General Progress for 2016:

We have continued to work on developing one common assignment for each course offered in the AAS degree. Each common assignment will have a common grading rubric. These are being developed.

We have identified 6 key assessments that we will use for the national early childhood accreditation and we are working on those rubrics first. Data is beginning to be collected on those 6 key assessments.

We have met with the local industry partners in Fairbanks and have developed a statewide advisory council that has had a couple of meetings a year to provide input and support for the program.

Faculty from the Kuskokwim campus and the Community & Technical Campus in Fairbanks, as well as from the Child Development and Family Studies program meet weekly for 2.5 hours to work on implementing these goals.

After reviewing the feedback on the program review in 2014 and the student learning outcomes in 2015 it is clear the plan will need to be revised.

Based on training and conversation with Alex Fitts, Vice Provost, Accreditation Liaison Officer & Dean of General Studies, it seems best to make the plan align with our national standards since we are collecting that data anyway.

For this report we are just reporting on the old plan and will revise it in the fall, when all faculty are available. This update is noted in red.
Outcome #1 From Assessment Plan: Students will demonstrate competence in early care and education, including core requirements

Assessment: Capstone class: Practicum with specific assignments linked to national standards

Implementation: Observation feedback by on site supervisor or faculty

Data from faculty: All AAS graduates are doing practicum and being observed by faculty or a qualified supervisor. Faculty are not comfortable that all on site observers are qualified and accurate in their assessments.

Related Conclusion: Need to make Practicum II more consistent between Rural and Urban delivery. Faculty will discuss options, including getting observations by faculty through video cameras. We are working across the state to implement the CLASS observation tool for consistency with training in Fairbanks in the fall.

UPDATE for 2016: We have significantly revised the feedback process for practicums including a rubric being used by all faculty. Faculty that do practicum observations have been trained, certified and adopted the CLASS observation standards and are integrating them into the observations. This will allow us to have quantitative data as well as the previous qualitative information.

More Data from faculty: Assignments are being linked to national standards and faculty are uniformly using the identified “common assignment” in each class, but some adjuncts may not be fully aware. Common assignments do not include common instructions nor common grading rubrics.

2016: We are working with adjuncts but they are not teaching courses that have the 6 key assessments. The priority for this year is to get the key assessments in place and to begin to gather the data for those assessments over multiple delivery modalities and by multiple instructors.

Related Conclusions: Adjunct faculty should be more informed about the purpose of the common assignments. Common assignments should also have common instructions and grading rubrics.

2016: We have met with the main adjunct faculty and included them in the development of the common assignment and rubrics for their courses. This is still in progress as we have chosen to first focus on the key assessment, which are in courses they do not teach.

Curricular changes: Faculty have agreed to develop common instructions and rubrics for the common assignments over the next year. Faculty have already shared and reviewed sample rubrics.

2016: Being done. Common assignments and rubrics are being used in 101, 104, 210, 213, 270, although data is only just beginning to be collected.
**Outcome #2 from Assessment Plan:** Graduates will find employment in the early childhood field

**Assessment:** follow up with each graduate

**Implementation:** A spreadsheet is maintained tracking graduates

**Data:** 12 AAS grads from August 2013 through May 2014; 10 (83%) were employed in EC immediately after graduation or before. 1 is not working in EC and 1 working in an elementary school as a cook. The student who is not in EC had established a different career and then, with the changes to the degree program, realized she could qualify without having to take the dreaded science course. Although she graduated, she did not want to leave her current satisfactory employment. The “cook” is using some of her ECE skills in the elementary school, including the nutrition and sanitation classes, although it is not a typical placement.

**2016:** There were 33 graduates in the AAS program between December 2014 and May 2016. Of those 30 (91%) are working in the profession. We have been unable to locate 1 graduate (3%).

Additionally 12 (40%) of the 30 who are working are also pursuing or planning to continue to a higher degree. 56% are working without current plans to get a higher degree.

**Related Conclusion:** Including the “cook” there would be 11/12 or 92% positive results.

**Curricular changes:** We need to collect the data during the final courses, not wait until the end of the year, as it becomes time consuming to “find” them after they disperse. Perhaps practicum II faculty could report this information to the administrative assistant Kelly Peissner at the end of each semester. It would be helpful if students had to identify their future plans on their graduation application.

**2016:** This outcome may be eliminated in the new plan. If we keep it, then we need to include this question in the exit interview and transfer the data back to the administrative assistant.
**Outcome #3 from Assessment Plan:** Graduates will continue on for further education in ECE or related field.

**Assessment:** follow up with each graduate

**Implementation:** A spreadsheet is maintained tracking graduates

**Data:** 12 AAS grads from August 2013 through May 2014; 3/12 (25%) are continuing to a related BA program

**2016 Data:** There were 33 graduates in the AAS program between December 2014 and May 2016. 2 (6%) are pursuing a higher degree and not working. 12 (36% of the grads) are working and also pursuing or planning to continue to a higher degree.

