

Early Childhood Education – Associate of Applied Science

Current Compliance Year: 2023-2024

Mid-Cycle 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):

There were positive comments in the feedback from the previous report. We continue to strengthen the program as we review data.

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 will be provided once you have completed a full or mid-cycle review.

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

The UAF ECE program Student Learning Outcomes Assessments changed during the past two years. The Key Assessments were recreated with new instructions and rubrics. The revised instructions and rubrics now demonstrate explicit alignment with the depth and breadth of the knowledge, understanding, and application as delineated by the National Association of Education of Young Children Initial and Advanced Standards Handbook. The Key Assessments meet the cognitive demands and align with skill requirements congruent with the performance Standards. Indicators of performance for each Element were created based on blending the descriptions in the Handbook with the course content and the Student Learning Outcomes. Our data system changed to gain validity and clarity. The change was reported by our accrediting board as an effective system of data collection which created meaningful and substantive program changes designed to improve candidate proficiency in the Standards. The way the data is compiled helped at all levels for both course and program improvement. Originally the program benchmark for showing proficiency was 70%, not very illuminating in terms of true student proficiency. We decided to raise the benchmark level to 80% which more accurately represents the proficiency level we are seeking. This assessment change was designed to help candidates perform at higher levels of proficiency and to help the program identify students who need additional instruction to demonstrate their competence. (The new KA rubrics are being piloted now.)
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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:

Some meaningful and significant program changes occurred. As stated above, the six Key Assessments were recreated and rewritten. The redesign of Key Assessments also changed the instruction and course expectations. Elements of the NAEYC Standards were also moved to different classes. For example, the Key Assessment process in Practicum 2 was replaced with ECE 101 Introduction to the Profession. The title and course description were modified in 101 to match the content related to professionalism clearly. The newly created Key Assessment challenges candidates to create a professional website including important designated components. This change provided candidates with more opportunities to receive instruction, practice their skills, and be assessed earlier in their degree work. Next, some Elements of Standard 6 were moved to each Key Assessment course.

As a result of the data analysis, the Key Assessment alignment changed. In the new system, all Elements are measured twice and guided by two different instructors. Furthermore, the Final Practicum Course is taught by a full-time faculty member; all AAS candidates must complete that course in order to be awarded the degree. A major assignment in this course is to complete a degree portfolio, the content of which is organized by Standards and Elements. Under the new system, their Practicum portfolios should yield evidence of complete competence in all the Elements.

Another program change is the high school partnership with schools in Ketchikan and Nenana. Students study courses that transfer into the AAS degree. Not only do they receive important knowledge, students may continue their studies after high school graduation having already earned some college credits.

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.

Not 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 will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

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.

Our program changed Key Assessment rubrics and instructions for clarity and improved student learning. We want our students to succeed with the best quality of instruction. We are using the new KA for the first time so we do not have data on these changes yet.

Optional Data Explanation

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

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 will be provided once you have completed a 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

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First-Year Seminars & Experiences

Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

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Internships

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Capstone Courses & Projects

During each Practicum experience, in the different settings and age groups, candidates can effectively demonstrate skills, gain knowledge, engage in meaningful feedback from mentors and supervisors, and attend professional development seminars. Subsequently, preparing a final portfolio culminates the candidates' knowledge, understanding, and application process.
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Other or None of these (explain)

High Impact Practices Practicum I and II courses provide a holistic overview of competencies and standards to be demonstrated by ECE candidates throughout the program in the different courses. The program coordinator, practicum coordinator, and supervisor provide a network for the candidates. The courses in the ECE program provide a foundation for the candidates as they employ strategies and skills learned through the period. Standards 1, 4, 5, and 6 are focused on during Practicum I, and then Practicum II reinforces all the standards. During each Practicum experience, in the different settings and age groups, candidates can effectively demonstrate skills, gain knowledge, engage in meaningful feedback from mentors and supervisors, and attend professional development seminars. Subsequently, preparing a final portfolio culminates the candidates' knowledge, understanding, and application process.

Submission**Submitter & Collaborator Names**

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Submitter Email

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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

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into submitting the mid-cycle program review for the Early Childhood Education AAS program. The review panel also appreciated that the program had strong SLOs that were appropriate for measuring student learning and identified relevant HIPs (high-impact practices) for preparing students for the workforce.

