">• EDCI 1000 - Education Experience for Prospective Teachers• EDFD 1010 – Field Experience• EDUC 2100, 2110, and EDEL 1025 - Practicums
Analyze problems in education based on knowledge of educational history and contemporary educational thought and practice in the U.S.	<ul style="list-style-type: none">• EDEC 1020 – Introduction to Early Childhood Education• EDEC 1025 – Early Childhood Practicum• EDFD 2020 – Foundations of Education• EDUC 2100 – Practicum in Teaching I
Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.	<ul style="list-style-type: none">• EDEC 1020 – Introduction to Early Childhood Education• EDEC 1025 – Early Childhood Practicum• EDEL 1410, 1420, 1430, 1440, 1450 - Elementary Seminars• EDFD 2100 – Educational Psychology• EDUC 2110 – Practicum in Teaching II• EDUC 2800 – Education Capstone• EDUC 2360 – Teaching with Technology• LIBS 2280 – Children’s Literature
Create classroom adaptations and interventions for diverse students including with disabilities.	<ul style="list-style-type: none">• EDEC 1020 – Introduction to Early Childhood Education• EDEC 1025 – Early Childhood Practicum• EDFD 2020 – Foundations of Education• EDUC 2100 – Practicum in Teaching I• EDFD 2100 – Educational Psychology• EDUC 2110 – Practicum in Teaching II• EDUC 2800 – Education Capstone• EDEX 2484 – Introduction to Special Education• EDEX 2190 – The Gifted Student

<p>Complete substitute teacher training that meets the requirements of the Wyoming Professional Teaching Standards Board.</p>	<ul style="list-style-type: none"> • EDUC 1501 – Effective Substitute Teaching • EDUC 1520 – Substitute Teacher Training
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2. Goals for Student Success and courses which address those goals

<p>Communicate Competently</p>	<ul style="list-style-type: none"> • EDCI 1000 - Education Experience for Prospective Teachers • EDFD 1010 – Field Experience • EDFD 2020 – Foundations of Education • EDUC 2100 – Practicum in Teaching I • EDFD 2100 – Educational Psychology • EDUC 2110 – Practicum in Teaching II • EDUC 2800 – Education Capstone
<p>Retrieve Information</p>	<ul style="list-style-type: none"> • EDCI 1000 - Education Experience for Prospective Teachers • EDEL 1410, 1420, 1430, 1440, 1450 - Elementary Seminars • EDFD 2020 – Foundations of Education • EDUC 2100 – Practicum in Teaching I • EDFD 2100 – Educational Psychology • EDUC 2110 – Practicum in Teaching II • EDUC 2800 – Education Capstone • EDUC 2360 – Teaching with Technology • LIBS 2280 – Children’s Literature • EDEX 2484 – Introduction to Special
<p>See Issues from Multiple Perspectives</p>	<ul style="list-style-type: none"> • EDFD 1010 – Field Experience • EDEC 1020 – Introduction to Early Childhood Education • EDEC 1025 – Early Childhood Practicum • EDFD 2020 – Foundations of Education • EDUC 2100 – Practicum in Teaching I • EDFD 2100 – Educational Psychology • EDUC 2110 – Practicum in Teaching II • EDUC 2800 – Education Capstone
<p>Solve Problems</p>	<ul style="list-style-type: none"> • EDEC 1020 – Introduction to Early Childhood Education • EDEC 1025 – Early Childhood Practicum • EDEL 1410, 1420, 1430, 1440, 1450 - Elementary Seminars • EDFD 2020 – Foundations of Education • EDUC 2100 – Practicum in Teaching I • EDFD 2100 – Educational Psychology

	<ul style="list-style-type: none">• EDUC 2110 – Practicum in Teaching II• EDUC 2800 – Education Capstone• EDUC 2360 – Teaching with Technology• EDEX 2484 – Introduction to Special
Develop Life Skills	<ul style="list-style-type: none">• EDCI 1000 - Education Experience for Prospective Teachers• EDEC 1020 – Introduction to Early Childhood Education• EDEC 1025 – Early Childhood Practicum• EDFD 2020 – Foundations of Education• EDUC 2100 – Practicum in Teaching I• EDFD 2100 – Educational Psychology• EDUC 2110 – Practicum in Teaching II• EDUC 2800 – Education Capstone• EDEX 2484 – Introduction to Special

Part II

Program Enrollment and Audience

A. Past 5 Years

A review of enrollment for education students from summer of 2001 through spring of 2006 indicated that two things impacted the FTEs during that time span. (see Appendix F)

The first was the Teacher Quality Enhancement Grant. This grant originated with funding by the legislature and supported delivery of the University of Wyoming junior and senior years in education to low socio-economic areas. Rawlins was one of these sites.

WWCC faculty in Rawlins provided most of the freshman and sophomore level classes for these students during this time, so the high FTEs in 2001-2002 are a result of that program. This is evident in the statistics for both the outreach and all locations. The large drop in FTEs was a result of the completion of that program.

The second action that impacted FTEs was the work that was completed with Regis University during the 2001-2002 academic year. While the Regis program had been available at WWCC for a number of years, it was during 2001-2002 that WWCC and Regis worked together to create a more comprehensive program. The result was the WWCC students could complete a smoother transfer to Regis with more classes available through WWCC. The WWCC Education Department also increased community and college awareness of the program and worked to better advise students who were considering participating in the Regis program. As a result, local enrollment increased.

B. Consider New Audiences

The WWCC Education Department provides programs to include both on campus and outreach students. Transferring to a four-year institution is a concern for most of these students as they plan to finish their bachelor's degrees and earn teacher certification.

The WWCC suggested education programs for AA or AS degrees result in a smooth and efficient transfer to the University of Wyoming's bachelors degree programs.

The Education Department also works with Regis University to provide a program that students can complete without leaving southwest Wyoming. Classes are articulated for equivalency and offered in sequences to accommodate both on campus and outreach students.

WWCC Education Programs are also designed for an effective transfer to other universities with classes that prepare them to succeed wherever they decide to go to finish their education.

All of these audiences are an important part of the WWCC Education Program and should continue to be the focus of recruitment and retention.

Part III

Review the Recommendations noted in the Previous Program Review

Recommendations	Actions
<p>Create new Distance Education Cohort in the fall of 2002 to provide education courses in the outreach.</p>	<p>Action was completed.</p> <p>Additionally, the education class sequence has continually been provided to outreach students with classes being offered either every year or every other year.</p>
<p>Recruit locally for education majors.</p>	<p>Action was completed.</p> <p>Rock Springs and Green River High Schools were visited with presentations given to Child Development classes at the high school where we knew there are students who are already planning on majoring in education.</p>
<p>Apply to the State of Wyoming's Professional Teaching Standards Board for program approval for WWCC to certify teachers to teach middle school.</p> <p>Provide online courses for Middle School certification.</p>	<p>Action was completed.</p> <p>After gaining PTSB approval, the program was taught online for 4 years until changes occurred in teacher certification requirements and the program no longer met the required standards. At that point, the program was discontinued.</p>
<p>Provide online courses for teaching standards commonly needed.</p>	<p>Action was not completed.</p> <p>As changes occurred in teacher certification requirements, the teaching standards that were not met by applicants new to Wyoming were found to cover a wide range. Those that were needed were not seen consistently enough to warrant creating these classes.</p>

Part IV

Evaluate the Facilities and Equipment

The current facilities are adequate and a variety of classrooms are used for education classes. Ideally, most of the education classes would be scheduled into one classroom so that displays, continuity, and a central location for education majors to congregate would be established.

As for equipment, increased availability of 3-in-1 Projectors and Smartboards is needed so that technology for teaching can be used consistently. Requests for equipment often need to be made before lesson plans are created.

Part V

Review of Printed Materials and Website

The education web site was reviewed and needed changes in appearance and information were noted. During the program review process, some of those changes have been made and this work will be ongoing. The goal is to make the Education Website not only a place to provide information, but also an advising tool.

The pamphlet and letter for recruiting education students were reviewed. Revisions were suggested and submitted for the next printing.

The WWCC Catalog was also reviewed for accuracy and changes that were needed were presented to the curriculum committee.

Part VI

Summarize Strengths, Limitations, and Opportunities

A. Strengths

1. The Education Program provides a sequence of classes that gradually develop the knowledge and skills of pre-service teachers. The introductory class, EDCI 1000, includes information that is valuable in helping students to decide if they want to go into teaching. Students are in the public school classrooms by their second semester and complete 30-hour practicums in the public schools in both their third and fourth semesters. This authentic experience allows the students to connect what they learn about teaching to real life situations.
2. Another strength of the Education Program is that the students can complete course work in three areas – elementary, secondary, or early childhood. The variety of courses available helps students choose the area they want to teach and allows them to take more of the education courses at WWCC than they were able to before all of these programs were developed.
3. The agreement that the WWCC Education Department has with the University of Wyoming Education Department is also an important strength of the program. Students who complete the agreement at WWCC are not only well prepared for upper level classes; they are also able to skip a six credit hour education course when they get to UW which saves them both time and money. .
4. Also, the Education Faculty of all of the community colleges in Wyoming have worked together to more closely match course names, numbers, and descriptions to increase the ease of transfer to the university of Wyoming.
5. The WWCC Education Department has worked extensively with Regis University in Colorado to create a smooth transfer from WWCC to Regis. The elementary, secondary and early childhood programs that Regis offers make it possible for students in southwest Wyoming to complete their bachelors degrees with teaching certification without leaving their hometowns. Regis has agreed to accept some WWCC classes for upper level classes and these agreements provide our students with a streamlined program.
6. The WWCC Outreach Education program is very strong and students throughout southwest Wyoming participate. The department has worked with the Distance Education Department and outreach directors extensively to recruit adjunct faculty, plan for classes offered via compressed video, and develop new classes to be offered online.

