

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

Submission date: 11/11/2024

Assessment Plan covered in this report: Infant and Toddler Development OEC

College: School of Education

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

Submitted by: Wei Hsiao, Professor, whsiao@alaska.edu

- 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.**

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.

- 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)**

The program faculty demonstrate strong collaboration by meeting regularly (every two weeks) to discuss courses, assignments, and student progress. These meetings provide a platform for faculty to share insights on student successes and identify challenges. At the conclusion of each semester, faculty conduct a reflective analysis to determine additional support strategies for students who may require further scaffolding or individualized assistance. This ongoing evaluation process ensures that the program remains responsive to student needs and academic performance.

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

The completed students are on track with their academic progress, as evidenced by their successful completion of projects in EDEC 108 and EDEC 241. These courses are critical milestones in the program, and the projects serve as key indicators of students' understanding and application of course concepts. Faculty consistently observe that students are meeting or exceeding expectations for these assignments, demonstrating a strong grasp of the material and the ability to apply their knowledge in practical, real-world contexts. The completion of these projects reflects students' progress toward

meeting the OEC program's learning objectives and prepares them for the next steps in their academic and professional development.

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)**

Given that many students are dropping out due to the course being offered solely in an asynchronous format, it is recommended to consider providing EDEC 108 in a Hybrid or Synchronous options to increase engagement and retention: Explore the possibility of offering a hybrid model, where key portions of the course are delivered synchronously alongside asynchronous components. This would provide students with more opportunities for real-time interaction, clarification of concepts, and peer support, which may help keep them engaged and reduce feelings of isolation.

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)

Improvements are currently in progress, and we anticipate gathering more data after the changes are implemented. As we move forward, it will be important to continuously evaluate the impact of these adjustments to ensure they are addressing the challenges students face with the asynchronous format. After collecting more data, we can assess the effectiveness of the new strategies and refine our approach as needed to further enhance student engagement and retention. This iterative process will help us better align the program with students' needs and ensure ongoing success.

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 program has demonstrated strong faculty collaboration and responsiveness to student needs, particularly in adapting course delivery to support student retention. Moving forward, strengthening data-driven decision-making will be key to guiding program improvements. Transitioning Key Assessments into Watermark will allow for more structured data collection and analysis, supporting better decision-making processes. Additionally, as highlighted in the NAEYC Site Review Peer Report, the program should ensure Key Assessments adequately cover developmental phases—including baseline, progressive/formative, and summative measures—to provide a clearer picture of student growth. Ensuring alignment between the OEC, AAS, and BA assessments will further enhance scaffolding and competency development across programs.

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's regular faculty collaboration and structured discussions are strengths that will support further refinement of assessments. The use of applied learning assignments, such as case studies and handbooks, effectively reinforces key competencies. The program is also making proactive adjustments to course delivery to improve student engagement and retention. By leveraging Watermark for assessment analysis, the program can build on these strengths and ensure consistent, data-informed improvements.

Dean's signature:



Date: 2/17/2025