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ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026

Program(s) in the review: Infant & Toddler Development OEC, Early Childhood Development AAS, Early Childhood Education BA, Early Childhood Pre-K - Third Grade PBCT

Specialized Accrediting Agency (if applicable): National Association for the Education of Young Children Commission on the Accreditation of Early Childhood Higher Education Programs (NAEYC)

Campuses where the program is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Year of last review: The AAS was reviewed in AY2019-2020. The OEC was implemented in Fall 2021, the BA in Summer 2022, and the PBCT in Fall 2024. They have not been through the program review process.

Final decision from last review: Continuation

PROGRAM SECTION (Due on March 1)**Program Review Committee:**

Dr. Anne Ouwerkerk, Assistant Professor, ANC, Department Chair, Program Review Committee Co-Chair

Dr. Kitty Deal, Professor, KOC, Program Review Committee Co-Chair

Prof. Jenna Baldiviez, Assistant Professor, ANC

Prof. Ariane Clark, Assistant Professor, KOC

Dr. Wei Hsiao, Professor, ANC

Prof. Lynn Mayberry-Burke, Assistant Professor, ANC

Dr. Katie Archer Olson, Associate Professor, KPC

Prof. Chelsea Sohm, Assistant Professor, MSC

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: *The faculty should work with the faculty at UAF and UAS to resolve the UA College of Education structural problem.*

How do you know the recommendation has been successfully achieved? (2500 characters or less)

Following the expedited review in 2019–2020, the University of Alaska Board of Regents (BOR) rescinded the policy that created the UA College of Education at UAS. This action resolved structural issues by reestablishing independent Schools of Education (SOE) at UAA, UAF, and UAS and by creating the Alaska College of Education Consortium (ACEC) in June 2021.

A central purpose of ACEC is to “provide a formal mechanism (the ACEC Committee) to facilitate inter-university coordination and communication to meet shared goals.” To realize this purpose, the BOR established three core components of ACEC:

1. Three separate Schools of Education, one at each university, each led by a director. The "director" designation was changed to dean in Academic Year 2023.

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2. An ACEC Steering Committee composed of the three deans, one faculty representative from each university, PACE representative, ISER and system office representation.

3. A rotating chair of the ACEC Steering Committee among the three deans.

Actions taken to date (2500 characters or less)

The UAA School of Education dean and a faculty representative meet monthly with the ACEC Steering Committee. Early Childhood faculty provide input to the faculty representative regarding ACEC Steering Committee matters. Faculty members also participate in ACEC summits held during the fall and spring semesters.

Evidence of success to date (2500 characters or less)

Evidence of success to date include the following:

1) A formal structure—the Alaska College of Education Consortium (ACEC)—was established to support inter-university coordination and communication.

2) ACEC is fully operational and meets monthly to collaboratively address issues relevant to teacher education across the three Schools of Education.

3) An example of inter-university coordination during the 2024–2025 academic year includes ACEC’s development of a peer-review process for reviewing new academic programs. This process is intended to support high-quality program development while ensuring coordination and transparency across universities.

Recommendation 2: *The faculty then should work to reestablish a baccalaureate degree in Early Childhood Education, which is critical for the state and for the education of Alaska’s children. The state currently has no baccalaureate program in Early Childhood Education.*

How do you know the recommendation has been successfully achieved? (2500 characters or less)

The reinstatement of a baccalaureate degree in Early Childhood Education has been fully achieved and is demonstrated through formal approval, program launch, enrollment growth, and clear alignment with statewide workforce needs. The BA was approved in May 2022 and launched in Fall 2022, restoring a credential that had not been available anywhere in Alaska. The program now includes three concentrations: PK-3 Licensure, Professional, and Child Life Specialist. These options allow the degree to serve traditional students, working early educators, and students preparing for pediatric care roles.

Success is also evident in strong enrollment and participation from childcare workers, Head Start professionals, and registered apprentices. The BA now serves as the academic home for Alaska’s first registered apprenticeship pathway in early childhood education, with students advancing through stackable credentials toward the bachelor’s degree. Partnerships with Providence Hospital and Regional Hospital confirm that the Child Life Specialist concentration meets employer expectations and prepares students for national certification pathways.

Actions taken to date (2500 characters or less)

Faculty redesigned the BA curriculum, completed all required approvals in May 2022, and launched the program in Fall 2022. Faculty aligned the BA with stackable credentials so that apprentices can earn the Occupational Endorsement Certificate and the AAS while progressing toward the bachelor’s degree.

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Advising improvements, schedule adjustments, and targeted outreach have supported enrollment growth and student progression.

In Fall 2023, faculty added three concentrations: PK-3 Licensure, Professional, and Child Life Specialist. These concentrations ensure that the degree serves traditional students, incumbent workers, and students preparing for pediatric care roles. Faculty collaborated with Providence Hospital and Regional Hospital to align Child Life Specialist coursework with national expectations and to create a pre-internship experience that prepares students for competitive clinical placements out-of-state. To expand access for working early educators, faculty partnered with the Educator Pathways Office to integrate the BA into the statewide registered apprenticeship program, which launched in Fall 2024.

Faculty have also advanced program quality and compliance by applying for CAEP initial licensure in August 2025. The CAEP self-study is underway and will be submitted in 2027. In preparation, faculty updated all key assessments across the program and moved data collection and reporting into Watermark to support consistent scoring, documentation, and continuous improvement.

Evidence of success to date (2500 characters or less)

The BA in Early Childhood Education has shown clear and sustained growth since its launch. Enrollment has increased each term, rising from 39 students in Fall 2022 to 145 students in Fall 2025. Clinical candidates increased from 2 to 5, demonstrating expanded internship activity. These trends highlight strong student interest, successful progression through the curriculum, and renewed program stability.

The program's workforce partnerships and stackable pathways further confirm its success. A total of 117 apprentices have engaged with the program, with 69 active in Spring 2026. Of these, 41 are enrolled in the BA, 17 and 10 have earned the Occupational Endorsement Certificate while progressing toward the BA. These data show that the BA is serving both traditional students and working early educators, and that the stackable structure is functioning as intended.