B. Challenges and Opportunities that Address the Primary Learning Goals

Challenges	Opportunities	Primary Learning Goal(s) Addressed
<p>Increase students' skills for creating a positive rapport with children. (See Appendix C.)</p>	<p>Emphasis on increasing these skills should be embedded in each of the education classes.</p>	<p>3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.</p>
<p>Develop students' basic teaching strategies. (See Appendix C.)</p>	<p>Emphasis on increasing these skills should be embedded in each of the education classes.</p>	<p>3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.</p>
<p>Low ratings on <i>Literacy Skills</i> are a concern. Students need to have basic proficiency levels in reading, writing and math before taking most of the education classes. Students should be encouraged to take classes to increase these skills and to use these skills in the education scenarios and practicum.</p>	<p>In education classes, multiple examples should be given of the need for these skills in teaching, such as: writing and spelling well on the board, checking grammar in both oral and written language, embedding mathematics in lessons, considering literacy skills in grading whenever that assessment is aligned with the task. Also, the continued use of Smart Thinking and Turn It In may help students improve their literacy skills.</p>	<p>1. Transition successfully into college and make an informed decision about teaching. 3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums. 4. Create classroom adaptations and interventions for diverse students including students with disabilities.</p>
<p>The Education graduates continue to do well on the Computer Competency Assessment, but to be sure that these scores are</p>	<p>Include projects and assignments throughout the Education Program to provide practice in using technology.</p>	<p>1. Transition successfully into college and make an informed decision about teaching. 3. Develop pedagogical</p>

<p>maintained at this level or increase, computer tasks should continue to be embedded in a number of education courses to give the students additional practice.</p>		<p>knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums. 4. Create classroom adaptations and interventions for diverse students including students with disabilities.</p>
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C. Challenges and Opportunities beyond the Primary Learning Goals

Challenges	Opportunities
<p>Successfully serve students in the WWCC outreach areas including recruitment and retention of education majors.</p>	<p>Continue offering the education programs to the outreach students via online, compressed video, and live onsite classes. Also, provide advising that includes visits from the Regis University personnel so that these students are fully aware of their options in finishing a bachelor's degree.</p>
<p>Recruit locally for education majors.</p>	<p>Visit the local high schools and describe for the students exactly what we have to offer education majors at WWCC. Specifically, visit Child Development classes at the high school where we know there are students who are already planning on majoring in education</p>
<p>Increase effectiveness of the WWCC Website Education page.</p>	<p>Develop the WWCC Education Website so that it not only provides basic information, but also serves as an advising center with FAQs and other formats for advising information.</p>
<p>Revise the Education Programs.</p>	<p>Revise the elementary, secondary, and early childhood programs so that they are more closely aligned with the University of Wyoming and Regis University requirements and to increase transferability to other universities.</p>
<p>Improve alignment of the Early Childhood Education program.</p>	<p>Align the Early Childhood Education courses with the state's definition of quality programs and staff as included in the Quality Child Care Legislation.</p>

Part VII Action Plan

Task or Action	Purpose	Primary Learning Goal(s) Addressed	Measure of Success	Who is Responsible?
Increase students' skills for creating a positive rapport with children.	Emphasis on increasing these skills should be embedded in each of the education classes.	3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.	Using rubrics for activities, papers and projects, 80 of the students will score at an 80% level or higher.	Ellen Ventura and Joan Barker and adjunct faculty
Develop students' basic teaching strategies.	Emphasis on increasing these skills should be embedded in each of the education classes.	3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums.	Using rubrics for activities, papers and projects, 80 of the students will score at an 80% level or higher.	Ellen Ventura and Joan Barker and adjunct faculty
Increase students' literacy skills.	Emphasis on increasing these skills should be embedded in each of the education classes.	1. Transition successfully into college and make an informed decision about teaching. 3. Develop pedagogical knowledge and skills including design and	Using rubrics for activities, papers and projects, 80 of the students will score at an 80% level or higher.	Ellen Ventura and Joan Barker and adjunct faculty

		implementation of teaching unit plans for the preschool through high school curriculums. 4. Create classroom adaptations and interventions for diverse students including students with disabilities.		
Increase students' computer competency skills literacy skills,	Computer tasks should continue to be embedded in a number of education courses to give the students additional practice.	1. Transition successfully into college and make an informed decision about teaching. 3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums. 4. Create classroom adaptations and interventions for diverse students including students with disabilities.	Using rubrics for activities, papers and projects, 80 of the students will score at an 80% level or higher.	Ellen Ventura and Joan Barker and adjunct faculty
Continue offering the education programs and advising to	Recruit and retain outreach students	1. Transition successfully into college and make an informed	At least 25% of students taking education classes each	Coordinated by Ellen Ventura and Joan Barker

outreach students		decision about teaching.	semester are off campus	
Visit Child Development classes at local high school	Recruit locally for education majors	1. Transition successfully into college and make an informed decision about teaching.	Task completed at both high schools each spring	Joan Barker
Revise and improve Education Website	Increase dissemination of information	1. Transition successfully into college and make an informed decision about teaching.	Completion of task including Online Education Advising Center	Ellen Ventura
Revise Education Programs	To more closely align them with the University of Wyoming and Regis University requirements.	1. Transition successfully into college and make an informed decision about teaching.	Completion of task	Ellen Ventura and Joan Barker
Articulate new Regis University Special Education Program	Provide plan for transfer to new bachelor's special ed. program	1. Transition successfully into college and make an informed decision about teaching.	Completion of task	Ellen Ventura

Appendix A

Teaching Decision Student Survey Results

Teaching Decision Student Survey
Education Department
(to be completed at the end of the semester)

Check the class(es) below that you are taking this semester.

- EDFD 1010: Field Experiences
- EDCI 2021: Practicum IA
- EDCI 2041: Practicum IB
- EDCI 1025: Early Childhood Practicum
- EDEX 2350: Prescriptive Teaching Practicum

Use this scale to rate the statements below.

1 = strongly agree 2 = agree 3 = neutral
4 = disagree 5 = strongly disagree

1) Before this semester, I was certain that I wanted to be a teacher.

1 2 3 4 5

2) This class(es) helped me to decide whether I want to be a teacher.

1 2 3 4 5

3) At this point in the semester, I am certain that I want to be a teacher.

1 2 3 4 5

4) Please include below any comments that you would like to about your experience in making the decision to teach while at WWCC.

Spring 2001

- 24 EDFD 1010: Field Experiences
- 6 EDCI 2021: Practicum IA
- 7 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 37

Ratings	1	2	3	4	5
Question 1	22	8	6	0	1
Question 2	9	16	10	2	0
Question 3	23	5	6	2	1

Comments from EDFD 1010:

I enjoyed getting to head out into the classes. I liked this program and recommend it to people who are undecided about this particular field.

I have enjoyed getting to go to all of the schools.

I was planning on teaching at a lower level but now I want to teach at a higher level.

I had great observation experiences – more excited than ever.

I really enjoyed being able to attend the schools' classes.

I thought there was too much pointless busy work for these classes. The observations were pretty good.

My decision is reinforced.

I have learned a lot in this class. I am not sure if I want to teach or not. I would like to be a teacher but at this point I don't know if I will continue my education.

I like the field of education but it might not be for me.

My decision was already made.

I knew before I came to Western I wanted to teach. These classes have just helped to affirm that desire.

Good program – enjoyed instructors! They were always understanding and very helpful!!

Comments from EDCI 2021:

None

Comments from EDCI 2041:

I had some great experiences during my practicum and had the chance to teach. It was great.

Practicums are very important! It would be better to have 1 credit for 15-16 hours of practicum and be able to work w/ 2 different teachers a semester.

I think that to really be able to make the decision to become a teacher you need to have personal experience within the schools as soon as possible. It really makes or breaks you as far as the decision goes.

With each class in education that I have taken, my decision to be a teacher has been reinforced.

Fall 2001

- 9 EDFD 1010: Field Experiences
- 16 EDCI 2021: Practicum IA
- 2 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 27

Ratings	1	2	3	4	5
Question 1	13	9	4	0	1
Question 2	8	9	8	0	2
Question 3	14	6	2	3	2

Comments from EDFD 1010:

1. The decision to become a teacher was made prior to coming to WWCC, and the classes have helped to strengthen the decision. The field experience class helped to certify the decision to teach at the secondary level.
2. I am not sure I can meet the standards for teaching. I am so impressed with the teachers I've come into contact with and feel I could never meet their level of dedication.
3. I very much enjoyed the visits to the schools. I found them very useful in determining this.
4. The education classes (1st and 2nd) need to include more informative information. Standards were talked about a lot, and I don't even know them. General information about teaching should be explained more.
5. Regarding schools visited, I think I am leaning more towards middle school education (4-7 grades). More visits to these areas would be beneficial.
6. The classroom visits were quite helpful in getting feedback and feeling for the job realities. The guests and interviews were also a good resource.
7. I feel that seeing a variety of school environments I decided that education is the field for me. By witnessing the various settings from K-12, I am so firm in my decision to become a teacher in art.
8. I liked visiting areas in my field. I also thing a lot of the teaching classes are a lot of busy work.

Comments for EDCI 2021

1. Class curriculum aside, it is the wonderful example of Dorothy Hill (and others of like quality) that inspire. She is fair, concerned and unyielding in her ideals. She is among the few I would trust to teach my child.
2. My decision was already made, but the classes solidified my decision that this is what I want.
3. I have had trouble deciding what to do after WWCC. I wanted to do something else that would not require me to leave.
4. There is much emphasis in the experience that is negative. It would be nice to experience some of the more positive aspects.
5. I was sure I wanted to be a teacher before I started taking Ed. Classes. These classes make me not want to be a teacher. The only thing that's good was the experience gained in the practicum setting.
6. The classes have not changed my mind about becoming a teacher. Though I have not found relevance to most of the classes I have taken.

Comments for EDCI 2041

1. The practicum classes were very beneficial because you actually got a feel of what you were going to do for your career. These really helped me realize that I like the younger students best.
2. I think that all of my education classes have helped me in my decision. They have given me new ideas and strategies about teaching. They have also got me excited to be a teacher.

