



Academic Program Review

Program Name: Child Development and Family Studies - Bachelor of Arts

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

College or School Review Committee. This level of review provided these 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. We were allotted funds for traveling to rural inservice sessions each fall, but with travel froze we have not been able to actually recruit with our rural head starts easily. (Out Side college in Minnesota) Program Response 10/2025. The BA in Child Development and Family Studies has made continual changes to align with the ECE AAS. It is time for the ECE AAS to work to align with the BA so that the students can move from one program to another smoothly. Where as the BA level program has made alignment and curricular changes, The AAS level program has made changes over the years that do not create a smooth alignment. Such as, removing all electives that could be used for transition. The BA level program has suggested to administration that the programs both be under one college so that there is one department that supports both programs. As of this date, there has not been a change made. Though a fantastic idea that the program faculty do agree with, this is not a program level decision. There were no recommendations from the Dean level. The Vice Provost level does not provide recommendations, but does ask some questions to extend thought. The program would like to respond to these questions. 1. How will (or will they) SLOs change with no longer having accreditation with NAEYC? The CDFS BA program SLOA's are based upon the NAEYC Standards and Competencies for Professional Development. Though the program is not Accredited through the NAEYC accrediting body, we will still base our program expectations based upon the NAEYC Standards and Competencies which are foundational for the field of early childhood in areas of core knowledge, skills, values and dispositions for all early childhood professionals.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

During the spring of 2023, The CDFS Faculty discussed student portfolios and observed weaknesses. It appears that students need to analyse and synthesize their understandings of the National Association for the Education of Young Children (NAEYC) Standards and Competencies for Professional Development, and align their knowledge with their work within the program with more strength. The faculty agree that they are seeing stronger assignment responses around all communication outcomes. The program will continue to assess communication skills embedded in the program courses listed as we have been.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

To support the need for stronger statements within the student portfolios, the CDFS faculty agreed to assign a final reflection assignment for each course taught, all students admitted to the CDFS BA are required to complete these assignments. This assignment will provide students with the opportunity to write a Standard Statement which they can include in their final program capstone ePortfolio. Students are directed to 1. Read through the student learning outcomes and aligned standards for each course, then they choose a minimum of one standard to make a personal statement about where they describe what this standard means to them and explain how this is applied in their work. They then introduce and include an artifact derived from an assignment or project that they completed within the course that semester. This was facilitated during fall of 2024 and will continue. Student feedback has been very positive. At this time, no other changes will be made to the SLOA plans within the CDFS program. Since the COVID epidemic, students are having a harder time facilitating projects of higher quality. Part of this is because early childhood programs are low staffed, so students do not have as much time for taking courses, or facilitation of involved projects. Many areas of Alaska are just seeing early childhood programs opening back up so that students have more sites to select from in the future. A new design for the courses with focused coursework is being facilitated that will support the relevant students in choosing and focusing on a relative topic, developing research questions, and creating a plan to be completed. This also includes an intentional assessment of Capstone Courses and Practicum which are included as High Impact Practices.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs. Communication outcomes in the SLOA plan are: [Embedded](#)

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? [Yes](#)

If so, please summarize what changes were made.

Response:

An assessment plan for the final practicums and ePortfolios has been added to the current 2025-2027 SLOA. Other than that addition, SLOA assessments are very close to the same with some minimal changes in grammar, and explanation of the assignment described above.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☒ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☒ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☒ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Assessment for all communication courses is embeded and will continue to be. The CDFS program intentionally assesses ePortfolios and has a plan for improvement. We have also added an intentional plan to turn around the quality we see in our practicum courses as well as opportunity for students to analyze, synthesize and respond to the NAEYC Standards and Competence for Professional Development which the CDFS program bases it's SLOA upon. This supports students in explaining and demonstrating their understandings clearly and professionally.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: [No Change](#)

Pass Rates: [No Change](#)

Student Credit Hours: [No Change](#)

Majors: [Decrease](#)

Degrees Awarded: [Decrease](#)

Other Trends (if applicable):