Many of the comments for the Early Childhood Education AAS and Certificate are the same because, outside of the student success data, the program reviews were nearly identical. SLOA plans are very similar or identical among the programs. It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full-cycle review in two years.

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 7 SLOs (each with sub-SLOs) for the Early Childhood Education AAS plan. The review panel offers the following recommendations to improve upon the program's SLOAs:

- All SLOs were appropriate as measures of student learning and were based on meeting NAEYC accreditation standards. These SLOs identified courses where data is collected; however, they can be revised to be more specific as to what data each SLO collects and how each SLO would meet the outcome of "demonstrating knowledge".
- The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess.
- Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program. As a result, the program could reduce the number of SLOs evaluated for UAF program review. This could be accomplished by eliminating or combining SLOs. By focusing on fewer elements for program review, the program will be better able to assess each SLO more fully.

The rubric submitted was a good example of how it measures SLO 6. This needs to be clearer in the SLOA plan for each of the SLOs. For future program reviews, also include other artifacts and data (without student identifier information).

Assessment measures should be more clear. The review panel recommends considering the use of ePortfolios as a means to collect data and discuss progress toward each SLO.

It is unclear how the curricular changes were driven by the SLOA plan, it seems to be more industry driven (for NAEYC to meet their accreditation standards). This is fine but should more clearly connect how the SLOA and curricular changes are connected to the industry needs. With NAEYC accreditation no longer in place, will this change the SLOA plan and the curriculum?

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program identified “something else” as their data trend, provided no additional explanation, and did not speak to equity gaps. It is unclear to the review panel if the program reviewed the student success dashboard (they indicated that not enough time had elapsed for the new rubrics). It will be important to collect and discuss one or two years of SLO data for the full program review in two years. The review panel noted a minimal decline in majors (84 to 80) and minimal increase in degree awards (5 to 7). Students in the program were primarily [REDACTED] and [REDACTED]. Large decline in GIP for [REDACTED]-identified students (73 to 33%).

High-Impact Practices Feedback

The program identified a capstone project, and also discussed practicum as the capstone requirement as HIPs. They also discussed portfolios in their narrative on HIPs and in the curricular changes section. This is a recognized HIP, and could also be highlighted. Are there any other potential HIPs in the program? All HIPs should include an in-depth narrative, examples of student activities and/or products, and where the HIPs fit into the curriculum. The review panel recognizes that the HIPs employed by the program are all positive and meaningful in preparing students to enter the workforce.

SLO for Early Childhood Education

Standard	Indicators	Certificate – courses & SLO Intended to prepare students to be an effective assistant in a preschool environment. Lays the foundation for the AAS	AAS – courses and SLO Intended to prepare students to be an effective nanny, elementary school aide or a teacher or caregiver in a child care program. Lays the foundation for a related BA or BAS
Promoting Child Development & Learning	1a Knowing and understanding y. c. characteristics and needs 1b Knowing & understanding the multiple influences on development and learning. 1c Using developmental knowledge to create healthy respectful, supportive and challenging learning environments.	104, 107, 110 Graduates can identify children's individual development in the various domains and anticipate emerging development Graduates recognize multiple influences on development and children's individual characteristics Graduates create a physically and emotionally healthy environment for young children	104, 107, 110, 230/240, 270 Graduates can identify children's individual development in the various domains and anticipate emerging development Graduates recognize multiple influences on development and children's individual characteristics and apply this knowledge to support the needs of each child. Graduates use knowledge of development and learning to create environments that are healthy, respectful, supportive, challenging for all children, and reflect the context of their lives
Building Family & Community Relationships	2a Knowing about and understanding diverse family and community characteristics 2b Supporting and engaging families and communities through respectful, reciprocal relationships. 2c Involving families and communities in their children's development and learning	132, 140 Graduates know some characteristics of families and have basic skills in assisting children and families	140, 235, 242, 270 (also 130 at CTC –campus approved elective) Graduates seek and use knowledge of diverse family and community characteristics to develop respectful, reciprocal relationships that support and empower each family Graduates involve all families in their child's development and learning, acknowledging there are a multitude of ways to engage families to participate and contribute