Spring 2002

- 28 EDFD 1010: Field Experiences
- 7 EDCI 2021: Practicum IA
- 12 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 47

Ratings	1	2	3	4	5
Question 1	31	12	3	1	0
Question 2	22	14	7	1	3
Question 3	31	10	1	4	1

Comments from EDFD 1010:

1. I have really enjoyed Mary's classes. I have enjoyed going to the different schools, volunteering and learning about different standards and teaching strategies. However, I do not want to go into teaching now, but I am thankful that I stayed at WWCC and not enrolling in a major university.
2. Definitely getting to see real classrooms of different ages. I wanted to be an elementary teacher and after visiting the junior high and high school, I've decided to get certified in both. I would have never decided that had I not had the opportunity to visit them.
3. My decision in becoming a teacher is due to the visits we made to different schools. I want to become an elementary teacher because I want to make an impact in someone's life.
4. I have always wanted to teach. Being at WWCC and being able to get the field experience early only reinforced my choice. It could be helpful if there were more than two advisors.
5. Good experience in my classes. I have known forever so it didn't change me in either way.
6. Visits to the classes, as well as, the time of the day they are available.
7. Going into the classrooms and interacting with the kids.
8. The instructors are really education oriented and are very interested in student success.
9. The more I go through the courses required, the more I want to teach.

10. I think that the classes are good. They are not what I expected exactly. The school visitations were short and hurried. I wish I had more time to spend on it.
11. The two instructors in education at WWCC showed me how educators can make an impact on children's lives. They are exceptional and outstanding in their fields of education.
12. This field class is good because you look at it at a different view.
13. Being able to visit the classrooms and actually interacting with other teachers has reinforced my decision to be a teacher.
14. Visiting the elementary schools helped enhance my choice to become a teacher. Being around the kids is something I enjoy, and when it is part of the class, it's great.
15. I wish I would have been able to take Education 1000 after this class because I would have known whether or not to be a teacher. This field experience helped decide a lot.
16. Nothing really changed my mind because I have always wanted to be a teacher.
17. Some things that happen to me to want to become a teacher is the amount that I could see what teaching is like.
18. It was the interview I had that helped me out. I really enjoyed talking to someone that is in the field I'm going into (guidance counselor).
19. Going and visiting all of the schools and having interaction with real students really helped me realize that I wanted to be a teacher.
20. I enjoyed observing at all levels from K-H.S.
21. Because of the joy that I saw in the eyes of teachers (including the professors) when they spoke of teaching, I could tell that most of them really loved it.
22. Visiting the different schools and having interaction with the kids. Seeing teacher here at WWCC interact with their students.
23. Nothing in class has made me want to teach. I have wanted to before I started school and nothing will change my mind. It is a good goal that I will accomplish.
24. Not much changed my viewpoint of becoming a teacher at WWCC. I still want to teach to ensure that I have a good job to support my diabetes.

Comments for EDCI 2021

1. Thank you

2. I have learned a lot this semester at WWCC.
3. In the classroom experiences were the best part. Being able to see teachers in action was the best aid in my decision in becoming a teacher.
4. I had the most wonderful practicum teacher ever. Not only did she reaffirm why I want to be a teacher, but I also gained a friend and mentor.
5. The practicum and field experiences are crucial to both prospective students and teachers.
6. This class gave me the opportunity to gain an insight of a classroom. It was a wonderful experience.

Comments for EDCI 2041

1. More field work would be beneficial. The addition of a lab to accompany the lecture portions of our education would also help.
2. I really enjoy having the practicum because it helps you decide if you really want to be a teacher. It gives you experience. I also enjoyed all of the other education classes that I have taken.
3. I believe all the courses I have taken at WWCC's educational program have been very beneficial. Offering more would be better though to prepare us for real world experiences.
4. I highly disliked my practicum and that has made my decision to become a teacher difficult. My last practicum was horrible. I would rather endure a three month route canal than deal with my practicum teacher again.
5. Being in a higher level class helped me to spread my goals so I may teach a higher level than my original second grade level.
6. I loved my practicum classes. I would like to see more classes at WWCC.
7. I wish more education courses were offered at WWCC.
8. All of the courses I have taken have been beneficial to my decision to become a teacher. I have learned so much from the education courses.
9. There should be an Associate's for education alongside of Associates of Art. Makes no sense why we get an Associates of Art instead of an Associates of Education

10. The experience I have had with my practicum has influenced my decision as a teacher. With all the classes I have enrolled in at WWCC, I feel that the education department needs to expand on personnel and classes.

11. Classes taken at WWCC that go along with the educational process have been great. I think the courses offered would give a student thinking of going into education a good idea of whether they would want to.

Fall 2002

- 13 EDFD 1010: Field Experiences
- 19 EDCI 2021: Practicum IA
- 5 EDCI 2041: Practicum IB
- 18 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 55

Ratings	1	2	3	4	5
Question 1	29	16	8	2	0
Question 2	19	19	17	0	0
Question 3	32	12	8	2	1

Comments from EDFD 1010:

1. I liked being able to observe different grades. I had already decided what grade levels/age levels I want to teach. This class helped me know what grades I do NOT want.
2. I liked that we were able to experience observing teachers in the classroom. Although, I think that there should be more interaction and more time to really observe the “action” in the classroom.
3. In both of my education classes both of my instructors have a great love for teaching and for the profession. It’s about making a difference in children’s lives.
4. These classes gave me information about my potential career.
5. The education courses helped me decide to not go into teaching, but I am still glad I got to have the experience.
6. I have enjoyed this class experience. Actually observing classroom settings was very informative and exciting. It helped influence my decision on which grade level I wanted to teach.
7. I really enjoyed the experiences and opportunities to see the education field. I loved it.
8. I think field experience should be optional for people who aren’t sure what areas they want to teach. It didn’t help me at all.
9. This class helped me make a more specific decision about the area I wish to teach.
10. It has helped me see some of the more negative aspects of teaching, and this class has made me think more about it. The major issue is I don’t know if I can handle myself if

there is a child that I can't find a way to teach. I am afraid of failing; if I did, it would bring precious lives down with me!

Comments for EDCI 1025

1. The practicum experience allowed me to better understand the role of teachers in different settings and what processes are involved in developing an appropriate curriculum and environment.
2. The practicum was valuable to me because it was helpful to observe in the practicum the information we learned in the course. It was a great experience.
3. I took this class in order to eventually earn a degree in Early Childhood Development. I hoped that a degree in this field would help my understanding of early childhood development and help me to be more of a resource to other child care providers as a child care licenser.
4. They required too many practicum hours. It was hard to get them done when you also have to work a 40hour a week job.
5. I think practicum was important and is very good to encourage or discourage someone from being a teacher.
6. My experiences in EDCI 1025 have been great. I'm even more undecided about the grade I want to teach since before I started practicum I was set on teaching K or 1st grade, but after being in a 2nd grade setting, I've changed my mind. But, I'm still excited about one day being a teacher.
7. The closer I get to being a teacher the more nervous I get. I think I would be a good teacher, but it is a big responsibility and I am scared.
8. My long-term goal was to be a speech therapist and not a teacher. By observing in a kindergarten class, I have noticed that I love working in a classroom. I am still pursuing a degree in speech therapy, but I will teach while I get that degree.
9. I really benefited from the journal assignments from EDCI and incorporate them in the practicum.
10. I have enjoyed all of my classes. Mrs. Hill specifically has aided in my decision.
11. The practicum was the deciding factor. I enjoy the children and the classroom experience.
12. This experience helped me realize what it really takes to be a teacher. It let me put what I learned in class in the real world.

13. My practicums this semester had a lot to do with my decision of becoming a teacher. I now have mixed feelings about dealing with early childhood students. I thought it was a great idea to deal only with early childhood—so that way I know for sure whether I want to deal or teach such young children.

14. The practicum really reinforced my decision. Being in the classroom and having first-hand experience really is wonderful.

15. I think that the Early Childhood practicum was fun during field experience. I thought that being any teacher would satisfy me, but by being in my practicum I realize what I want to teach! Thanks!

16. Having you as a teacher this semester has made everything so much clearer about being a teacher. Thanks for your patience with me.

17. It has been nice to have a variety of instructors. Being taught different teaching styles has helped me realize that different people learn differently through my own experience.

18. These classes gave me information about my potential career.

Comments for EDCI 2021

1. I'm going to continue to pursue my education to become a counselor. The experiences from these classes have helped me very much.

2. The practicum experience has really been the best part of this year. It has been the best education class so far.

3. I have liked the classes that I have taken in the education field, and they have helped me greatly.

4. This class has not swayed me in my decision.

5. A good teacher in the practicum experience is important.

6. I really enjoyed my practicum experience.

7. These classes gave me information about my potential career.

Comments for EDCI 2041

1. Practicum time and teacher interview have been invaluable in the decision to continue this career path.

2. This practicum 1B class was very beneficial to me in terms of deciding my career (becoming a teacher). I learned a lot from observing in the classroom and talking to my practicum teacher.

Spring 2003

- 17 EDFD 1010: Field Experiences
- 7 EDCI 2021: Practicum IA
- 13 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 37

Ratings	1	2	3	4	5
Question 1	21	8	7	0	1
Question 2	18	12	4	1	2
Question 3	23	6	4	3	1

Comments from EDFD 1010:

1. I liked being able to go to the schools and observe, but I would have liked to be able to get a little more involved while observing. I enjoyed the observations more when the teacher asked us to get involved or to help out a little bit.
2. This class has inspired me. By getting into the classrooms I realize how much I want to be there and what grades/ages I am interested in.
3. I'm uncertain because now that I have experienced the classroom I am wondering if teaching is for me. This was a good class. No take because it makes teaching a reality.
4. I liked this class a lot because I got to talk to teachers and ask questions that were in my field. Now I know a lot for the future, and I got to see the way students are again, and what I'd be dealing with.
5. I think the ability to go into a classroom and observe was a great help in deciding that yes, this is for me. I also liked being able to observe all grade levels and not just what I was interested in.
6. It helped me realize that being a teacher was not what I wanted to do.
7. I've always known that I wanted to teach, and these classes that I've taken here have just helped me to realize that teaching is what I want to do.
8. Not certain I want to teach, but an excellent course helping me to still consider it.
9. I enjoy being able to go to the schools and experience classrooms.
10. There are many classes I can use here.

11. I have always wanted to be a teacher, and the classes I take at WWCC help reinforce this decision.

12. Observing the classes gave me the opportunity to look at each grade level through the eyes of a prospective teacher rather than as a student. It was a great help in my decision to continue to go towards a teaching major.

