

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 11/15/2024

Assessment Plan covered in this report: Early Childhood Education BA

College: School of Education

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

Submitted by: Jenna Baldiviez, Assistant Professor of Early Childhood Education

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

The EC-BA program admitted its first students in AY22-23, and no formal data was collected and analyzed for the SLOs. Faculty engaged in informal conversation about SLOs.

- 2. Describe what your assessment process was last year 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. (1000 words or less)**

Data was to be analyzed to identify trends and areas for improvement within the program. The intention was to foster collaborative discussions among all instructors teaching these courses to ensure a comprehensive understanding of the findings and to facilitate collective improvements to the curriculum. However, the situation was complicated due to the loss of one of the two faculty members responsible for the BA courses, which hindered the planned collaborative dialogue.

In light of this challenge, the remaining faculty member engaged in individual reflection on the data collected and the implications for teaching and learning. This reflection led to a thoughtful analysis that was subsequently shared with the dean.

- 3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

In our recent conversation about the Early Childhood Bachelor of Arts (EC BA) program, we found that students are successfully meeting the Student Learning Outcomes (SLOs) established for the curriculum. This achievement indicates that our instructional strategies and assessment methods are effectively guiding students towards the desired competencies. However, we need to analyze these findings further and in a more formal manner. We will be looking to increase the number of full-time

faculty teaching EC BA courses, updating our SLOs/Key Assessments to the updated NAEYC and InTASC Standards, and developing a system and culture of collaborative reflection.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

In our ongoing efforts to improve student learning outcomes within the Bachelor of Arts (BA) program, we are implementing a series of strategic actions aimed at fostering a robust educational environment. A key recommendation is the commitment to having full-time faculty teach the majority of the BA courses. This approach not only enhances continuity in teaching but also ensures that faculty members are deeply invested in the curriculum and student success. Increased involvement of full-time faculty is expected to lead to more cohesive instruction, greater engagement in the classroom, and an overall enhancement in the quality of education provided.

An additional action step we will be taking is working to establish a culture of reflection. By establishing a systematic culture of reflection, we aim to create ongoing opportunities for faculty to review Student Learning Outcomes (SLOs) and make necessary adjustments. This reflective practice is essential for cultivating an adaptive learning environment that responds to student needs. Steps have already been taken toward establishing this culture, including EC Summits being hosted in the spring and winter of this academic year.

In light of recent faculty discussions regarding the early childhood education curriculum, it has become evident that updates are necessary to align with the evolving standards set forth by the National Association for the Education of Young Children (NAEYC). The transition from the NAEYC 2010 standards to the NAEYC 2020 standards, alongside the InTASC standards, emphasizes a more comprehensive approach to key assessments. This update is not only a response to the changing landscape of early childhood education but also a commitment to enhancing the quality of educational practices. Faculty members highlighted the importance of integrating these updated standards into our curriculum to ensure that future educators are equipped with the latest knowledge and skills necessary for fostering children's development.

As we move forward, the focus will be on revising key assessments to reflect these updated standards, ensuring that they are relevant and effective in measuring student learning outcomes. Embracing these changes will ultimately serve to enrich the educational experience for both students and the children they will teach, fostering a more responsive and effective early childhood education system.

The program anticipates several improvements in student learning as a result of these actions. Furthermore, the scheduled winter and spring EC summits, along with monthly meetings with

methods instructors, will serve as platforms for continuous dialogue regarding curriculum effectiveness and student progress. These gatherings will enable faculty to share insights, evaluate instructional strategies, and collaboratively address any challenges that arise, thereby reinforcing a commitment to student-centered learning.

To measure the effectiveness of these changes, a proposed timeline will guide the implementation of our initiatives. By the end of the academic year, we will assess the impact of full-time faculty involvement through student performance metrics, feedback surveys, and analysis of SLO achievement. Success will be determined not only by improved student grades but also by enhanced student engagement and satisfaction, creating a feedback loop that informs future adjustments to our teaching strategies and curricular offerings.

5. 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 last year. *(If no options above were selected)*

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

6. 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. (1000 words 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? (200 words or less)**

The early implementation phase of the BA program presents an opportunity to strengthen assessment structures and data-informed decision-making. As the program continues to evolve, it will be important to formalize assessment processes and ensure Key Assessments are structured to provide meaningful insights into student progress. Moving Key Assessments into Watermark will be critical for effective analysis and visualization of student learning outcomes. Additionally, as noted in the NAEYC Site Review Peer Report, ensuring alignment between assessments across the OEC, AAS, and BA programs will provide a more cohesive learning experience and support progressive skill development. As full-time faculty engagement increases, establishing a structured cycle of assessment and reflection will further enhance program effectiveness.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The program has made significant progress in establishing a culture of collaboration and reflection, with faculty actively engaged in program development. The commitment to aligning curriculum with updated NAEYC and InTASC standards is commendable and will strengthen the program's long-term impact. The EC Summits and structured faculty discussions are positive steps toward fostering a sustainable assessment culture. By formalizing assessment strategies and leveraging Watermark for data visualization, the program will be well-positioned to make informed, data-driven decisions that support student success.

Dean's signature:



Date: 2/17/2025