

Child Development and Family Studies - Bachelor of Arts

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

The most recent program recommendations that CDFS has received was following expedited program review. At that time, the CDFS did submit curricular changes to attempt additional alignment with the ECE AAS. The program did submit a report at the end of required 2-years to explain the changes and how they meet the recommendations.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Strong

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Course Content and Alignment with National Early Childhood Standards: Samples from course blogs were collected from specific CDFS major courses. Students are proving to continue to do well for the largest majority. If students are not successful with assignments, it is typically because something in their personal lives have affected their studies.

- There have been some changes here, but not necessarily because of student need. NAEYC our National organization for Early Childhood Education updated their standards for Higher Education. During the 2023-24 AY, the CDFS Faculty and Adjuncts will be working together to update the standards and SLO within our program and individual courses. As we update the program standards – viewable on the updated SLOA Plan for 2023-2025, we are updating the student learning outcomes, assignments and rubrics within individual courses, assuring they align with the updated national standards.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

During this past SLOA plan and report, we have not made any large curriculum changes beyond updating the SLOA to the revised NAEYC standards. To update the standards, we as a faculty group including our adjuncts, we are going through each course and updating

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Something else (use data explanation field to describe)

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

There are gaps in the PAIR Data. I have been in contact with [REDACTED] and [REDACTED] from PAIR. They see the problems and we are planning on doing a full audit on the CRCD programs, Child Development and Family Studies first so that we can discover where the problem in - it seems to be something in banner - so that the program information can be appropriately retrieved. I will be working on the Child Development and Family Studies Audit during winter break so that it is ready in early January.
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One change we have made is that the identifier for CDFS has been changed from ECE to ECFS, which will begin in Fall 2024. The hope for this action is that the courses that relate specifically to the BA level program will be easier to retrieve information from.
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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects,ePortfolios,Undergraduate Research,Writing-Intensive Courses,Collaborative Assignments and Projects,"Service Learning, Community-based Learning"
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Collaborative Assignments & Projects

The CDFS BA program do have collaborative assignments and projects in some courses. One example of a collaborative course assignment would be in ECE F365 Social Studies Pedagogy in Early Childhood. This assignment directs small groups to choose an area regarding equity in early childhood, shared within the text Each and Every Child: Teaching Preschool with an Equity Lens. The small group will be responsible for the discussion of the reading with the whole class. This assignment also shows high practices within the area of Diversity/Global Learning.
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Undergraduate Research

The CDFS BA has three specific classes that contribute to undergraduate research. ECE F471 Clinical Practice Organizational Action Research, ECE F472 Clinical Practice Classroom Action Research and ECE F470 Advanced Practicum. Each of these classes are Clinical Practice (Practicums) that support students with action and other research practices within sustainable projects that support the field of Early Childhood.

Diversity/Global Learning

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ePortfolios

Child Development and Family Studies has been using an ePortfolio practice for several years. This is the program capstone. We have recently started updating the National Standards in our coursework and shared a new updated version of the ePortfolio thi

First Year-Seminars & Experiences

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Writing-Intensive Courses

We have several courses that are dedicated to not only content of the EC field, but to communication skills as well. ECE F304, ECE F420 and ECE F445 are all used to intentionally assess writing skills using APA Formatting. We have one class that is int

Service-Learning and/or Community-based Learning

Students have opportunities to observe and provide hands on help in early childhood care and education programs in their local communities. The courses ECE F471 Action Research in an organizational administrative setting and ECE F472 Action Research in a classroom setting are all designed as action research courses where students participate in EC programs within their communistic to identify challenges, research what has been done in similar situations and then create and facilitate a plan of action. These prove to be sustainable projects that students and organizations both enjoy.