The Child Life Specialist concentration has gained strong external validation through partnerships with Providence Hospital and Regional Hospital, which support aligned coursework and pre-internship preparation. With nine interns active in Spring 2026, the reinstated BA is meeting statewide workforce needs and supporting student advancement across multiple pathways.

Recommendation 3: *The budget cuts are particularly problematic for programs – like this one – that do not cover their instructional costs through tuition and rely on state appropriations through CAS. Moreover, accredited education programs require considerable faculty and staff time, and therefore, financial assistance, and expertise from a college office that is best found in a College of Education.*

How do you know the recommendation has been successfully achieved? (2500 characters or less)

The recommendation is met when the Early Childhood program demonstrates stable, sustainable funding within the School of Education, supported by enrollment growth, the strategic use of external funds, and responsible budgeting practices. Since the School of Education was reestablished as a standalone college in FY23, the college has relied on program enrollment to generate the tuition revenue needed to support operations. Early Childhood has become the primary driver of this revenue, with consistent increases in enrollment and credit hour production across multiple fiscal years. These gains have offset the loss of CAS-level cross-subsidization and have allowed the college to maintain essential instructional and support functions.

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Success is also demonstrated through the use of targeted external funds to stabilize staffing and compliance functions. TVEP funding has supported critical positions for background checks, field clearances, and apprenticeship case management, reducing pressure on the unrestricted budget. The college has also implemented structural changes to improve fiscal predictability, including the removal of course fees and the integration of mentor teacher compensation into the operating budget. These changes have created a more transparent and sustainable financial model that aligns with accreditation expectations and student affordability goals.

Actions taken to date (2500 characters or less)

The School of Education was reestablished as a standalone college in FY23, requiring the development of a new financial model that no longer relied on CAS-level support. Faculty and leadership prioritized enrollment growth in Early Childhood, which has become the college's strongest and most consistent source of tuition revenue. The program expanded access through stackable credentials, apprenticeship pathways, and partnerships with statewide employers, which increased both headcount and credit hour production.

To stabilize staffing, the college secured TVEP funding in FY23, FY24, FY25, and FY26 to support positions responsible for background checks, field clearances, and apprenticeship case management. These functions are essential for accredited programs and had previously been under-resourced. The college also piloted the removal of all course fees in FY25 to improve affordability and transparency. Mentor teacher compensation was moved onto the operating budget and funded through tuition collected from field courses. This model was refined in FY26 to ensure predictable costs and alignment with enrollment patterns.

Faculty and leadership have continued to monitor expenses, adjust schedules, and refine staffing assignments to maintain fiscal stability while meeting accreditation requirements.

Evidence of success to date (2500 characters or less)

Ledger data from FY23 through FY26 shows clear increases in tuition revenue that correspond directly with Early Childhood enrollment growth. Across multiple fiscal years, Early Childhood has generated the largest share of student credit hours within the college, and these gains have offset rising personnel costs and the loss of CAS-level support. The college's unrestricted revenue increases align with the timing of BA enrollment growth, apprenticeship expansion, and the addition of new concentrations.

TVEP funding has provided stable support for essential staff positions, reducing the burden on the unrestricted budget and ensuring compliance with background check and field placement requirements. The shift to a tuition-funded model for mentor teacher compensation has been successfully implemented, with FY26 adjustments improving predictability and aligning expenditures with actual enrollment in field courses.

The combination of enrollment-driven revenue, targeted external funding, and structural budget reforms demonstrates that the program is financially sustainable and that the college has successfully addressed the concerns raised in the recommendation.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication;**

Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)

The Early Childhood (EC) program is central to the university's mission and to the needs of its community campuses. It prepares culturally responsive, reflective, and community engaged educators who support the learning and well-being of young children and families across Alaska. By addressing regional and statewide workforce shortages, especially in rural, remote, and Indigenous communities, the program strengthens the university's commitments to access, [REDACTED] community partnership, and workforce development.

Aligned with the university's mission to serve Alaska's diverse populations and strengthen communities through education, the EC program emphasizes applied learning, community engagement, and professional preparation. Flexible delivery models, including distance learning and community-based field experiences, expand access to higher education and support place-based workforce development. Graduates serve in early learning settings such as schools, childcare centers, Head Start programs, and community organizations, contributing to the educational, social, and economic vitality of Alaska communities.

EC program embeds the university's four core competencies across coursework, field experiences, and program assessments to ensure candidates develop the knowledge, skills, and dispositions needed for effective early childhood practice.

Students build communication skills through written assignments, presentations, family engagement projects, and professional documentation. Field experiences provide opportunities to communicate respectfully and effectively with children, families, colleagues, and community partners.

Students analyze child development theories, evaluate instructional practices, interpret observational data, and design responsive learning environments. Coursework emphasizes evidence-based decision making, problem solving, and reflective practice.

The program centers culturally responsive and sustaining practices with attention to Alaska Native communities and ways of knowing. Students examine their identities and assumptions, engage with multiple perspectives, and design inclusive learning environments that honor children's cultures and languages.

Coursework and field experiences cultivate ethical practice, professionalism, and a commitment to community well-being. Candidates engage in service learning and community-based projects that reinforce their roles as emerging leaders and advocates for children and families.

3. Demonstrate program quality and improvement through assessment and other indicators.

i. OEC Infant and Toddler Development

- *1) Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of infant and toddler development; 2) Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning; 3) Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence infant and toddler's development and learning; 4) Use ethical guidelines and other professional standards related to early childhood practice; 5) Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.*

Describe your key findings for these outcomes. (3500 characters or less)

Assessment data from KA1–KA6 across the OEC, AAS, BA, and PBCT programs show that candidates consistently meet expectations for professional knowledge, skills, and dispositions. Candidates

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demonstrate strong understanding of child development and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments. Evidence from the Professional Action Plan (KA1) and Developmental Case Study (KA4) shows that candidates integrate ethical guidelines, reflect on their practice, and make informed decisions grounded in theory and research.