13. The classes are wonderful. Prospective teachers need hands on experience. I think it would be nice if they could have a four-year program in education. This is part of the reason I do not want to be a teacher.

14. The first teaching class I took here left me still trying to decide if I wanted to be a teacher. But, this course helped me a lot because now I even know what grade level I want to teach.

Comments for EDCI 2021

1. I had already made the decision to be a teacher before I came to WWCC. I do like that we are able to go into classrooms so early.

2. I learned a lot.

3. I really enjoyed my practicum. It was my first real hands-on experience which turned out to be positive.

4. I decided to be a special education teacher before I started my college career because of certain events and experiences in my life.

5. I didn't make the decision to teach here at Western.

Comments for EDCI 2041

1. I have had a lot of good experiences with my teachers and practicums.

2. My practicum was helpful in showing me what not to do when teaching a class. It reinforced how important it is to motivate students toward success, instead of focusing on a select few and letting the others find their own way.

3. I know I will be a teacher. In the practicum, though, I am able to really observe how problems or great things can occur in a real classroom. The class has helped me decide what grades I may be interested in though.

4. My practicum helped me to finalize the decision to become a special education teacher. I really enjoyed it and hope some day I can help with a practicum experience.

5. Thank you Dorothy and Ellen. You have inspired me greatly. You two are excellent teachers. My experience in your classes has helped me to realize my dream into reality. I will be a good teacher one day and make you both proud. Thank you.
6. I had never been exposed to an elementary setting before. All I had ever done was Early Childhood and a little middle school! I thought this was a great experience, and I would like to look more into teaching Elementary Education.
7. All of the classroom experience is incredible! I loved being in the classroom. I think that it goes a long way in helping students decide whether they really want to be a teacher or not. It just confirmed what I already knew.
8. My practicum was very helpful in showing what teaching in the area I want would be like. It gave me a lot of inside information and considerations I need to address as a teacher.
9. I think that I have had a wonderful experience with the education program at WWCC. I think the teachers have been a good help with the decisions I will make with my teaching profession.
10. My practicum reinforced my desire to become a teacher. It was one positive experience, and I would do it again if I could.
11. The practicum really helped me apply what we were learning in the book. Foundations of Learning would not have been as great without it.
12. I have enjoyed my experiences at WWCC and in my education classes. I feel that learning is a life skill, and you can learn from anyone if you put your mind to it.

Fall 2003

- 6 EDFD 1010: Field Experiences
- 19 EDCI 2021: Practicum IA
- 3 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum – compressed video section not included
- 0 EDEX 2350: Prescriptive Teaching Practicum – not taught

Total = 28

Ratings	1	2	3	4	5
Question 1	13	9	5	1	1
Question 2	11	7	7	3	1
Question 3	14	7	5	2	1

Comments from EDFD 1010:

1. My decision to become a teacher has been stronger. All of my classes have been positive and they have helped me learn more towards teaching.
2. My first 2 semesters, some of the classes made me iffy, but then I got into my higher courses and loved them.
3. I wasn't sure if I wanted to teach, but after I was able to go out and observe classrooms and interact with students, it reinforced my decision.
4. I have always wanted to be a teacher, but WWCC did not change my mind at all. The classes gave good examples and materials about teaching and encouraged me even more to become a teacher.
5. The class was a great experience and really helped me better understand teaching.
6. I only wish I had known sooner what education will transfer and where.

Comments from EDCI 2021:

1. I think that being allowed to participate in the classrooms in the elementary school helped reinforce my decision to be a teacher.
2. I haven't made the decision about not teaching. I'm not sure which way to go yet.
3. The practicum put me in the classroom and it showed me what it's really like. Now I just have to decide if that's what I really want.
4. I just decided that education was not for me.
5. My practicum was a great experience. It has made me want to become a teacher ever more.
6. My decision to teach was made before attending WWCC. I am a para that was close to finishing my A.A. The cohort group made scheduling easy and predictable.

7. When I started the cohort program, I didn't know or understand all the requirements for graduation, so now I'm not sure if all this time I have put into it will be useful to me.
8. I would love to become a teacher but furthering my education has become very difficult because WWCC is only a 2-year school and does not offer a bachelor's degree.
9. I still want to get my degree but all the "hoops" required make it hard to stay motivated.

Comments from EDCI 2041:

1. When I enrolled at WWCC, I started in a different major, but as time went on and I took more education classes, they became a strong reinforcement of my decision to be a teacher. The experience at WWCC has been a great influence on me.
2. I was doubling my career choice until I had to make and teach my own lesson. I had a lot of fun and really want to teach now.
3. I really loved my experience in my special ed classroom. I knew I wanted to be a special education teacher but never saw it in action so this has been a great thing for me.

Spring 2004

- 29 EDFD 1010: Field Experiences
- 3 EDCI 2021: Practicum IA
- 6 EDCI 2041: Practicum IB

Total = 38

Ratings	1	2	3	4	5
Question 1	18	15	2	2	1
Question 2	25	8	2	1	2
Question 3	26	8	1	0	3

Comments from EDFD 1010: Field Experiences

1. This class was wonderful in the fact that we were able to see all different grades and see the differences in teaching. It helped reinforce for me that I want to teach the primary grades.
2. This class was great. The experience at each site visit was really neat! Observing all of the different styles of teaching really broadened my horizons.
3. My overview of special education has really influenced my decision to become a teacher. I really want to help these people.
4. This class encouraged me to not only become an elementary teacher but a special education teacher as well. I love this class and it was a great experience for me.
5. It opened my eyes to special education.
6. The instructors are enthusiastic about us teaching and tell the truth from day one.
7. I want to have my own child day care and I don't feel I saw too much on early childhood things. I did enjoy seeing the variety of grade levels.
8. I like to teach.
9. Because of the observation visits, this class has only more cemented my desire to become a teacher.
10. The education department is helpful with questions and planning your schedule.
11. I already knew I wanted to be a teacher before coming here.
12. I think the education teachers are doing an excellent job teaching us what we need to know. Keep up the good work.
13. I thought that being able to see and observe the children really made me want to teach even more. I think it was a really good experience.
14. I am very excited to become a teacher. This course allowed me to confirm my choice to teach.
15. Before my knowledge of what teaching is all about was limited. Now, I feel as though I have a good idea of what it is like and what being a teacher is all about.
16. Being in this college has taught me a great experience. I have more knowledge at this point in what I want to be. This college offers students a successful career.
17. I have loved this course and learned a lot from it.
18. This class has influenced my desires to want to teach even more. At first I was just thinking about teaching kindergarten, but now I am interested in first or second.

19. The education teachers are great and always tell us how great teaching is. They help to keep me motivated.
20. I wished that I would have experienced teaching in secondary education.
21. I feel like WWCC has a good education program and offers many good courses for prospective teachers.
22. It's opened up other doors and helped me see what it would be like to be a teacher. It's given me a lot to think about concerning my future.
23. WWCC has shown me how teaching can affect so many lives in such good ways.
24. Great experience, good instruction, excellent teachers.
25. The education classes here are designed so that it is easy to decide whether or not you want to be a teacher.

Comments from EDCI 2021: Practicum IA

- I already had my mind made up before I came to Western.
- I had already made my decision to teach before I came, but for sure this experience reinforced my decision.
- Loved the practicums! I already knew that I wanted to be a teacher.

Comments from EDCI 2041: Practicum IB

1. I really enjoyed this class. You made it fun and I also learned a lot.
2. I have always wanted to be a teacher, but I don't think anything can backup this decision quite like a practicum. Even though there was a not so great experience, I still don't want to do anything else.
3. I think this practicum made my decision final. I have always wanted to teach, but I had so much fun this semester now I for sure know this is what I want.
4. Going through my practicums helped me make my decision to teach.
5. I really like the teachers who teach the teaching class. They are very helpful. I wasn't sure if I wanted to be a teacher, but this last practicum really decided for me.
6. Wonderful teachers that inspire you making you want to inspire others.

Fall 2004

- 10 EDFD 1010: Field Experiences
- 27 EDCI 2021: Practicum IA
- 5 EDCI 2041: Practicum IB
- 0 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 42

Ratings	1	2	3	4	5
Question 1	25	9	1	3	4
Question 2	20	11	6	1	4
Question 3	24	8	4	1	5

Comments from EDFD 1010:

1. I liked being able to go visit the different schools and grade levels. It helped me get a good perspective of the classroom setting.
2. This course had a lot of helpful information for me to decide about teaching.
3. Attending site visits and watching different teachers helped me in making the decision to teach because I couldn't decide which things I like about teaching and things I don't like about teaching.
4. I really thought this was a great class. I feel like I have a better idea of what the classroom is like.
5. Field experience class was good for me because if I didn't take this, I would not observe all grade classes. It was helping me to decide the grade.
6. Visiting school at classes.

Comments from EDCI 2021:

- a. My decision to teach was made before attending WWCC. I am a para that was close to finishing my A.A. The cohort group made scheduling easy and predictable.
- b. When I started the cohort program I didn't know or understand all the requirements for graduation, so now I'm not sure if all this time I have put into it will be useful to me.
- c. I would love to become a teacher but furthering my education has become very difficult because WWCC is only a 2-year school and does not offer a bachelor's degree.
7. I still want to get my degree but all the "hoops" required make it hard to stay motivated.
8. I really enjoyed attending my practicum. I was placed with an excellent teacher and I am really looking forward to becoming a teacher in the near future.
9. I've always wanted to be a teacher and after completing my practicum, I am more certain than ever. It was good to get into the classroom so early on.