The faculty in the Child Development and Family Studies program is very aware that the students admitted to the program and courses has dropped. Part of this phenomenon is caused by the challenges that the early child field is having nationally during current times. It has been challenging for any form of early childhood (other sectors as well) to find qualified staff and teachers. Because of this, the staff and teachers that are employed are working in understaffed programs and do not have the time to take classes. This is slowly changing as Alaskan early childhood programs are re-opened and staffed adequately. The CDFS program head and faculty have a positive relationship with the rural head starts and stay in close contact with their training coordinators so that we are aware of their needs and can respond with relevance.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

To attract a broader range of students, the CDFS program has added courses to attract students within the areas of special education and early intervention. When UAA eliminated their special education program that focused in the area of special education, this left a big hole in needs within the state. Our plan is to develop a handful of courses that will bridge students from the BA level of education in this area to the School of Education Masters in Special Education. Because of discussions with students and what they would like to see, we feel this is a positive step to open access to a population that we have not worked with previously. We have created a marketing plan to share what our program offers in venues beyond of the Head Start programs, and are focusing our time to work with students who come in to just take a class to meet some form of job requirements as non-degree seeking to develop extended interest in the program so that they decide to admit and continue their education. One challenge is that we have had some funds for travel to access rural communities for face to face recruitment within EC programs and other venues. With the travel freeze this travel has been taken off of the table for now. Experience has shown us that our partner communities appreciate relationship, and that means spending time in their communities and programs. Without this, some of our drop in students has been because of this (out of sight, out of mind...). Another action we have taken is to facilitate some classes just for specif populations of people, for example, facilitation of intensives that contain face to face time within the rural community. These typically go well, and the organizations we are working with to provide these course offerings offer to and willingly pay for our faculty to travel and living expenses while there. We have also been offering a course on Friday mornings for the rural Head Start organizations like, TCC, Rural Cal, and Kawerak so that their staff can take courses during work time to that employment requirements are being met. All of these strategies will support additional students into the CDFS classes and program. This fall 2025 and moving into spring 2026, we have seen some new interest and admissions.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Student learning outcomes within our courses are directly related to areas of the National Association for the Education of Young Children (NAEYC) Standards and Competencies for Professional Development. Assignments for the activity and work that students complete are related to several areas of high impact practices. This allows for a relative cyclical assessment of student work and activity in regards to student learning outcomes and competencies.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

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.

How is your program related to others in the UA system?

Response:

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 early education with the purpose of Alaska Teacher Certification. UAA has been recruiting from all areas of the early childhood sector because of low enrollment numbers in their early childhood teacher certification BA

Who are your key community or external partners?

Response:

Child Development and Family Studies has a strong connection to the statewide early childhood community as well as other partnerships. We partner with several Alaskan organizations, Such as Tanana Chiefs Conference, Kawarek, Rural Cap and Fairbanks Native Association, providing strong workforce, our faculty serve on many diverse committees and boards. For example FT Faculty serve as a community representative on the Parent Policy Council for FNA. Another is a member of the Alaska SEED Council and has been part of the Alaska Early Childhood Coordinating Council (AECCC). Another area FT faculty serve in acts of service with the Alaska Baha'i community by leading Junior Youth Groups as well as a children and youth camp. During the 2024-25 AY, the CDFS program added a new partner by working with the After School Network to provide courses that relate to school aged youth focusing on out of school time, as well as accepting one other their foundational trainings (CYC) as credit by certificate.

What role do your services courses play, if any?

Response:

Child Development and Family Studies courses covers a broad set of needs in the education of professionals within Alaska. Through our practicum courses - and any course with some form of hands on lab, we are demonstrating to our students and their communities that service learning projects can provide an instructional opportunity for early childhood professionals to not only teach in integrated or experiential manner, but to also work with program administrations to problem-solve and facilitate project plans for program improvement. Students that take our classes work in the fields or continue their Masters education for the fields Social Work, Speech and Language Pathology, physical therapy human services, Montessori, infant mental health, elementary education, special education, infant and early intervention, youth development and recreational/outdoor education. Students in our courses have provided feedback that they can, and do immediately apply what they have learned with children and families.

How do your graduates succeed after leaving the program?