Candidates also demonstrate competency in building reciprocal relationships with families and communities. The School Community Study (KA2) highlights candidates' ability to analyze sociocultural contexts, engage families respectfully, and design inclusive environments that honor children's cultures and languages—critical skills in Alaska's rural and Indigenous communities.

Assessment data further show that candidates use systematic observation, documentation, and assessment strategies responsibly. The Curriculum Based Assessment Study (KA3) and Integrated Unit (KA5) demonstrate candidates' ability to collect and interpret data, design developmentally appropriate instruction, and evaluate children's learning.

Across the BA and PBCT licensure pathways, candidates demonstrate readiness for PK–3 teaching through clinical evaluations, mentor feedback, and summative assessments (KA6). Apprenticeship candidates show comparable performance, confirming the effectiveness of the SUNRAE model.

Overall, findings indicate that candidates across all four programs graduate with a coherent understanding of early childhood practice and the ability to integrate theory, research, and evidence based decision making.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

Faculty identified variability in the depth of candidates' analysis and the explicit integration of theory, research, and standards across assessments. In response, the ECE faculty implemented coordinated improvements across the OEC, AAS, BA, and PBCT programs. Rubrics were revised to include clearer, measurable descriptors aligned with updated NAEYC Professional Standards and CAEP expectations. Faculty clarified expectations for linking theory, research, and practice and incorporated more modeling and examples into coursework.

Key assessments were redesigned to improve clarity, reduce redundancy, and strengthen alignment across all four credentials. Gateway expectations were refined to ensure candidates demonstrate required competencies before advancing to upper division coursework or clinical experiences. Assignments were updated using UDL principles, and FERPA and ethical guidelines were clarified for field based work.

At the systems level, the program fully implemented Watermark SLL for key assessment collection and adopted Smartsheet dashboards to improve data accuracy, track field placements, and support apprenticeship documentation. Faculty now hold dedicated data review meetings and use a decision action record to document continuous improvement. These actions strengthen coherence, transparency, and alignment with accreditation expectations across all credentials.

Describe evidence that these actions are working. (3500 characters or less)

Subsequent assessment cycles show measurable improvement in candidate performance across the OEC, AAS, BA, and PBCT programs. Candidates now demonstrate clearer integration of theory and research, stronger instructional rationales, and more intentional curriculum design. Artifact reviews show improved depth of analysis, more explicit connections to standards, and stronger use of assessment data to inform decisions.

Faculty calibration has improved through shared rubrics, Watermark SLL scoring, and structured data review meetings. The shift to Smartsheet dashboards has increased accuracy in field placement tracking and strengthened communication with community partners, including apprenticeship sponsors.

NAEYC reaccreditation in 2025 provides external validation of program quality, noting strengths in fieldwork integration, cultural responsiveness, and candidate support. The program's response to NAEYC conditions aligns with CAEP expectations and has already resulted in clearer assessments, stronger rubrics, and more consistent data use.

Across all four credentials, candidates demonstrate stronger reflective practice, improved alignment with professional standards, and greater readiness to support young children and families across Alaska. These indicators confirm a coherent, high quality preparation system that is functioning effectively and improving over time.

ii. AAS Early Childhood Development

- *1) Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development; 2) Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning; 3) Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning; 4) Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children; 5) Incorporate knowledge of content areas to create appropriate experiences for young children; 6) Use ethical guidelines and other professional standards related to early childhood practice; 7) Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

See above.

iii. BA Early Childhood Education

- *1) Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development and learning to meet diverse children's needs; 2) Create respectful, culturally responsive relationships that support and empower families, and involve all families in their children's development and learning; 3) Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning; 4) Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children; 5) Incorporate knowledge of content areas to create appropriate experiences for young*

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children; 6) Use ethical guidelines and other professional standards related to early childhood practice; 7) Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

Describe your key findings for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

iv. PBCT Early Childhood Pre-K - Third Grade

- 1) Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development and learning to meet diverse children's needs; 2) Create respectful, culturally responsive relationships that support and empower families, and involve all families in their children's development and learning; 3) Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning; 4) Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children; 5) Incorporate knowledge of content areas to create appropriate experiences for young children; 6) Use ethical guidelines and other professional standards related to early childhood practice; 7) Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

Describe your key findings for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)

See above.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and

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meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)

The OEC and AAS programs maintain NAEYC accreditation, which affirms the coherence of the curriculum, the strength of field experiences, and the effectiveness of candidate support. The 2025 reaccreditation process validated recent improvements to assessments, rubrics, and data systems and confirmed alignment with national standards.

Program quality is strengthened through ongoing engagement with advisory groups, statewide partners, and employers. Faculty collaborate with tribal organizations, school districts, childcare programs, and healthcare partners to ensure coursework, field experiences, and apprenticeship pathways remain aligned with workforce needs. Partner feedback has informed updates to field placement processes, the expansion of apprenticeship pathways, and the development of the Child Life Specialist concentration. These collaborations ensure the curriculum remains current, culturally responsive, and grounded in Alaska's diverse early learning contexts.

Curriculum currency is maintained through regular review of key assessments, alignment with updated NAEYC and CAEP standards, and integration of Universal Design for Learning principles. Faculty have strengthened coherence across the OEC, AAS, BA, and PBCT by revising rubrics, clarifying expectations, and reducing redundancy. The adoption of Watermark SLL and Smartsheet dashboards has improved data accuracy, field placement tracking, and communication with community partners, supporting consistent evaluation of candidate performance and program effectiveness.

The programs also demonstrate innovation through flexible, stackable pathways that allow students to enter, pause, and advance through the OEC, AAS, BA, and PBCT. The integration of registered apprenticeship pathways provides paid, culturally grounded preparation that increases access for working early educators and strengthens local capacity. Online delivery, community based fieldwork, and place based design ensure that students across Alaska, including those in rural and Indigenous communities—can complete preparation while remaining rooted in their home communities.

High impact practices are embedded throughout the curriculum, including applied field experiences, reflective practice, family engagement projects, and community based learning. Distance delivered courses meet C-RAC standards through clear communication, regular instructor interaction, accessible course design, and multiple modes of engagement.