**Data:** With the changes to the BA some AAS student have complained they are being told they will need to take up to 21 more credits than they would have if they went straight for the BA. With nearly a full year additional year, at the cost of $4-5K more to get the AAS degree, some students are choosing to go directly for the BA instead. Others who have the AAS are choosing an interdisciplinary major instead of the BA in CDEV.

**Data:** of the 11 BA CDEV students who graduated in 2013-14, 45% did not have an AAS in ECE

**2016:** of the 14 BA graduates in the reporting period from August 2014- May 2016, 6 of them did not have an AAS degree from one of the UA campuses. This is 43%, which is comparable to the previous data.

**Data:** Recent changes to the way course can be used in the Humanities and School Science section of the BA may allow for more of the ECE AAS courses to be included in the BA CDEV without raising the number of credits or eliminating any of the BA current courses.

**2016 update:** This has not yet been implemented by UAF

**Related Conclusion:** It may be that fewer students who want the BA are coming through the AAS program. Some faculty believe this to be the case. Others are not sure this is true.

**2016 update:** Graduation numbers are strong, but this may be partly due to the launching of the AAS degree on the web, which is allowing some students to more easily access and complete courses. No conclusive data to prove it either way. An analysis of enrollments shows the web classes are bringing more students into the program than are being drawn off from the audio delivery. Many students are taking singular classes, not enrolling for the degree. This is compatible with our vision “Helping to create a world where all children attain their full potential”
and our purpose to “Inspire Excellence in Early Childhood Education”.

**Curricular changes:** May need to review other curriculum possibilities to include more AAS courses in the BA CDEV or consider interdisciplinary study options as a way for the AAS grads to use most of their courses towards their BA. May need to adjust the required courses in the AAS.

**2016:** Looking at a revision of the programs with an eye to meeting this goal has not happened and is not in future plans. More students have been looking at the interdisciplinary option for a BA.
**Outcome #4 Assessment Plan:** Each graduate will have completed requirements consistent with national standards for AAS ECE degrees

**Assessment:** Portfolios are totally linked to national standards beginning this year. We will not see those finished portfolios until these students graduate.

**Implementation:** Portfolios are being reviewed by faculty at all locations. Electronic versions that are archived may not match the hard copies that are graded.

**Data:** Portfolios of CTC graduates have been collected and archived. Rural student portfolios have been problematic due to the difficulties mailing hardcopies and/or accepting electronic versions; not all have been archived

**Conclusion:** Portfolios need to be consistent between urban and rural delivery. Electronic portfolios must match the “hard copy” to be complete.

**Curriculum changes:** Faculty need to explore options for good electronic submissions. Perhaps only grade from the electronic versions, since that is what will ultimately be archived. Students may find it is just as relevant these days to save the portfolio on the “cloud” or to a flash drive and show employers an electronic copy.

**2016 update:** We are revising the plan to be more specific to the national standards.
**Outcomes Assessment Plan #5** Graduates will demonstrate competence in the core requirement of computation and speech.

**Assessment:** assignment competencies in these areas are included in ECE coursework and have been selected as required assignments for the portfolio

**Implementation:** There will be communication between the CTC general ed program coordinator and faculty to be sure all outcomes are being met. This year we spoke directly with the instructor for ECE 117 (computation course)

**2016:** This has been an ineffective way to determine if our students are meeting criteria in these areas. There have been no conversations with the English faculty and only limited conversations with the math faculty. The plan needs to change in this area.

We have adopted basic writing standards and include these in the instructions for all courses. We have changed the requirements for most of the 200 level ECE courses (210, 230, 235, 240, 242, 270) to include English 111X or an equivalent as a pre-requisite.

It is my understanding we will not have to include this in the new plan, although we are evaluating the 5 supportive skills for our NAEYC accreditation and they speak to some of these same topics, such as written and verbal skills.

**Data:** ECE faculty have noticed students are having difficulty calculating their grades when given raw scores. BA faculty have found students are unfamiliar with APA writing standards.

**Conclusion:** Selected assignments for English and technical skills are evident in the portfolio. There should be more selected assignments to demonstrate the math skills. Improvements can be made in this area.

**Curriculum changes:** Math instructor for ECE 117 has agreed to include grade calculations in the part of the course dealing with percentages. ECE AAS faculty have identified and agreed to include APA basic format and writing standards for the common assignments. An assignment from ECE 229 including the math skills for calculating nutrition could be added to the portfolio.

**2016:** The faculty in the BA Child Development and Family Studies program have reported a significant improvement in the writing ability of students coming into their program.

The following fulltime AAS faculty discussed these topics:

I sent the draft of this report to other fulltime faculty but did not receive a response. We will meet in the fall and discuss a revised plan.