10. I had an idea before coming to Western that I wanted to be a teacher, but over the past semesters, these classes have only solidified my decision.
11. This class was a wonderful learning opportunity for me. I cannot wait to take the next part.
12. I still want to be a teacher, but I am not sure at what level because of my practicum class. I feel this class is great to make sure you are doing the right thing for your career.
13. I think it would be very cool if for Practicum IB, we could go back to the same classroom to see how progression is made. It would be neat to see how the students begin to react to what I do as a practicum IB student.
14. The Opportunity to get in the classroom so early helped me make some important decisions as far as are of study is concerned.
15. I have always wanted to be a teacher, but getting into the classroom showed me that this is the career for me.
16. It was good to go inside the classroom and see what it really takes to be a teacher.
17. I loved being with my 5th grade students. Their excitement and eagerness to learn is contagious. I would love to be a part of their lives, influencing them in many ways.
18. It is wonderful that we get the opportunity to be in a classroom early in our education to make sure it's what we really want to do. The more experience we receive, the more prepared we will be to teach in our own classroom.
19. Through my practicum and classroom observations I have done while here at WWCC, I have realized just how much I would like to teach.
20. I really like that we are allowed to experience being in the classroom because it makes a difference just from seeing things first-hand.
21. I feel the practicum helps one's decision about being a teacher because one can interact with the students.
22. Some of the information worries me, but I know I want to teach. The classes only make me really wonder what I want to teach. The teachers help me there.
23. The education classes that I have taken at WWCC have helped me reinforce my decision of becoming a teacher.

Comments for EDCI 2041:

1. The instructors are positive about teaching experiences. The practicum has enforced my beliefs about teaching.
2. I wanted to be a teacher since I was little. The practicum only increased my positive feeling about teaching and got me excited to teach my own classroom.
3. I had already made the decision to teach before attending WWCC. I enjoy being in a real classroom so early in college.

Spring 2005

- 16 EDFD 1010: Field Experiences
- 4 EDCI 2021: Practicum IA
- 17 EDCI 2041: Practicum IB
- 9 EDCI 1025: Early Childhood Practicum
- 0 EDEX 2350: Prescriptive Teaching Practicum

Total = 46

Ratings	1	2	3	4	5
Question 1	21	13	4	4	4
Question 2	24	13	0	3	6
Question 3	24	10	2	3	7

Comments from EDFD 1010: Field Experiences

1. I knew I wanted to be a teacher before I attended WWCC. I just hope I will be good enough.
2. I wanted to teach elementary kids when my grandma suggested to. Ever since I have been taking elementary education classes here and I'm enjoying it.
3. This class really helped me see what it is really like in the classroom.
4. I have learned many things from my classes at WWCC that have reinforced my dedication to be a teacher.
5. I have really enjoyed my education classes. I have had excellent instructors who know their field.
6. After visiting the schools, I decided that teaching is what I have a passion for. The discussion we had with the teachers really helped me decide that is what I want to do.
7. I loved this experience! It was wonderful to sit in teacher's classrooms and watch amazing teachers teach. I have learned so much and I know I want to be a teacher.
8. Through this class, I have been reinforced on the idea that we need teachers that are willing to go the extra mile.
9. This class made me open my eyes to the fact that there is much more to teaching than I thought. A lot of hard work goes into teaching.
10. This was a great chance for me to observe all grade levels and ages. It was also good to see different styles of teaching.
11. I have learned so much more than I knew. I did not believe some things and how much work and tests are in teaching.
12. I think that this class has opened my eyes a little about teaching.
13. I am still considering teaching in the long run, but I have changed my major.

Comments from EDCI 1025: Early Childhood Practicum

1. I spent 15 years as a teacher in China. I want to continue to teach. It is my pleasure. WWCC is helping me fulfill my goals to teach in America.
2. The professors have made teaching fun, and they encourage how we can change the teaching in our schools.
3. I have always known that I wanted to be a teacher and Western has just helped to reinforce my decision.
4. Spending time with children in practicum actually helped me confirm my thinking.
5. I think there should be a class that helps you get a daycare/preschool set up. For example, financial and business things—how much should you charge in our economy?
6. Being able to interact and get some hands on experience.
7. I know that I want to work with young children, but I am not sure what I want to teach or use my skills that I acquire.
8. The more I get to interact with children in the classroom, the more I know I want to teach.
9. WWCC has really given me more of an opportunity to explore this field and I am thankful.

Comments from EDCI 2021: Practicum IA

1. I know that I want to teach. I am not sure at this point if I want to teach secondary education or elementary education.
2. WWCC has helped me in my work towards transfer to a 4-year institution.
3. Getting into the classroom so early is such a wonderful idea. It would be a shame not to have any experience when you get done with school and realize that you hate your job.
4. I had great experience in Practicum 1A. I made sure strongly that I want to be a teacher and like kids! Thank you very much for giving me great opportunities.

Comments from EDCI 2041: Practicum IB

1. I definitely learned what kind of teacher I don't want to be.
2. I have always known I wanted to be a teacher. Being at Western has just solidified my choice.
3. The opportunity to coach I find rewarding and really encourages me to become a teacher.
4. I have had a great time with this practicum. My teacher has been wonderful and I have taken away a lot of knowledge. This has been a great experience for me and has made me want to be a teacher even more.
5. I have learned a lot about teaching this year, and I feel I gained more confidence that I have certain attributes that will help me to be a successful teacher. I feel that the knowledge I gained in this class helped me to form a more solid and purposeful

personal philosophy of education in which will aid my future endeavors as a teacher.

6. My practicum was a very positive experience that enforced my desire to be a teacher. I learned a lot from the Foundations of Learning class that helped me feel more prepared to teach in a class of my own.
7. This class has only made my decision to become a teacher even more concrete. Thank you for another wonderful learning experience.
8. I have always wanted to be a teacher, but since taking these cohort classes through WWCC, I am more sure than ever that this is what I want to do. My practicum this semester was stellar, and I now know another great teacher to model myself after. I also have enjoyed Ellen Ventura as a professor. She does a great job, and is very good to make sure we get the “real world” view of teaching!
9. I love doing practicums. They make me want to be a teacher even more.
10. Taking classes at Western reinforced my desire to be a teacher. I knew before I got to college, but my classes here reinforced this.
11. I really enjoyed the opportunity to participate in a classroom so early in my college experience.
12. Being a student at WWCC has helped me want to become a teacher even more because of how enthusiastic the teachers are in my education courses. They have helped me realize what kind of teacher I want to be.
13. My practicum was amazing! I never knew a classroom could be so organized and work so well. Also, she’s a prime example that teachers don’t have to take work home if you plan your day well.

Fall 2005

- 7 EDFD 1010: Field Experiences
- 9 EDCI 2021: Practicum IA
- 4 EDCI 2041: Practicum IB

Total = 20

Ratings	1	2	3	4	5
Question 1	15	4	1	0	0
Question 2	13	5	2	0	0
Question 3	14	5	1	0	0

Comments from EDFD 1010

1. I really enjoyed being able to observe all grade levels at the Rock Springs schools.
2. I started out as a business major and switched to education. I decided I would rather do something I enjoy and make less money. Field Experience definitely reinforced my decision to become a teacher. Field Experience also helped me to decide which age group I would like best.
3. I have had some great education classes. I am super excited to be a teacher, and I cannot wait. WWCC has helped me to know for sure that teaching is what I really want to do.
4. I have always thought about being a teacher and I'm glad I got to go to different classes to see what teaching is like.
5. I want to teach, but by taking this class it has opened my mind and now I am no so sure what I want to teach.
6. The instructors had great enthusiasm for the professional and that was encouraging.
7. This class, Field Experience, is a great class. It helped me decide where I want to teach. It was great getting into the classrooms so early.

Comments from EDCI 2021

1. When I came to WWCC, I wanted to teach. I was very excited about it after I did my practicum. I received a grade of 1 in math and reading. Now I am not so sure.
2. Prior to WWCC, I always knew I wanted to be a teacher. WWCC just helped me reinforce that knowledge and gave me more knowledge to help me get there.
3. I think that having these practicums and observations help a lot to get to know how a good classroom works.
4. I am positive I want to be a teacher and each semester makes me even more certain.
5. This is a great class!
6. The journals should have been about our observations not stuff in the book.
7. I have had good teachers at WWCC and they have shown the positive they have on students' lives.

Comments for EDCI 2041

1. I took my practicum in elementary to make sure what grade I wanted to teach, but I am still not sure.
2. In Practicum IB, I got great experience in the classroom while I was helping students and observed teachers' behaviors.
3. I felt that WWCC has helped guide me in the right direction because they answered any questions I have had.
4. You get into the classroom right away. So you can see right away what you are in for. In my case, it just made me want it even more.

Spring 2006

- 7 EDCI 2021: Practicum IA
- 5 EDCI 2041: Practicum IB
- 9 EDCI 1025: Early Childhood Practicum

Total = 21

Ratings	1	2	3	4	5
Question 1	14	5	1	1	0
Question 2	12	6	3	0	0
Question 3	11	7	21	1	0

Comments from EDCI 1025: Early Childhood Practicum

1. The class was sometimes overwhelming, but it had a lot of helpful information and ideas. The practicum helped a lot.
2. I thought I had always wanted to be a teacher, but the classes I have taken here haven't enforced my idea. I need more positive work; too stressful at times.
3. I think the thing that helped was the practicum experience. I loved going to the class to be with the little kids.
4. This class has me going on wanting to be a teacher!
5. I have changed my mind from preschool to kindergarten teacher during the course of this semester. I think it would offer more stability to my schedule.

Comments from EDCI 2021: Practicum IA

1. This class opened my eyes to a lot of stuff in education I never thought of. Some was good and some was bad but I am glad that I now have awareness to education issues.
2. The practicum helped me to become absolutely certain that I wanted to become a teacher. It also helped me to decide more about the age level I wanted to teach.
3. This class was a great experience. It let me get an idea about teaching. I had my mind made up before this class that I wanted to be a teacher.
4. I like the education program here better than the psychology program.
5. I really enjoy the opportunities at WWCC to obtain first hand experiences in the classroom and learn the "science" of teaching.
6. All of my classes have been very helpful in making my decision to teach. The practicum experience was a great opportunity for me to see how I liked teaching at the elementary level.

Comments from EDCI 2041: Practicum IB

1. The classes and teachers at this school really helped enforce my decision to teach.

2. I enjoyed my experience. I love working with kids.
3. I had a great time in my practicum and it reinforced my feelings about being a teacher.
4. These education classes have been very helpful and supportive of my decision to be a teacher.
5. It is good to be in the schools. I really enjoyed my experiences at White Mountain Elementary.

Appendix B

Assessment Tools

Research Paper Rubric EDCI 1000

1. Research topic must be relevant to education today. It may be what you have been researching when you did your previous article reviews.