Together, these indicators demonstrate a high quality, responsive, and continuously improving Early Childhood preparation system that meets statewide workforce needs and supports student success across multiple pathways.

- c. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

See above (duplicate question).

4. Demonstrate student success and the closing of achievement gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing**

to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)

Student success across the OEC, AAS, BA, and PBCT programs is demonstrated through strong course pass rates, steady graduation patterns, and consistent candidate performance on Key Assessments aligned with the NAEYC Professional Standards and Competencies. As noted in the report, “the overall course pass rate for lower division courses is 82.8%,” and graduation data show strong persistence among non traditional learners, with full time students graduating at 79.75% and part time students at 85%. Associate graduation rates for first time, full time freshmen average 45.75% at four years and 46.6% at six years, reflecting extended timelines typical for working adult students.

Assessment findings confirm that candidates across all four programs demonstrate competency in child development, family engagement, observation and assessment, ethical practice, and reflective decision making. These results indicate that students are meeting program learning outcomes and progressing toward the ECE II competencies.

Faculty use disaggregated data to identify and close achievement gaps. Faculty noted variability in candidates’ depth of analysis and theoretical integration. In response, rubrics were revised to include clearer, measurable descriptors; expectations for linking theory, research, and practice were clarified; and key assessments were redesigned to improve clarity and reduce redundancy. Gateway expectations were strengthened to ensure students enter advanced coursework with the necessary foundation. The program also implemented Watermark SLL and Smartsheet to improve data integrity, transparency, and faculty calibration, supporting more consistent scoring and earlier identification of students needing support.

These actions, combined with expanded advising, apprenticeship supports, and community based pathways, demonstrate a comprehensive approach to improving student success and reducing achievement gaps across all credentials.

- b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

The program has examined course pass rates, graduation trends, and enrollment patterns to identify barriers affecting student progression. The School of Education maintains manageable class sizes and provides individualized outreach through office hours, email, phone calls, and proactive check ins. Faculty have strengthened collaboration with UAA support teams, faculty use progress reports, CARE referrals, and connections to tutoring, the Writing Center, Disability Support Services, counseling, and community resources.

Course scheduling and delivery have been intentionally redesigned to reduce barriers for working adults. Courses are offered in late afternoon or evening, in multiple delivery formats, and include accelerated 8 week options. The program also strengthened course sequencing by adding EDEC A242 as a prerequisite

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for upper division coursework and redistributing key assessments to balance workload. These changes directly address barriers, including uneven preparation and inconsistent expectations across sections.

The program also implemented structural improvements aligned with national models such as Purdue IMPACT. These include redesigning assignments using UDL principles, clarifying FERPA and ethical guidelines for fieldwork, and updating the Field Placement Handbook to ensure consistent expectations for candidates, mentors, and supervisors. The adoption of Watermark SLL and Smartsheet further supports student progression by improving data accuracy, enabling earlier intervention, and strengthening communication with apprenticeship sponsors and field sites.

These efforts have resulted in improved consistency in candidate performance, stronger integration of theory and research, and more intentional curriculum design, demonstrating that the program is effectively addressing barriers to student success.

- c. **Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

Multiple indicators demonstrate strong student success across the OEC, AAS, BA, and post baccalaureate certificate programs. The ratio of out of discipline credit hours declined from 43% in 2021 to 28% in 2023 and 2024, reflecting improved advising, clearer degree pathways, and stronger curriculum sequencing. The increase to 43% in 2025 is attributed to part time attendance patterns, expanded dual credit participation, and the use of EDEC A105 and A107 as general education or dual credit courses.

Continuation trends also reflect program availability and workforce conditions. Graduates pursuing additional education remained steady in 2021 and 2022, declined in 2023 and 2024 due to economic pressures and immediate employment opportunities, and increased again in 2025. The temporary decline aligns with the period when the Bachelor's degree was not offered. The reinstatement of the BA and the post baccalaureate certificate in Early Childhood Education, combined with strengthened advising and apprenticeship pathways, has renewed student interest in advancing their education.

Employment outcomes remain strong across all credentials. Many OEC and AAS graduates enter the workforce immediately due to agency requirements and district hiring needs. State regulations requiring six early childhood credits for individuals hired to teach in early learning settings also contribute to early employment before degree completion. Apprenticeship data show that 60% of SUNRAE apprentices identify as Alaska Native and 14% as male, exceeding national averages and strengthening representation in the early childhood workforce.

Revitalized partnerships with school districts, tribal organizations, and early childhood agencies have expanded employment pipelines and increased opportunities for students to transition into the BA and post baccalaureate programs. Collectively, these indicators demonstrate strong student success, meaningful workforce impact, and alignment with statewide early learning needs.

5. Demonstrate demand for the program.

- a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours,**

Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)

Current-year data demonstrate strong and growing demand for UAA's Early Childhood programs. The ratio of out-of-discipline credit hours increased to 43% in 2025, returning to earlier levels after two years at 28%. This rise reflects expanded dual-credit participation, increased enrollment in EDEC A105 and A107 by high school and non-EC majors, and the program's growing role as a service provider for other disciplines. The earlier decline in 2023–2024 was tied to improved advising and clearer sequencing that encouraged earlier enrollment in major coursework.

Demand is further evidenced by significant enrollment growth. The BA in Early Childhood Education increased 272% over three years, from 39 students in Fall 2022 to 145 in Fall 2025, including many working professionals already serving children and families statewide. Three statewide initiatives are driving this growth: Sprout Scholars, which funds early educator preparation; Registered Apprenticeships, now supporting nearly 80 apprentices (64% Alaska Native, 14% male); and Project YETI, a new pre-apprenticeship and dual-enrollment pathway for high school students. These initiatives expand access, diversify the workforce, and strengthen the pipeline into the OEC, AAS, and BA programs.

The number of graduates continuing their education increased from 6 in 2024 to 9 in 2025, and the number returning to UAA for an additional program rose from 5 to 7, reflecting renewed confidence in UAA programs and strengthened district partnerships. Earlier declines were influenced by workforce pressures, alternative credential pathways, and the temporary suspension of the BA program (2019–2022).