Response:

The CDFS Graduates are typically employed while completing the degree or they have opportunity for employment immediately after graduating. Many of the CDFS Students are meeting requirements for employment with Head Start/Early Head Start or other Early Childhood focused employment opportunities. This is a high needs educational area and our relationships along with organizational partnerships hire our students as soon as they are able.

Submitter and Collaborator Names:

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Committee Review

Program Name: Child Development and Family Studies - Bachelor of Arts
Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☒ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☒ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The program responded to the recommendations from the 2023 full-program review. Noted in the overview was the lack of alignment of the program with the AAS in Early Childhood Education, which should be scaffolded with the BA in CDFS program. Because these two programs are in different colleges (CIS and CTC), that alignment has not occurred which directly impacts students. It is highly recommended that this issue is resolved prior to the 2027 full-program review. The program also provided a response as to why their SLOs still align with NAEYC, the national accrediting organization for early childhood education. This program still aligns with NAEYC standards and competencies, despite the program not being accredited through this organization. While that is fine, there is revision that will be required for the SLOA/SLOs to better align with UAF expectations for academic program review and reporting (which has NWCCU accreditation implications). For the full-program review in 2027, should include artifacts and evidence to document meeting of all SLOs as well as documenting continuous improvement and closing of the loop.

Student Learning Outcomes Feedback

- | | |
|--|---|
| ☒ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☒ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☒ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

The program has two SLOs (the SLOA was not included in the supplementary documents folder, please do so for future for program reviews). The first SLO on communication (written and oral) is fine as written. Assessment criteria, procedures, and implementation information is noted in the SLOA, but no artifacts/rubrics or evidence (data) were included in the supplementary documents folder (this will be required for the 2027 full-program review). SLO #2 needs to be reconfigured. While following the NAEYC standards is fine (even though the program is not accredited with NAEYC), they do not follow UAF or NWCCU expectations. For example, NWCCU requires 3-6 SLOs for an academic program review that provide direct measures that students achieve upon program completion. Given that, can the seven standards listed for SLO #2 be reorganized to be sub-SLOs under two or more overarching SLOs? These could be organized by type (e.g., knowledge, practices, professionalism, etc.). That reorganization is important since the program is not accredited with NAEYC. For each of those “new SLOs”, artifacts/rubrics/instruments as well as evidence will still be required for the 2027 full-program review. The narrative overview of the SLO results was very limited relative to the amount of data and assessment that should be taking place. That needs to be addressed in the 2027 full-program review.

The program provided an overview of the curricular changes, their rationale, and the realized or potential impacts/improvements of those changes. If alignment with the AAS in ECE can be resolved, curricular revisions to both programs will be necessary despite previous efforts.

The program provided a discussion on how SLOs are reflected in the HIPs and student success data. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program provided a clear and accurate look at the Student Success Dashboard, comparing the current data with the 2023 review. Some inconsistencies in the PAIR data made it difficult to report trends with complete accuracy. The program identified no change to persistence and pass rates, but did note a decrease in majors and degrees awarded. These trends were explained, with the program noting broader national changes in the profession and the slow re-opening of early childhood programs in Alaska as contributing factors.

The program shows a strong commitment to supporting students by offering face-to-face classes in rural communities and intensive sessions for regional Head Start organizations such as TCC, RurAL Cal, and Kawerak. In this way, the program provides opportunities for working students in CDFS and is therefore seeing growing interest and enrollment.

A new marketing plan aims to reach beyond Head Start programs and attract non-degree-seeking students who may later join the program. The program also hopes to align the AAS and BA degrees under a single college to make it easier for students to move between the two and ensure a smoother, more consistent curriculum. In addition, plans to create bridge courses from the BA to a Master's in Special Education represent an innovative step that could open doors for more students and strengthen the program's reach. Including updates on these initiatives and on success for the program's marketing plan is greatly advised for the 2027 full program review.

High Impact Practices Feedback

Narrative:

There were several high impact practices checked, however, the narrative section to describe those practices was limited. Please provide more details on the labs, collaborative assignments & projects, and diving into how these HIPs help inform student learning outcomes and program design.

Reviewer Names: