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2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/14/2022

Submitted by: Hilary Seitz, Professor of Early Childhood, AAS Early Childhood Development

Program(s) covered in this report: Early Childhood Development AAS

If you selected "Other" above, please identify. (100 characters or less)

College: School of Education

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

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

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)** The program did not identify an example last year.
- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**
The program would like to identify EDEC A295 Early Childhood Practicum and ePortfolio assignment as an intentionally designed assignment to develop this core competency.

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**
Students in the AAS would say they have many opportunities to learn about effective communication and that it is scaffolded in the different classes. For example, students are expected to develop a professional ePortfolio in EDEC A292/EDEC A295. Students create an eportfolio with written narratives, videos, and reflections. This is scaffolded in prior courses where students learn and use other forms of communications to reflect on professional behavior and communication skills.
- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**
The professional ePortfolio mentioned above is a good example of an intentionally designed assignment/activity to showcase student learning.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Below are two of the Student Learning Outcomes for the AAS program:



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- 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.
- Use ethical guidelines and other professional standards related to early childhood practice.

Students MET Faculty expectations in regards to the communication competency. Students created a professional portfolio with written and oral materials.

3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

The Program faculty meets regularly (every two weeks) to discuss courses, assignments and student successes and challenges. At the end of each semester, faculty identify ways to support students that have additional needs or need further scaffolding.

The AAS program is accredited through the National Association of Education of Young Children. We have seven professional standards that our students must provide evidence for meeting the standards. We have an alignment chart with the professional standards, the program competencies, and key assessments. The key assessments have clear rubrics where multiple faculty evaluate assignments for validity and reliability. We review the data ongoing and submit an annual report.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

All AAS completers met or exceeded the six key assessment on our annual review for our accreditation.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less) After review of the data, we learned we need to provide clearer directions/demonstrations/tutorial for some of the key assessments particularly with the professional eportfolio in EDEC A292/295. We revised some of the assessment instructions.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes



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- ☒ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☒ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY22.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

Based on our NAEYC report findings including review of the data and assessment results, the AAS program is doing well. All comments/reviews have been positive for our program (in the NAEYC report).

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

DEAN SECTION (Due to the program on January 15)

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)

It may help to see the other PSLOs on future reports so that the narrative clearly connects the six key assessments used by the program to assess outcomes and inform decisions based on assessment results.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The Early Childhood Education program faculty meet biweekly and integrate ongoing discussions over



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assessments into regular activities. Additionally, they currently hold assessment workshops every six to eight weeks to strategically attend to designing assessments in data collection systems to enhance data integrity and reference.

Dean's signature:



DS
TD

Date: 1/16/2023