To support rising demand, the program updated degree maps, clarified sequencing, expanded flexible course formats, and hired a full-time Field Placement Coordinator. These actions ensure students can progress efficiently while meeting Alaska's growing need for a well-prepared early childhood workforce.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)

The Productivity and Efficiency metrics for AY2025 show an Early Childhood program that has stabilized after post COVID fluctuations and is now demonstrating steady growth, rising instructional demand, and strong statewide impact. Between AY2021 and AY2025, 28 students earned the OEC in Infant and Toddler Development and 35 earned the AAS in Early Childhood Development. The OEC shows expected fluctuation following its 2021 launch—beginning with one completer, rising to nine in AY2022, dipping to two in AY2023, and increasing to six in AY2024 and ten in AY2025. The AAS shows a similar pattern, with nine graduates in AY2021 and AY2022, a temporary decline to three in AY2023, and a rebound to eight in AY2024 and six in AY2025. These trends reflect stabilizing enrollment, strengthened advising, and growing workforce demand.

Student Credit Hours per Full Time Equivalent Faculty (SCH/FTEF) increased from 282.3 in AY2024 to 296.2 in AY2025, continuing a multiyear upward trend and representing a seven percent increase over five years. After a brief decline in AY2022, SCH rose sharply in AY2023 and has remained high, driven by strong demand across community campuses, apprenticeships, and dual credit pathways. Faculty FTE increased from three in AY2021 to five in AY2025, with adjuncts added as needed. Faculty have also carried overloads and larger class sizes to support student progression.

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Full Time Equivalent Students per Full Time Equivalent Faculty (FTES/FTEF) rose from 9.65 in AY2024 to 9.87 in AY2025, the highest level in five years. FTES increased seven percent from AY2021 to AY2025, with the most significant growth between AY2022 and AY2023, when FTES rose 26.9 percent. Because many Early Childhood students are part time or begin as non degree seeking, the number of individuals served is substantially higher than FTES reflects.

Additional indicators reinforce program productivity. Enrollment in the BA in Early Childhood Education grew from 39 students in Fall 2022 to 145 in Fall 2025, a 272 percent increase. Apprentices now comprise one third of School of Education undergraduates, with 60 percent identifying as Alaska Native and 14 percent as male. Dual credit participation has expanded statewide, with more than 40 high school students completing coursework between Fall 2023 and Spring 2025. These pathways directly contribute to rising SCH, FTES, and credential production.

To meet increasing instructional demand, the program has updated degree maps, clarified sequencing, expanded flexible course formats, increased full time faculty, strengthened advising, and hired a full time Field Placement Coordinator to streamline placements. Between 2020 and 2025, faculty and staff secured more than \$1.4 million in external funding, including SEASTAR, Perkins YETI, the SAEF Apprenticeship Grant, and Munartet Project Grants, expanding statewide pathways, reducing barriers, and directly supporting program productivity and efficiency.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)

Extramural funding has significantly strengthened Early Childhood Education pathways across the OEC, AAS, BA, and post baccalaureate certificate programs. Between 2020 and 2025, the program secured more than \$1.4 million in external support through grants such as SEASTAR, Perkins YETI, the SAEF Apprenticeship Grant, Munartet Project Grants, and funding from the Alaska Department of Health and private foundations. These investments have expanded statewide access to early childhood coursework, supported dual credit and apprenticeship pathways, and reduced financial barriers for students entering the field. Funding has also supported key staffing roles, including the Apprenticeship & Accreditation Coordinator, and strengthened partnerships with districts, tribal organizations, and early childhood agencies.

Extramural support directly enhances student learning and professional preparation. Grant funding provides tuition assistance for high school dual credit students and Sprout Scholars, supports apprentices completing coursework while employed, and enables students to participate in professional conferences and statewide early childhood events. These opportunities expand access for rural and Alaska Native students, deepen engagement with community partners, and reinforce the program's commitment to culturally responsive, place based educator preparation. Collectively, these investments increase student success, strengthen workforce pipelines, and contribute to rising SCH, FTES, and credential production across all program levels.

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)

The UAA Early Childhood Education program is unique in the UA system for its place based, culturally responsive design and its flexible, stackable pathways that serve Alaska's diverse early learning workforce. Students can enter, pause, and advance through Occupational Endorsement Certificates, the AAS, the BA, the PK-3 licensure pathway, and the post baccalaureate certificate, aligning their education with work, family,

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and community realities. This flexibility is essential in a state where many students are already employed in early childhood roles while navigating geographic and personal constraints.

The program integrates apprenticeship pathways, online delivery, and community based field experiences so students can remain employed and rooted in their home communities. Partnerships with tribal organizations, school districts, and early childhood agencies create paid, culturally grounded apprenticeship routes that strengthen local capacity and increase representation. UAA is also expanding its pre-Child Life Specialist and Early Childhood Professional pathways to meet Alaska's growing need for practitioners across healthcare, early intervention, and community settings.

UAA's approach centers on collaboration rather than duplication across the UA system. The 2+2 partnership with UAF and UAS allows students to complete an AA with an education emphasis at any UAA community campus and then transfer seamlessly to UAF or UAS for a BA in elementary or special education. This coordinated statewide pathway expands access to teacher preparation while honoring Alaska's cultural and geographic

Systemwide coordination is supported through shared advising pathways, common degree maps, and regular communication among education coordinators. Faculty and staff at Kenai Peninsula College, Kodiak College, and Mat Su College work closely with UAA, UAF, and UAS to ensure consistent messaging, accurate transfer evaluation, and early identification of student needs. Together, the UA system functions as a complementary ecosystem dedicated to preparing highly trained, culturally responsive early childhood, elementary, and special education professionals for Alaska.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)

The UAA Early Childhood Education program has several key strengths that position it as a statewide leader in preparing culturally responsive early childhood professionals. A primary strength is its ability to serve both traditional and non-traditional students across Alaska's vast and culturally diverse landscape. The program aligns with national standards while offering meaningful field based experiences that honor the cultural identities, community knowledge, and regional contexts of the children and families candidates will serve. Deeply connected to Alaska's cultures and shaped by the environments in which students live and work, the program integrates Indigenous knowledge and community values throughout coursework and field placements. This ensures learning is relevant, affirming, and grounded in the strengths of Alaska's children, families, and communities.

