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, OEC Infant and Toddler Development

Program(s) covered in this report: Infant & Toddler Development OEC
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): N/A
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: Courses are part of the AAS in Early Childhood Development, which holds specialized accreditation through the National Association for Education of Young Children.

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)*
  This is our first submission of this report. The OEC was approved 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 A108 Health, Nutrition, & Wellness for children as an intentionally designed course with intentionally designed assignments to support professionalism, promote personal flourishing, and community engagement.

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 OEC would say they are learning about theories of young children while learning how to implement and practice these approaches in real settings. An example is in EDEC A107 Child Development and Learning, students learn about the areas of development cognition, they review the Alaska Early Learning Guidelines then they do an observation of a child and see what cognitive development looks like.

- **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)*
  One intentionally designed course that provides students an opportunity to develop personal, professional and community responsibility is EDEC A108 Health, Nutrition, and Wellness for children. Students learn about different wellness policies to address with families, children and educational settings. While learning about best practices in these settings, students must also reflect on these practices for themselves through personal health challenges each week.

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.
   Students MET Faculty expectations regarding the communication competency. Students created a case study on an infant or toddler in EDEC A241 Infant and Toddler Development and in EDEC A108

Health, Nutrition and Wellness student created a handbook. Both assignments include 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. Input from community partners about their expectations for workforce development also plays a role in our assessment development and expectations.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
The OEC is an entry level certificate to provide workforce with some foundational knowledge about development of children and professional practices. This is a pathway to the AAS and the BA. Many of the students are first generation college students needing additional supports at the university level (system) for success.

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)*** This is our first year offering the OEC. No recommendations at this time.

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
☐ 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)***

   No, this is the first year we have implemented the program.

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)***

   As the Early Childhood Education program continues to review program assessments with attention on seeking specialized accreditation from the Council for the Accreditation of Educator Preparation (CAEP), ongoing assessment design and piloting will impact OEC assessment and conclusions. It may be challenging to disaggregate assessment data and relative conclusions based on student enrollment in the OEC, AAS, or BAEC. Thus, clear alignment across program outcomes will aid in drawing holistic reflections.

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 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: _____   **Date:** 1/16/2023