2. For the 3-4 page paper (not including title page and references) use APA format.

a. Title page-with header _____ 2 pt.

b. Write opening paragraph, giving a teaser or brief overview of the issue. _____ 4 pts.

c. Using APA headings you will have 3 areas of comment:

Literature Review

3-5 paragraphs summarizing and citing at least 2 professional references or textbook. If not professional sources no further grading will be done. You may use more references. _____ 30 pts.

-have identified 3-5 specific concepts = 6

-have clarified or given examples of what the concepts mean = 12

-have used transition words/phrases/ sub headings to guide reader = 6

-cited references –direct or indirect quotes = 4

-APA headings correct = 2



Critical Analysis or Application to Your Field

3-5 paragraphs stating how the ideas presented may agree/disagree/ or challenge your views on education/educational field. _____ 32 pts

-have identified 3-5 specific concepts that you agree/disagree/challenge = 6

-have clarified or given examples of why you have those opinions of the concepts = 18

-have used transition words/phrases = 6

-APA headings done correctly = 2



Summary

1-2 paragraphs points made in both literature review and critical analysis.. 3-5 sentences minimum _____ 8 pts.

e. Separate reference page. If Internet sites include About Us _____ 4pts.

**Up to .5 pts each for spelling, grammar/punctuation, and APA may be lost for a total of 6 pts or 1 letter grade.*

TOTAL _____ 80 pt

RESEARCH PAPER- EDFD 2020
Foundations of Education

1. Research topic must be relevant to education today. It may be what you have been researching when you did your previous article reviews. Should be a title page, plus 5-6 pages of text , plus the reference page .

2. Using APA format

a. Title page-with header _____ 2 pt.

b. Write opening paragraph, giving a teaser or brief overview of the issue. _____ 4 pts.

c. Using APA headings you will have two areas of comment: _____ 80 pts

Literature Review

- Within the text citing at least 3 references or articles plus your textbook. = 8
- have clarified or given examples of what at least 5 concepts mean =20
- have used transition words/phrases as you lead the reader through the text =10
- APA headings, margins, fonts, etc. = 2

Critical Analysis or Application to Your Field

- have identified at least 5 concepts that you agree/disagree/challenge =5
- have clarified or given examples of why you agree/disagree/challenge =20
- have used transition words/phrases as you lead the reader through the text =10
- APA headings, margins, fonts, etc. = 5



You may use the italicized headings to the left to separate the different views, if you want.

d. Summary-summarize very briefly in 1-2 paragraphs what the literature said and what your final conclusion is. This often answers any question from opening paragraph. _____ 10 pts.

e. Separate reference page with proper APA citations _____ 4 pts.

** .5 pt. lost for each spelling, grammar/punctuation, and APA error up to a total of 10 pts or 1 letter grade.***

TOTAL _____ 100 pts

Teaching Unit Rubric EDFD 2100

Essential Elements Checklist

- YES NO - grade level and subject area are indicated
- YES NO - includes at least 1 state standard and 1 benchmark
- YES NO - unit instruction plan covering at least 3 separate lessons
- YES NO - commercially made materials included (web page or scanned page included)
- YES NO - teacher made materials included (described or drawn)
- YES NO - technology included (web page or scanned page included)
- YES NO - assessment included

Alignment

- 3 Instruction and activities are aligned with outcomes.
- 2 Some of the instruction and activities are aligned with outcomes.
- 1 Instruction and activities are not aligned with outcomes.

Teacher Centered vs. Learner Centered

- 3 The unit includes a balance of teacher centered and learner centered activities.
- 2 The unit includes only teacher-centered activities.
- 1 The unit includes only lecture.

Level of Critical Thinking

- 3 Some of the activities are at higher levels of thinking.
- 2 At least one of the activities is at higher levels of thinking.
- 1 None of the activities are at higher levels of thinking.

Assessment

- 3 Assessment is a higher level thinking performance assessment.
- 2 Assessment includes either a performance assessment or higher level thinking.
- 1 Assessment is not a performance assessment and does not include higher level thinking.

A. Differentiated Instruction

- 3 Includes at least one high quality opportunity for differentiating instruction.
- 2 Includes at least one opportunity for differentiating instruction.
- 1 Includes no opportunity for differentiating instruction.

B. Interventions and Adaptations

- 3 Includes an appropriate intervention or adaptation for all three of the student examples.
- 2 Includes an appropriate intervention or adaptation for two of the student examples.
- 1 Includes an appropriate intervention or adaptation for one or none of the student examples.

Comments:

Adaptation and Intervention Assignments Rating Scale

EDEX 2484 Introduction to Special Education

5	4	3	2	0
EXCELLENT	GOOD	AVERAGE	WEAK	POOR

Adaptations and interventions:

_____ **Are specific to the given scenario**

_____ **Are reasonable and helpful**

_____ **Do not require too much of the teacher's attention to implement**

_____ **Do not distract the other students**

_____ **Are comfortable for the student to use or complete in the classroom**

TOTAL= _____ **out of 25 points possible**

Comments:

Appendix C

Practicum Teacher Evaluation Results

The following evaluations are based on a numbered scale with 5 being the highest, strongest score possible and 1 being the lowest, weakest score possible.

In some cases, the practicum teacher did not mark an item for a student resulting in the responses not matching the total number of evaluations reviewed.

Because the public school practicum supervising teachers approach this tool with different perspectives, a benchmark is not set to indicate success. Rather, overall trends are noted and addressed in this report.

Spring 2001

Practicums:

EDCI 2021 N= 4

EDCI 2041 N= 8

Total N = 12

	5	4	3	2	1
Teaching Skills	4	2	0	0	0
Classroom Behavior Management Skills	3	2	1	0	0
Completion of Assigned Tasks	7	3	2	0	0
Professional Behavior	8	2	0	2	0
Rapport Children	6	2	4	0	0

Assessed for EDCI 2021 only (N=4):

	5	4	3	2	1
Literacy Knowledge	2	1	1	0	0
Basic Strategies	1	2	0	1	0

Fall 2001

Practicums:

EDCI 2021 N=15

	5	4	3	2	1
Professional Behavior	12	2	1	0	0
Completion tasks	11	2	1	0	0
Rapport Children	8	2	1	0	0
Literacy Knowledge	9	3	3	0	0
Basic Strategies	7	5	3	0	0

Spring 2002

Practicums:

EDCI 2021 N= 7

EDCI 2041 N= 12

Total N = 19

	5	4	3	2	1
Professional Behavior	15	3	1	0	0
Completion tasks	15	4	0	0	0
Rapport Children	14	5	0	0	0
Literacy Knowledge	15	4	0	0	0
Basic Strategies	11	6	1	1	0

Fall 2002

Practicums:

EDCI 2021 N= 17

EDCI 2041 N= 5

EDCI 1025 N= 30

Total N = 52

Assessed for all three practicums (N=52):

	5	4	3	2	1
Professional Behavior	47	4	0	0	0
Completion tasks	46	6	0	0	0
Rapport Children	43	9	0	0	0

Assessed for EDCI 2021 and 2041 only (N=22):

	5	4	3	2	1
Literacy Knowledge	16	4	2	0	0
Basic Strategies	14	6	2	0	0

Assessed for EDCI 1025 only (N=30):

	5	4	3	2	1
Classroom Behavior Management Skills	20	8	2	0	0

Spring 2003

Practicums:

EDCI 2021 N= 7

EDCI 2041 N= 14 (on campus section)

EDCI 2041 N= 11 (outreach – compressed video)

Total N = 32

	5	4	3	2	1
Professional Behavior	24	8	0	0	0
Completion tasks	23	9	0	0	0
Rapport Children	19	11	2	0	0
Literacy Knowledge	19	9	3	1	0
Basic Strategies	16	10	4	1	0

Fall 2003

Practicums:

EDCI 2021 N= 29 (on campus and compressed video sections

EDCI 2041 N= 3

Total N = 32

	5	4	3	2	1
Professional Behavior	25	6	1	0	0
Completion of Assigned Tasks	27	4	0	0	0
Rapport with Children	25	7	0	0	0
Literacy Knowledge	20	10	2	0	0
Basic Teaching Skills 2041 only; N = 3	2	1	0	0	0
Classroom Management 2041 only; N = 3	1	2	0	0	0
Demonstrates Initiative 2021 only; N = 29	21	9	0	0	0

Spring 2004

Practicums:

EDCI 2021 N= 6

EDCI 2041 N= 22 (on campus and compressed video sections)

Total N = 28

	5	4	3	2	1
Professional Behavior	21	7	0	0	0
Completion of Assigned Tasks	20	5	1	0	
Rapport with Children	17	9	1	0	0
Literacy Skills	15	10	1	0	0
Basic Teaching Skills 2041 only; N = 22	14	6	0	0	0
Classroom Management Skills 2041 only; N = 22	12	7	0	0	0
Demonstrates Initiative 2021 only; N = 6	3	2	1	0	0

Fall 2004

Practicums:

EDCI 2021 N= 19

EDCI 2041 N= 6

Total N = 25

	5	4	3	2	1
Professional Behavior	18	4	2	1	0
Completion of Assigned Tasks	20	4	0	0	1
Rapport with Children	19	6	0	0	0
Literacy Skills	16	17	2	0	0
Basic Teaching Skills 2041 only; N = 6	2	3	0	1	1
Classroom Management Skills 2041 only: N = 6	1	4	0	1	0
Demonstrates Initiative 2021 only; N = 19	11	6	1	1	0

Spring 2005

Practicums:

EDCI 2021 N= 5

EDCI 2041 N= 29 (includes outreach section)

Total N = 34

	5	4	3	2	1
Professional Behavior	31	2	1	0	0
Completion of Assigned Tasks	31	3	0	0	0
Rapport with Children	32	2	0	0	0
Literacy Skills	26	4	3	0	0
Basic Teaching Skills 2041 only; N = 29	23	5	0	0	0
Classroom Management Skills 2041 only; N = 29	19	6	1	0	0
Demonstrates Initiative 2021 only; N = 5	3	2	0	0	0