A second major strength is the program's structured and comprehensive academic preparation. Courses are sequenced to build expertise in child development, culturally responsive pedagogy, family engagement, inclusive practices, early literacy, and content specific instructional methods. Practicum and student teaching experiences further prepare candidates to create supportive, developmentally appropriate, and culturally sustaining learning environments for children from birth to age eight. Over the past four years, the program has transitioned from legacy coursework to updated courses aligned with current NAEYC Professional Standards and Competencies and the InTASC Model Core Teaching Standards. This work is supported by ongoing curricular mapping, strengthened gateway processes, and a fully implemented Quality Assurance System that uses Watermark SLL, Smartsheet, and institutional data systems to guide continuous improvement.

The program's flexibility and responsiveness to workforce needs represent another significant strength. UAA offers multiple stackable entry and exit points—from Occupational Endorsement Certificates to the AAS, BA, PK-3 licensure, and post baccalaureate options—allowing students to enter, pause, and advance based on

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personal, community, and employment needs. Enrollment trends reflect the success of this approach: BA enrollment increased from 39 students in Fall 2022 to 145 in Fall 2025, including 48 apprentices. Apprentices now comprise one third of School of Education undergraduates, with 60 percent identifying as Alaska Native and 14 percent as male. These pathways expand access, diversify the workforce, and strengthen local capacity across rural and urban communities. The program is also strengthening its pre–Child Life Specialist and Early Childhood Professional pathways to meet Alaska’s growing need for practitioners who support children and families across healthcare, early intervention, and community settings.

Finally, the program benefits from a dedicated and expanding faculty team across Anchorage, Kodiak, Kenai Peninsula, and Mat Su campuses. Faculty expertise, collaborative advising structures, and strong partnerships with tribal organizations, school districts, and early childhood agencies ensure that students receive consistent, high quality preparation regardless of location. Significant extramural funding—over \$1.4 million between 2020 and 2025—further strengthens program capacity, supports apprenticeships and dual credit pathways, and enhances field experiences.

Action Steps for Improvement:

Strengthen student progression and completion: Continue refining degree maps, advising structures, and gateway processes to support timely progression, particularly for part time, working, and rural students.

Expand culturally grounded field experiences: Deepen partnerships with tribal organizations, early childhood agencies, and rural districts to increase access to high quality, community anchored practicum placements and mentorship.

9. **Over the past two years programs and colleges conducted a comprehensive review of all fees. Moving forward, per the [UAA Course Fee Policy](#), programs conduct a comprehensive review and re-approval of all course fees as part of the cyclical Academic Program Review process. The college’s strategic budget officer will conduct a review, and the dean will review the results and work with the program on any changes. The authorized lead, per the Course Fee Policy, will submit forms for each fee, whether to delete, retain, or change the fee. Forms are due to OAA by the regular February 15 deadline.**

What was the general outcome of the comprehensive fee review? (2500 characters or less)

The comprehensive review determined that the program no longer requires course fees. Faculty approved discontinuing the single existing \$50 arts supply fee, and there are no remaining fees associated with the program. Moving forward, the program will continue to review fees in alignment with the UAA Course Fee Policy as part of the regular Academic Program Review cycle.

Committee chair first name last name: Anne Ouwerkerk

Date: 4/16/2026

END OF PROGRAM SECTION

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DEAN SECTION (Due on April 1)**1. Evaluation of Progress on Previous Recommendations**

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)

Recommendation 1: The faculty should work with the faculty at UAF and UAS to resolve the UA College of Education structural problem. Recommendation has been met.

The University of Alaska Board of Regents resolved the structural problem by rescinding the policy that created the UA College of Education at UAS and formally establishing the Alaska College of Education Consortium (ACEC) in June 2021. This action restored independent Schools of Education at UAA, UAF, and UAS while creating a formal inter-university coordination structure.

ACEC is fully operational, with the UAA School of Education dean and a faculty representative participating in monthly Steering Committee meetings. Early Childhood faculty contribute through their faculty representative, serve on subcommittees, and participate in biannual ACEC summits. A concrete example of productive inter-university coordination during AY2024-2025 is ACEC's development of a critical-friend review protocol for new academic programs, demonstrating the consortium's capacity to advance shared goals collaboratively and transparently.

Recommendation 2: The faculty then should work to reestablish a baccalaureate degree in Early Childhood Education, which is critical for the state and for the education of Alaska's children. The state currently has no baccalaureate program in Early Childhood Education. Recommendation has been met.

The BA in Early Childhood Education was approved in May 2022 and launched in Fall 2022, restoring a credential that had been unavailable anywhere in Alaska since 2019. The program now offers three concentrations — PK-3 Licensure, Professional, and Child Life Specialist — serving traditional students, working early educators, and students preparing for pediatric care roles.

Enrollment growth confirms sustained demand: the BA grew 272% over three years, from 39 students in Fall 2022 to 145 in Fall 2025. The program serves as the academic home for Alaska's first registered apprenticeship pathway in early childhood education, with apprentices now comprising one-third of School of Education undergraduates, 60% of whom identify as Alaska Native. External validation through hospital partnerships supporting the Child Life Specialist concentration further confirms the program is meeting statewide workforce needs. The CAEP initial licensure self-study is underway, with submission expected in 2027.

Recommendation 3: The budget cuts are particularly problematic for programs – like this one – that do not cover their instructional costs through tuition and rely on state appropriations through CAS. Moreover, accredited education programs require considerable faculty and staff time, and therefore, financial assistance, and expertise from a college office that is best found in a College of Education. Recommendation has not been met.