Observing, Documenting & Assessing to Support Young Children & Families	3a Understanding the goals, benefits and uses of assessment 3b Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments, including using assistive technology for children with disabilities 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3d Understanding and practicing responsible assessment to promote positive outcomes for each child including using assistive technology for children with disabilities	101 Graduates use systematic observations, authentic documentation, reflection, and other effective, ethical assessment strategies in a responsible way	230,/240, 235, 270 Graduates can articulate the goals, benefits, and uses of assessment Graduates use systematic observations, authentic documentation, reflection, and other effective, ethical assessment strategies in a responsible way, including using assistive technology for children with disabilities. Graduates partner with families and other professionals to positively influence children's development and learning, within the context of the culture and community.
Using Developmentally Effective Approaches	4a Understanding positive relationships and supportive interactions as the foundation of their work with children 4b Knowing and understanding effective strategies and tools for early education. Including appropriate use of technology 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d Reflecting on own practice to promote positive outcomes for each child	104, 107, 119, 140, 170 Graduates establish a positive, authentic relationship with each child as the foundation for their work with children. Graduates reflect on their own practice to promote positive outcomes for each child.	210, 213, 214, 229, 270 Graduates establish a positive, authentic relationship with each child as the foundation for their work with children. Graduates demonstrate effective strategies, and the appropriate use of technology and other equipment, materials and tools, for early childhood education. Graduates reflect on their own practice to promote positive outcomes for each child.
Using content Knowledge to Build Meaningful Curriculum	5a Understanding content knowledge and resources in academic disciplines: language & literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical	Eng 111x Computation 119	Eng 111X, 211X/213x, Comm 131x/141x Computation 119, 213, 214, 229, 270

	activity, physical education, health & safety; and social studies. 5b Knowing, and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child	Graduates know and use the core concepts, inquiry tools and structures of content areas or academic disciplines	Graduates use their content knowledge of academic disciplines: language & literacy; the performing and visual arts; mathematics; science; physical wellness; social studies, and resources to help develop curriculum meaningful to each child's interest and development. Graduates know and use the core concepts, inquiry tools and structures of content areas or academic disciplines Graduates use their own knowledge, technology skills, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally relevant, challenging curricula for each child.
Becoming a Professional	6a Identifying and involving oneself with the early childhood field 6b Knowing about and upholding ethical standards and other professional guidelines 6c Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource. 6d Integrating knowledgeable, reflective and critical perspectives on early education 6e Engaging in informed advocacy for children and the profession	101, 170 Graduates identify and involve themselves with the early childhood field. Graduates use <i>NAEYC Code of Ethical Conduct</i> in conjunction with other professional standards to guide their practice. Graduates use technology effectively as a professional resource	101, 170, 210, 242, 270 Graduates identify and involve themselves with the early childhood field. Graduates use <i>NAEYC Code of Ethical Conduct</i> in conjunction with other professional standards to guide their practice. Graduates are continuous, collaborative learners who demonstrate inquiry, and knowledgeable, reflective and critical perspectives and use technology effectively with young children, with peers and as a professional resource. Graduates engage in informed advocacy for children, families and the profession.
Early Childhood Field Experiences	7a Opportunities to observe and practice in at least two of the three early childhood age groups (birth-3, 3-5, 5-8) 7b Opportunities to observe and practice in at least two of the three of the main	104, 107, 170 Student has documented opportunities to observe and practice in at least two of the three early childhood age groups	213, 214, 229, 230/240, 270 Student has documented multiple opportunities to observe and practice in at least two of the three early childhood age groups

	types of early childhood settings (early school grades, child care centers and homes, Head Start programs)	Student has documented opportunities to promote development and learning in an early childhood settings including at least one of the following: early school grades, child care centers and homes and Head Start programs.	Student has documented multiple opportunities to promote development and learning in a variety of settings including: early school grades, child care centers and homes and Head Start programs.
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In summary

For the certificate:

Graduates demonstrate entry level knowledge and skills the standards including:

- Knowledge of child development
- Child observation
- Supporting positive relationships with children and families
- Maintaining a healthy environment
- Implementing developmentally appropriate curriculum and classroom practices
- Using professional ethics
- Practice in at least one early childhood setting

For the AAS:

Graduates demonstrate mid-level knowledge and skills in the standards including

- Knowledge of child development
- Child observation, assessment and interpretation
- Building positive relationships with children, families and colleagues
- Creating and maintaining a healthy environment
- Creating and implementing developmentally appropriate curriculum and classroom practices
- Using professional ethics and being a resource and an advocate for children and families
- Practice in multiple early childhood settings with multiple ages of children