EDCI 1025 = 17

	5	4	3	2	1
Professional Behavior	14	3	0	0	0
Completion of Assigned Tasks	13	4	0	0	0
Rapport with Children	14	3	0	0	0
Classroom Management Skills	8	7	2	0	0

Fall 2005

Practicums:

EDCI 2021 N= 11

EDCI 2041 N= 4

Total N= 15

	5	4	3	2	1
Professional Behavior	12	1	2	0	0
Completion of Assigned Tasks	12	0	1	0	0
Rapport with Children	10	1	3	0	0
Literacy Skills	8	2	1	0	1
Basic Teaching Skills 2041 only	2	2	0	0	0
Classroom Management Skills 2041 only	2	2	0	0	0
Demonstrates Initiative 2021 only	7	1	0	0	0

Spring 2006

Practicums:

EDCI 2021 N= 7

EDCI 2041 N= 5

EDEL 1025 N= 11

Total N = 23

	5	4	3	2	1
Professional Behavior	16	6	0	1	0
Completion of Assigned Tasks	19	1	1	0	0
Rapport with Children	15	6	1	0	0
Literacy Skills	9	2	0	0	0
Basic Teaching Skills 2041 only	2	3	0	0	0
Classroom Management Skills 2041 & 1025	6	5	2	0	0
Demonstrates Initiative 2021 only	5	2	0	0	0

Appendix D

Computer Competency Assessment Scores

Education Graduates' Computer Competency Assessment Scores

ACADEMIC YEAR 1999-2000

	77
	93
	60
	91
	87
	95
	66
	85
	84
	85
	71
Education Graduates' Mean	81.3
Standard Deviation	11.4
Number (n)	11
WWCC Mean	78.4
Standard Deviation	12.91
Number (n)	89

Conclusion: There is no significant difference between the means of WWCC graduates and the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates.

Education Graduates' Computer Competency Assessment Scores

Academic Year 2001-2002

	98
	43
	83
	74
	48
	97
	47
	64
	77
	83
	82
	89
	94
	85
Education Graduates' Mean	76.0
Standard Deviation	18.6
Number (n)	14
WWCC Mean	79.3
Standard Deviation	16.72
Number (N)	63

Conclusion: There is no significant difference between the means of WWCC graduates and the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates.

Education Graduates' Computer Competency Assessment Scores

Academic Year 2002-2003

	96
	83
	95
	94
	77
	93
	95
	94
	92
	90
	89
	92
	90
	95
	80
	94
	88
Education Graduates' Mean	90.4
Standard Deviation	5.6
Number (n)	17
WWCC Mean	84.3
Standard Deviation	12.72
Number (N)	120

Conclusion: The average Education graduate's computer competency score is higher than the average WWCC computer competency score.

Education Graduates' Computer Competency Assessment Scores

Academic Year 2003-2004

	67
	77
	88
	34
	80
	72
	80
	93
	92
	88
	92
	87
	79
	78
Education Graduates' Mean	79.1
Standard Deviation	15.2
Number (n)	14
WWCC Mean	82.8
Standard Deviation	17.05
Number (N)	145

Conclusion: There is no significant difference between the means of the WWCC graduates and the means of the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates.

Education Graduates' Computer Competency Assessment Scores

Academic Year 2004-2005

	96
	88
	94
	82
	91
	24
	97
	82
	94
	88
	62
	92
	86
	86
	96
	28
Education Graduates' Mean	80.4
Standard Deviation	22.8
Number (n)	16
WWCC Mean	85.3
Standard Deviation	13.37
Number (N)	89

Conclusion: There is no significant difference between the means of WWCC graduates and the means of the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates. However, there is a very close level on the “p value.”

Education Graduates' Computer Competency Assessment Scores

Academic Year 2005-2006

	100
	70
	76
	88
	96
	84
	100
Education Graduates' Mean	87.7
Standard Deviation	11.8
Number (n)	7
WWCC Mean	86.6
Standard Deviation	8.41
Number (N)	99

Conclusion: This year the new computer competency assessment, "The SAM Challenge" was used for the first time. There is no significant difference between the means of WWCC graduates and the means of the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates. However, the small sample size makes it difficult to compare.

Appendix E

Collegiate Assessment of Academic Proficiency CAAP

CAAP Results Academic Year Fall 2002-Spring 2006 Collegiate Assessment of Academic Proficiency WWCC Compared to the National Average

Fall 2005-Spring 2006 (Spring and Fall exams given)

2005-2006 WRITING SKILLS		
National Mean = 62.3	WWCC Mean = 63.3	Ed Mean = 63.8
N = 28375	n = 152	n = 9
SD = 4.7	SD = 4.5	SD = 4.4
	P = .004*	$p_{\text{national}} = .17$ $p_{\text{wwcc}} = .37$

* WWCC mean Writing Skills was significantly greater than the national mean.

2005-2006 MATHEMATICS		
National Mean = 56.1	WWCC Mean = 56.9	Ed Mean = 56.2
N = 28577	n = 146	n = 13
SD = 3.6	SD = 3.3	SD = 2.7
	P = .004*	$p_{\text{national}} = .46$ $p_{\text{wwcc}} = .23$

* WWCC mean Mathematics was significantly greater than the national mean.

2005-2006 READING		
National Mean = 60.4	WWCC Mean = 61.1	Ed Mean = 61.2
N = 29097	n = 117	n = 9
SD = 5.5	SD = 5.8	SD = 6.5
	P = .08*	$p_{\text{national}} = .33$ $p_{\text{wwcc}} = .48$

* WWCC mean Reading was significantly greater than the national mean.

2005-2006 CRITICAL THINKING		
National Mean = 60.7	WWCC Mean = 62.3	Ed Mean = 62.9
N = 21826	n = 262	n = 23
SD = 5.3	SD = 5.47	SD = 4.8
	P = <<.001*	$p_{\text{national}} = .02^{**}$ $p_{\text{wwcc}} = .31$

* WWCC mean Critical Thinking was significantly greater than the national mean.

** Education mean CAAP Critical Thinking was significantly higher than the national mean.

Fall 2004-Spring 2005
(Spring and Fall exams given)

2004-2005 WRITING SKILLS		
National Mean = 62.3	WWCC Mean = 62.9	Ed Mean = 60.3
N = 27875	n = 125	n = 4
SD = 4.7	SD = 4.9	SD = 6.5
	P = .08*	Insufficient sample size to test

* WWCC mean Writing Skills was significantly greater than the national mean.

2004-2005 MATHEMATICS		
National Mean = 56.1	WWCC Mean = 55.9	Ed Mean = 56.8
N = 20320	n = 146	n = 5
SD = 3.6	SD = 3.82	SD = 4.8
	P = .25	$p_{\text{national}} = .33$ $p_{\text{wwcc}} = .30$

2004-2005 READING		
National Mean = 60.4	WWCC Mean = 61.9	Ed Mean = 58.0
N = 27446	n = 119	n = 2
SD = 5.3	SD = 6.2	SD = 5.7
	P = .001*	Insufficient sample size to test

* WWCC mean Reading was significantly greater than the national mean.

2004-2005 CRITICAL THINKING		
National Mean = 60.5	WWCC Mean = 61.8	Ed Mean = 62.6
N = 20970	n = 287	n = 24
SD = 5.4	SD = 4.9	SD = 4.7
	P = <<.001*	$p_{\text{national}} = .03^{**}$ $p_{\text{wwcc}} = .22$

* WWCC mean cap Critical Thinking was significantly greater than the national mean.

** Education mean CAAP Critical Thinking was significantly higher than the national mean.

Fall 2003-Spring 2004
(Spring only results—no Fall exam given)

2004 WRITING SKILLS		
National Mean = 62.5	WWCC Mean = 63.0	Ed Mean = 62.9
N = 27221	n = 128	n = 6
SD = 4.8	SD = 4.2	SD = 2.2
	P = .12	p _{national} = .23 p _{wwcc} = .47

2004 MATHEMATICS		
National Mean = 56.2	WWCC Mean = 56.4	Ed Mean = 55.5
N = 10618	n = 123	n = 14
SD = 3.5	SD = 4.5	SD = 2.9
	P = .26	p _{national} = .22 p _{wwcc} = .23

2004 READING		
National Mean = 60.6	WWCC Mean = 62.4	Ed Mean = 60.0
N = 26647	n = 109	n = 12
SD = 5.4	SD = 5.2	SD = 4.3
	P = .0025*	p _{national} = .48 p _{wwcc} = .06 [☆]

* WWCC mean CAAP Reading was significantly greater than the national mean.

☆Education mean CAAP Reading was significantly lower than the WWCC mean.

2004 CRITICAL THINKING		
National Mean = 60.5	WWCC Mean = 62.3	Ed Mean = 60.8
N = 20299	n = 199	n = 26
SD = 5.5	SD = 5.1	SD = 5.0
	P = <<.001*	p _{national} = .39 p _{wwcc} = .08 [☆]

* WWCC mean CAAP Critical Thinking was significantly greater than the national mean.

☆Education mean CAAP Critical Thinking was significantly lower than the WWCC mean.

Fall 2002-Spring 2003
(Spring only results—no Fall exam given)

2003 WRITING SKILLS		
National Mean = 62.5	WWCC Mean = 63.0	Ed Mean = 67.0
N = 25884	n = 56	n = 2
SD = 4.8	SD = 4.8	SD = 4.2
	P = .22	Insufficient sample size to test

2003 MATHEMATICS		
National Mean = 56.0	WWCC Mean = 56.8	Ed Mean = 55.2
N = 921	N = 81	n = 6
SD = 3.2	SD = 3.7	SD = 3
	P = .01*	$p_{\text{national}} = .27$ $p_{\text{wwcc}} = .15$

* WWCC mean cap Mathematics was significantly greater than the national mean.

2003 READING		
National Mean = 60.9	WWCC Mean = 62.1	Ed Mean = 64.7
N = 24701	n = 81	n = 6
SD = 5.4	SD = 5.6	SD = 4.9
	P = .02*	$p_{\text{national}} = .04^{**}$ $p_{\text{wwcc}} = .14$

* WWCC mean cap Reading was significantly greater than the national mean. **Education mean CAAP Reading was significantly higher than the National mean, but not statistically different than WWCC mean.