Internships

Capstone Courses & Projects

Child Development and Family Studies has several courses where students do specific projects designed to the course content. These courses help students develop artifacts that they share in their capstone ePortfolio. This final opportunity provides stud

Other or None of these (explain)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

AS the CHAIR for Child Development and Family Studies, I track all courses, students, SCH, and Tuition Revenue. I assure that the program meets it's expectations for tuition to cover program needs beyond that of the State appropriation revenue. The program has consistently been on the positive side, Even if it is marginal. Expenditures meet the revenue. Because of the information share earlier in this report regarding the PAIR information, there are discrepancies in the Faculty FTE's as well as Adjunct FTE's. The program currently has one Faculty FTE, which should show a minimum of .75, and has a strong consistent pool of adjuncts to provide facilitation of additional courses beyond that of the FT Faculty.

Program's Value to Mission

Child Development and Family Studies BA program supports the UAF mission by preparing students for active citizenship by providing educational opportunities for early childhood professionals that play an important role in the Alaskan workforce.

Duplicative Programs

Child Development is unique in meeting the needs of early childhood professionals within the State of Alaska for people working in Head Starts, Early Head Starts, Child care and other early learning settings. UAA also has a BA level program focused on ear

Community or Other Partnerships

Child Development and Family Studies has strong community as well as other partnerships. We partner with several Alaskan organizations, providing strong workforce, our faculty serve on committees and boards. For example FT Faculty serve as a community representative. This person also is a member of the Alaska SEED Council and the Alaska Early Childhood Coordinating Council (AECCC)

Value of Service Courses (Optional)

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Post-Graduate Success

Most of our graduates are successfully working in their chosen communities. the Field of Early Childhood care and education is a high need work force area within Alaska as well as the entire US.

Submission

Submitter & Collaborator Names

Veronica M Plumb

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Consider curricular revisions, Increase enrollment

Explanation of Recommendations

Continue to improve communication and collaboration with the ECE program to address the challenges of articulation that you have outlined.

Further collaboration and alignment with the AAS in ECE should be pursued as it is a direct feeder into the program. Consider bringing the AAS and BA under one department or umbrella to ensure seamless pathways for students.

To make the program stronger, it needs to increase tuition revenue. This can be achieved by increasing the number of students enrolled in its courses and in the overall program. This is also an opportunity to grow the program.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA is extensive in its evaluation. Overall, there is a strong alignment of the program curriculum with the SLOA plan. The program learning outcomes are designed to meet the professional standards and competencies for early childhood educators as specified by NAEYC. The program curriculum is designed to meet the NAEYC standards with a clear connection shown in the SLOA.

Profile Feedback

Program is mission-centric to UAF or college/school, Strong post-graduation success for students, Strong ties to the community or industry

Financial Feedback

High Grant Revenues, Productive Faculty, Opportunities to Increase Revenue

Student Success & Equity Feedback

The student success data for the CDFS program is difficult to find in PAIR because it is listed under multiple UAF community campuses and rural college departments. The BA-specific data cannot be deciphered. After fall 2024, that data will be easier to determine with the designator change.

High-Impact Practices Feedback

The CDFS program uses several high-impact practices. These include undergraduate research and hands-on practical learning opportunities for the students. The program uses ePortfolio practice as a capstone. The program curriculum includes writing-intensive courses that are designed to improve student communication skills. Overall, the program should continue these high-impact practices that are designed to enhance student learning.

Dean's Review Feedback

The final alignment between the ECE AAS and CDFS BA has been completed, which will help some students complete the BA level on a more streamlined timeline. The request has been made to bring the ECE AAS under the umbrella of CIS and the CDFS program, this would be the healthiest move for the two programs. New faculty have been hired this AY to support the outreach to, and engagement with new students, naturally raising the amount of admissions and registrations.

Vice Provost Feedback

SLOAs – Your report shows strong alignment between the plan, the results, and the analysis done by the program. How will (or will they) SLOs change with no longer having accreditation with NAEYC?. Need to address closing the loop and continuous improvement.