The reestablishment of a standalone School of Education in FY23 addressed the structural concern about program oversight, and Early Childhood enrollment growth has increased tuition revenue. However, the underlying fiscal problem that the recommendation identified persists. The SOE operates under an incremental budget model in which approximately 35% of expenses are covered by General Fund allocation; the remainder must be generated through tuition. The program has not reached full cost recovery, and the college continues to carry structural deficits. FY26 is an active expense-reduction year.

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TVEP funding and enrollment-driven revenue gains have provided meaningful stabilization, and the direction of progress is positive. Continued growth in apprenticeship enrollment and stackable credential pathways offers a realistic path toward greater sustainability. However, long-term financial stability remains contingent on sustained enrollment growth and external funding, both of which carry inherent risk. System-level attention to the resource requirements of accredited educator preparation programs remains warranted.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program (2000 characters or less)

The Early Childhood program is not simply one program among many in the School of Education. It is the college's core program and its primary engine. Education courses have been part of this institution since Anchorage Community College opened in 1954, and the early childhood program has grown from that foundation into the largest driver of student credit hours and tuition revenue in the SOE. Today it serves traditional students, incumbent workers, apprentices, and dual enrollment high school students across urban, rural, and remote communities, advancing UAA's mission of access and workforce development. With NAEYC accreditation, a statewide apprenticeship pathway, and growing partnerships with hospitals and community organizations, the Early Childhood program is central not only to the college's identity but to Alaska's early learning workforce pipeline.

3. Program Quality and Improvement (2000 characters or less)

The Early Childhood faculty have demonstrated sustained commitment to program quality through rigorous alignment with NAEYC Professional Standards and CAEP initial licensure expectations. Revising rubrics, redesigning key assessments, implementing Watermark SLL to ensure data integrity, and strengthening gateway processes constitute a significant and ongoing body of faculty-driven work that positions the program well for the 2027 CAEP self-study submission.

Particularly noteworthy is the faculty's development of a portfolio-based assessment option for registered apprentices. Creating a pathway that honors the professional experience apprentices bring while maintaining the integrity of key assessments was a complex undertaking. The result is a system in which there is no discernible difference in the type or quality of assessment evidence collected across candidate pathways. This reflects both faculty creativity and their commitment to ensuring that flexibility never comes at the expense of rigor. Assessment data confirm that candidates across all pathways are meeting program learning outcomes at comparable levels, demonstrating that the quality assurance system is functioning as intended.

4. Student Success and the Closing of Achievement Gaps (2000 characters or less)

Student success in the Early Childhood program reflects both strong candidate performance and a deliberately integrated support structure. Course pass rates and graduation data demonstrate that students are meeting program learning outcomes and progressing toward credentials, with assessment findings confirming consistent competency in child development, family engagement, observation and assessment, ethical practice, and reflective decision-making.

What distinguishes this program's approach to student success is the integration of academic, advising, and student support functions. Advising participates in biweekly Student Success meetings with SOE staff and select faculty, ensuring that student progress is monitored collaboratively rather than in silos. The UAA Care Team has presented directly to faculty, equipping them to recognize when and how to activate student support services. Early identification and intervention happen at the course level, not only through administrative channels. A dedicated Educator Pathways Manager provides high-touch individualized support to registered apprentices, a model that is resource-intensive but demonstrably effective in supporting persistence and progression for a

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population that would otherwise face significant barriers. Flexible scheduling, multiple delivery formats, and a dedicated Field Placement Coordinator further reduce barriers for working adult learners.

5. Demand (2000 characters or less)

Demand for the Early Childhood program is strong and, in several respects, surprising. BA enrollment has grown 272% over three years. Summer headcount is up 20%. Dual enrollment participation through the Youth Early Teaching Initiative (Project YETI) has drawn interest from more than 100 high school students, with 30 enrolling in early childhood coursework, a figure that reflects both strong school partnerships and deliberate messaging about the childcare crisis Alaska faces. The Strategic Use of Nationally Registered Apprenticeships for Educators (SUNRAE) pathway continues to grow, with apprentices now comprising one-third of SOE undergraduates.

These gains are real, but they are not acontextual. Nationally, higher education enrollment trends are moving in the opposite direction, and UAA is not immune. First-time freshman applications are down 18.4%, and admissions are down 28.9% compared to this time last year. The program's current enrollment strength is attributable to targeted initiatives, community partnerships, and workforce-aligned messaging rather than a rising demographic tide. Sustaining this trajectory will require continued investment in the partnerships and apprenticeship infrastructure driving it. The program is actively working to convert pipeline interest into enrolled students, including through open house outreach to local high schools.

6. Productivity and Efficiency (2000 characters or less)

Productivity and efficiency metrics reflect a program in steady, sustainable growth rather than artificial inflation. Student Credit Hours per Full-Time Equivalent Faculty have increased consistently, rising to 290 in AY2025, and Full-Time Equivalent Students per Full-Time Equivalent Faculty reached its highest point in the five-year reporting period. Early Childhood accounts for the largest share of student credit hours within the SOE and remains the college's primary driver of tuition revenue.

Completer data tell an equally important story. In only the fourth year of the reinstated BA, the program is producing five completers in each of the licensure and professional concentrations. These are not large numbers, and they should not be represented as such. They are the expected output of a program building a pipeline deliberately and with integrity. The apprenticeship pathway and the Child Life Specialist concentration are all still in early stages of full cohort progression. AY2026 completer data will be the first meaningful indicator of pipeline maturity. The trajectory is promising, but the program and college are appropriately measured in their projections.

7. Duplication and Distinctiveness (2000 characters or less)

The UAA Early Childhood program is the only early childhood educator preparation program in Alaska with specialized accreditation. UAF's Community and Technical College offers associate-level and sub-associate credentials in early childhood education that serve an important role in the workforce, and UAA's stackable credential structure is designed to complement rather than duplicate that work.

UAA is the only institution in Alaska offering a baccalaureate degree in early childhood education that leads to PK-3 licensure, a post-baccalaureate certificate, a registered apprenticeship pathway, and accredited preparation aligned with both the NAEYC Professional Standards and CAEP initial licensure expectations. The program's hospital partnerships, culturally responsive design, and statewide apprenticeship infrastructure serve a scope and population that no other institution in Alaska is currently positioned to serve. These are not competing programs. They represent different levels of a coordinated ecosystem, with UAA anchoring the upper-division and licensure-preparation end of the continuum.