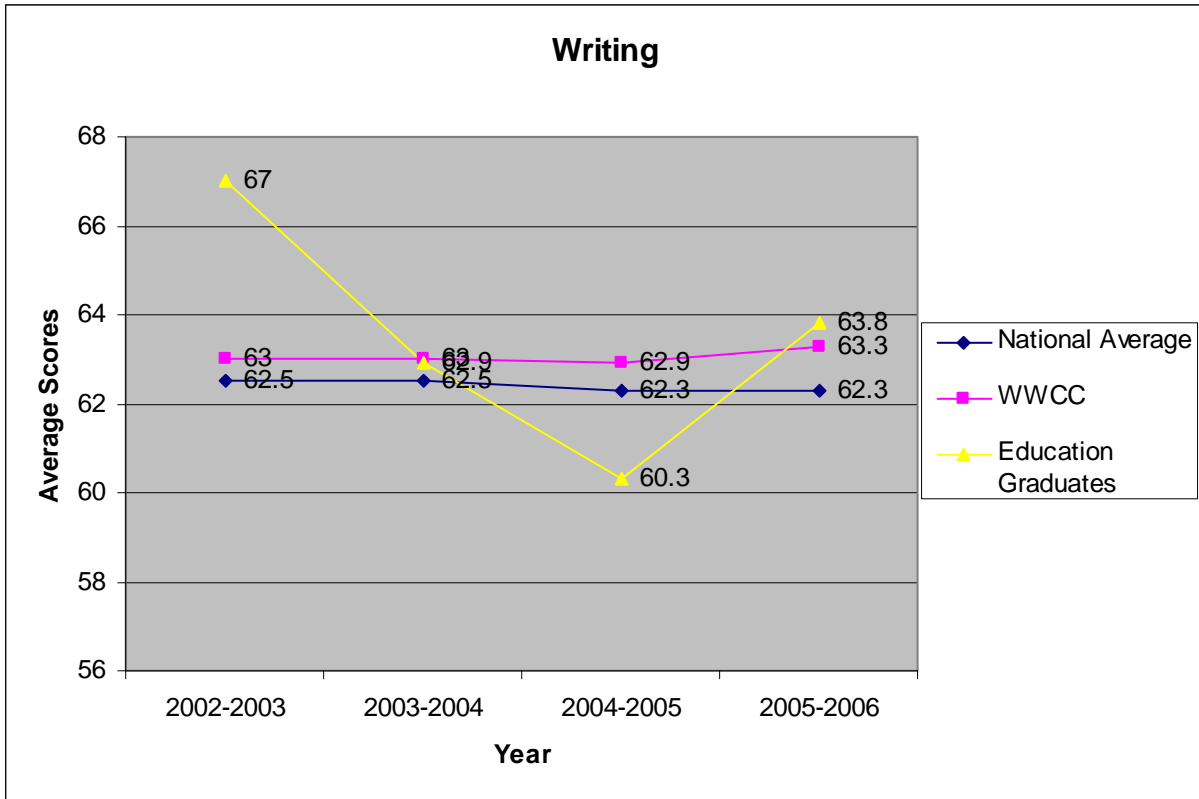
2003 CRITICAL THINKING		
National Mean = 60.7	WWCC Mean = 62.5	Ed Mean = 64.2
N = 19650	n = 208	n = 26
SD = 5.5	SD = 5.4	SD = 6
	P = <<.001*	$p_{\text{national}} = <<.001^{**}$ $p_{\text{wwcc}} = .07^{\star}$

* WWCC mean cap Critical Thinking was significantly greater than the national mean.

** Education mean CAAP Critical Thinking was significantly higher than the National mean.

\star Education mean CAAP Critical Thinking was significantly higher than the WWCC mean.

National Average	WWCC	Education Graduates	Year
62.5	63	67	2002-2003
62.5	63	62.9	2003-2004
62.3	62.9	60.3	2004-2005
62.3	63.3	63.8	2005-2006



CAAP Results Academic Year Fall 2002-Spring 2006 Collegiate Assessment of Academic Proficiency WWCC Compared to the National Average

Fall 2005-Spring 2006 (Spring and Fall exams given)

2005-2006 WRITING SKILLS		
National Mean = 62.3	WWCC Mean = 63.3	Ed Mean = 63.8
N = 28375	n = 152	n = 9
SD = 4.7	SD = 4.5	SD = 4.4
	P = .004*	p _{national} = .17 p _{wwcc} = .37

* WWCC mean Writing Skills was significantly greater than the national mean.

2005-2006 MATHEMATICS		
National Mean = 56.1	WWCC Mean = 56.9	Ed Mean = 56.2
N = 28577	n = 146	n = 13
SD = 3.6	SD = 3.3	SD = 2.7
	P = .004*	p _{national} = .46 p _{wwcc} = .23

* WWCC mean Mathematics was significantly greater than the national mean.

2005-2006 READING		
National Mean = 60.4	WWCC Mean = 61.1	Ed Mean = 61.2
N = 29097	n = 117	n = 9
SD = 5.5	SD = 5.8	SD = 6.5
	P = .08*	p _{national} = .33 p _{wwcc} = .48

* WWCC mean Reading was significantly greater than the national mean.

2005-2006 CRITICAL THINKING		
National Mean = 60.7	WWCC Mean = 62.3	Ed Mean = 62.9
N = 21826	n = 262	n = 23
SD = 5.3	SD = 5.47	SD = 4.8
	P = <<.001*	p _{national} = .02** p _{wwcc} = .31

* WWCC mean Critical Thinking was significantly greater than the national mean.

** Education mean CAAP Critical Thinking was significantly higher than the national mean.

Fall 2004-Spring 2005
(Spring and Fall exams given)

2004-2005 WRITING SKILLS		
National Mean = 62.3	WWCC Mean = 62.9	Ed Mean = 60.3
N = 27875	n = 125	n = 4
SD = 4.7	SD = 4.9	SD = 6.5
	P = .08*	Insufficient sample size to test

* WWCC mean Writing Skills was significantly greater than the national mean.

2004-2005 MATHEMATICS		
National Mean = 56.1	WWCC Mean = 55.9	Ed Mean = 56.8
N = 20320	n = 146	n = 5
SD = 3.6	SD = 3.82	SD = 4.8
	P = .25	p _{national} = .33 p _{wwcc} = .30

2004-2005 READING		
National Mean = 60.4	WWCC Mean = 61.9	Ed Mean = 58.0
N = 27446	n = 119	n = 2
SD = 5.3	SD = 6.2	SD = 5.7
	P = .001*	Insufficient sample size to test

* WWCC mean Reading was significantly greater than the national mean.

2004-2005 CRITICAL THINKING		
National Mean = 60.5	WWCC Mean = 61.8	Ed Mean = 62.6
N = 20970	n = 287	n = 24
SD = 5.4	SD = 4.9	SD = 4.7
	P = <<.001*	p _{national} = .03** p _{wwcc} = .22

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Fall 2003-Spring 2004
(Spring only results—no Fall exam given)

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National Mean = 62.5	WWCC Mean = 63.0	Ed Mean = 62.9
N = 27221	n = 128	n = 6
SD = 4.8	SD = 4.2	SD = 2.2
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2004 MATHEMATICS		
National Mean = 56.2	WWCC Mean = 56.4	Ed Mean = 55.5
N = 10618	n = 123	n = 14
SD = 3.5	SD = 4.5	SD = 2.9
	P = .26	p _{national} = .22 p _{wwcc} = .23

2004 READING		
National Mean = 60.6	WWCC Mean = 62.4	Ed Mean = 60.0
N = 26647	n = 109	n = 12
SD = 5.4	SD = 5.2	SD = 4.3
	P = .0025*	p _{national} = .48 p _{wwcc} = .06 [☆]

* WWCC mean CAAP Reading was significantly greater than the national mean.

☆Education mean CAAP Reading was significantly lower than the WWCC mean.

2004 CRITICAL THINKING		
National Mean = 60.5	WWCC Mean = 62.3	Ed Mean = 60.8
N = 20299	n = 199	n = 26
SD = 5.5	SD = 5.1	SD = 5.0
	P = <<.001*	p _{national} = .39 p _{wwcc} = .08 [☆]

* WWCC mean CAAP Critical Thinking was significantly greater than the national mean.

☆Education mean CAAP Critical Thinking was significantly lower than the WWCC mean.

Fall 2002-Spring 2003
(Spring only results—no Fall exam given)

2003 WRITING SKILLS		
National Mean = 62.5	WWCC Mean = 63.0	Ed Mean = 67.0
N = 25884	n = 56	n = 2
SD = 4.8	SD = 4.8	SD = 4.2
	P = .22	Insufficient sample size to test

2003 MATHEMATICS		
National Mean = 56.0	WWCC Mean = 56.8	Ed Mean = 55.2
N = 921	N = 81	n = 6
SD = 3.2	SD = 3.7	SD = 3
	P = .01*	$p_{\text{national}} = .27$ $p_{\text{wwcc}} = .15$

* WWCC mean cap Mathematics was significantly greater than the national mean.

2003 READING		
National Mean = 60.9	WWCC Mean = 62.1	Ed Mean = 64.7
N = 24701	n = 81	n = 6
SD = 5.4	SD = 5.6	SD = 4.9
	P = .02*	$p_{\text{national}} = .04^{**}$ $p_{\text{wwcc}} = .14$

* WWCC mean cap Reading was significantly greater than the national mean. **Education mean CAAP Reading was significantly higher than the National mean, but not statistically different than WWCC mean.

2003 CRITICAL THINKING		
National Mean = 60.7	WWCC Mean = 62.5	Ed Mean = 64.2
N = 19650	n = 208	n = 26
SD = 5.5	SD = 5.4	SD = 6
	P = <<.001*	$p_{\text{national}} = <<.001^{**}$ $p_{\text{wwcc}} = .07^{\star}$

* WWCC mean cap Critical Thinking was significantly greater than the national mean.

** Education mean CAAP Critical Thinking was significantly higher than the National mean.

\star Education mean CAAP Critical Thinking was significantly higher than the WWCC mean.

Appendix F

Enrollment

Appendix G

Transfer to the University of Wyoming