HIPs - Provided overviews of these practices; could have used more details for each practice with specific examples. Not clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Required or optional? What proportion of students involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Child Development and Family Studies B.A.
 College or Rural and Community Development
 September 2023 - Summer 2025

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: To provide high quality preparation for early childhood professionals who wish to advance their professional development within the field. GOAL STATEMENT: To be the most highly recognized Child Development and Family Studies cross-regionally delivered BA program that is valued as a high quality educational program within the state of Alaska and beyond.	1. Communication: 1.a. Written: Students should be able to display effective written communication skills for use in the EC environment using standardized formatting of APA. 1.b. Oral: Students should be able to share information through oral presentation with supportive visuals; example of supportive visual could be a Powerpoint.	Instrument: Writing Assessments Rubric: The writing rubric covers 6 components. Min. Standard: All students are expected to pass with a score of 70% higher. Instrument: Oral Presentations Rubric: The oral rubric covers 5 components. Min. Standard: All students are expected to pass with a score of 70% higher.	Writing Samples are collected from specific courses within the CDFS BA. These courses are ECE 445, ECE 304, ECE 306 and ECE 420. Oral Samples of completed rubrics used for grading are collected from one specific course within the CDFS BA; ECE 342. Data collected every semester from these courses, sent to the CDFS Chair and kept in a Shared Google Drive to be assessed annually by CDFS Faculty.
	2. National Standards Successful CDFS students will demonstrate the ability to apply knowledge, analyze, synthesize and evaluate in each of the following NAEYC initial licensure standards. These standards have been revised for use starting the fall of 2023 following published revisions November 2019 by NAEYC.	An assortment of assessments will be used throughout the CDFS course work. Instrument: Individual class assignment responses or class projects Rubric: Rubrics to match all assessed assignments will be used consistently between all facilitators of course work.	Samples of all course assessments will be collected each fall, spring, and summer semesters from all delivered courses. Data will be assessed annually by Full-time CDFS Faculty.

	Standard 1: Child Development and Learning Context Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Standard 6: Professionalism as an Early Childhood Educator Standard 7: Field or Clinical Practice	Min Standard: will be set at 70% or higher for all individuals meeting standards on these assignments. Instrument: Individual student portfolios developed out of individual self-reflective statements in conjunction with aligned artifacts derived from papers, projects, reflections, field experiences Rubric: developed to assess self-reflective statements for NAEYC substandards (total of 22) Assessment that all of the artifacts submitted with statements are aligned with the standard, and reflection.	Samples of Program portfolios will be collected and assessed the semester that a student graduates. Full Time CDFS Faculty will assess portfolios. All faculty assessing portfolios will use the same rubric, results will be averaged.
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Data Liaison Report for Child Development & Family Studies (BA) Department/Program

	FY2021	FY2022	FY2023
Total Student Credit Hours (SCH)	830	449	551
Service SCH	143	110	131
Department FTEs	12.64	10.76	7.36
Total SCH per Department FTE	65.64	41.71	74.86
Service SCH per Department FTE	11.31	10.22	17.80
Majors in Programs	41	27	33
Department FTEs	12.64	10.76	7.36
Majors per Department FTE	3.24	2.51	4.48

Total Unrestricted Expenditures			
Total Restricted Expenditures			
Total Unit/Central Support Allocated to Program(s)			

Tuition Revenue - Rural College			
State Appropriation Revenue			
Restricted/Sponsored Project Revenue			
Fees			
Other UA Receipts/Revenue			

Workload allocation: Teaching Units	23.42	23.38	29.58
Workload allocation: Research Units	0.00	0.00	0.00
Workload allocation: Service Units	2.32	4.69	6.05

Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.

Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.

Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds

Anne's notes

tuition revenue using the provided formulas does not match the tuition revenue that is found in the department's fiscal history. I used the formulas on this sheet, but used the fiscal history on the Program Review CRCD format sheet (next tab).

* workload units for faculty outside of CRCD not included in these figures

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Full-time Equivalent Worksheet**

	FY2021	FY2022	FY2023	
Faculty FTEs	0.64	0.70	0.96	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.
Adjunct FTEs	12.00	10.06	6.40	Base assumption: 40 units/credits = 1.0 FTE.
Staff FTEs	0.00	0.00	0.00	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.
Graduate TA/RA FTEs	0.00	0.00	0.00	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	12.64	10.76	7.36	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)