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8. Strengths and Ideas for Moving Forward (2000 characters or less)

The defining strength of the UAA Early Childhood program is relational. Twenty-one tribal organizational relationships and more than 120 partnership agreements with school districts, Head Start programs, medical offices, and community agencies do not happen by accident. They are the result of sustained, trust-based engagement built over time by faculty and staff who prioritize community connection as a professional and ethical commitment rather than an enrollment strategy. These relationships are what make the apprenticeship model work, what grounds field placements in authentic community contexts, and what gives the program its credibility with the employers and organizations that hire its graduates.

That relational culture extends inward as well. Faculty work integratively with advising and student support staff, participate in shared governance of student success processes, and have engaged seriously with the complex work of aligning assessments across candidate pathways without sacrificing rigor. The program has navigated NAEYC reaccreditation, CAEP preparation, curriculum redesign, and apprenticeship expansion simultaneously, largely because the people doing that work trust each other and share a common purpose.

Continued attention to completer growth remains warranted as the pipeline matures. The program's continuous improvement processes are active and data-informed and will likely generate recommendations in the coming review cycle.

9. Comprehensive Fee Review (2000 characters or less)

The comprehensive fee review resulted in the elimination of all course fees across the Early Childhood program, consistent with a college-wide decision to remove all course fees. This reflects a deliberate commitment to affordability and access for students who are, in large part, working adults, apprentices, and community members for whom cost is a real barrier. The college is proud of this outcome. No fees remain, and no new fees are anticipated.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 2000-character limit)

Relational Infrastructure: The program has built and sustained 21 tribal organizational relationships and more than 120 partnership agreements with school districts, Head Start programs, medical offices, and community agencies. This is an exceptional achievement that anchors the program's cultural responsiveness, field placement quality, and apprenticeship model. It reflects years of trust-based engagement that cannot be replicated quickly and should not be taken for granted.

Apprenticeship Innovation: The SUNRAE pathway represents a genuine programmatic innovation with statewide workforce implications. Sixty percent of apprentices identify as Alaska Native and 14 percent as male, demonstrating that this model is reaching populations traditional higher education has not. The first apprentice is expected to graduate and be licensed in May 2026.

Assessment Integrity Across Candidate Pathways: Faculty developed a portfolio-based assessment option for apprentice candidates that maintains full integrity of key assessments. There is no discernible difference in the type or quality of evidence collected across candidate pathways. This is rigorous, creative work that directly supports NAEYC and CAEP expectations.

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I recommend that the program: (number and list the specific recommendations in the narrative box, 2000-character limit)

Sustain Grant-Funded Positions Through Diversified Funding: The Partnerships and Placements Manager and Educator Pathways Manager are both outcomes of successful TVEP proposals that are essential to program operations. Together, they support nearly 200 undergraduates through background checks, field placements across 12 courses, practicum and internship coordination, DEED Student Teaching Authorizations, and high-touch apprentice advising for 70 apprentices. These are not enrichment positions. They are load-bearing infrastructure. The program cannot sustain current enrollment, expand apprenticeship capacity, or maintain partnership agreements without them. The college and university should prioritize identifying sustainable funding sources for these positions before grant funding expires.

Align Staffing Capacity with Enrollment Growth: The program is at staffing capacity. A support specialist is being added to assist with apprentice caseload, but the current staffing model cannot absorb continued enrollment growth without degrading the quality of student support that drives the program's outcomes. Any expectation of enrollment expansion must be accompanied by a corresponding investment in operational staffing.

Address the Structural Budget Gap: The program generates the largest share of tuition revenue in the SOE, yet the college continues to operate with a structural deficit. Enrollment growth alone cannot close this gap. System-level attention to the resource requirements of accredited educator preparation is warranted.

Dean's overall recommendation to the provost: Enhancement -- Program will be enhanced with additional resources.

If an Interim Progress Report is proposed, recommended year: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2033

Dean first name last name: Tonia Dousay

Date: 4/16/2026

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

Yes

Optional Response: (10,000 characters or less)

In addition to the significant growth and development of our apprenticeship program, faculty should be commended for their sustained commitment to advancing the quality and effectiveness of our academic pathways. Through curriculum updates, assessment refinements, enhanced data infrastructure, strengthened student support systems, and regular faculty collaboration, the department has demonstrated a sustained commitment to

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improving program coherence, candidate preparation, candidate support, and overall quality as the program continued to grow.

Committee chair first name last name: Anne Ouwerkerk**Date:** 4/16/2026**END OF PROGRAM OPTIONAL RESPONSE SECTION**

PROVOST SECTION (Due on August 1)**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

I agree with the dean's commendations, and would like to call out in particular the way the program faculty worked collaboratively across campuses to complete this review.

I also agree with the dean's recommendations, but would combine #2 and #3 into one recommendation, i.e., align staffing capacity with enrollment growth as part of the SOE's continued focus on closing the structural budget gap.

In addition, the programs will want to address minor curricular issues in the next 2026-2027 academic year, such as contact hour calculation and clear messaging to students, possible hidden prerequisites, listing specific courses as electives, and ensuring stacked courses follow current UAA practice. The program will want to meet with the senior vice provost early in Fall 2026 to map out a plan for these updates.

While I generally agree with the dean, I am changing the final decision to continuation. Should the program continue to grow, I fully support exploring the addition of faculty lines.

Finally, I want to thank the program for the comprehensive review of course fees as part of this Program Review process. The program determined that course fees were not needed and deleted the 2 course fees related to the program. Controlling costs to students is a significant part of UAA's affordability initiative, and I wish to thank the program for its efforts in this area.

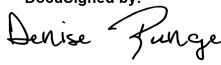
Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report: Select N/A or Academic Year.

Follow-up Program Review: Select N/A or Academic Year.

Next regular Program Review: AY2030

Provost's signature:

DocuSigned by:

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Date: June 26, 2026