

Weber State University
Biennial Report on Assessment of Student Learning



Department: Child & Family Studies

Programs: A.A.S. Early Childhood, B.S. Early Childhood, and B.S. Early Childhood Education

Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)

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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

☒ **Information is current; no changes required.**

Update if not current:

B. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

☒ **Information is current; no changes required.**

Update if not current:

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

☐ **Information is current; no changes required.**

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

Note: The EC/ECE Programs are currently pursuing a lot of curriculum changes including multiple new courses, course name changes, additional required major courses, and deletion of some required courses offered by the Teacher Education Department, that will be reflected in the 2022-2023 university catalogue.

D. Program and Contact Information

☒ **Information is current; no changes required.**

Update if not current:

E. Assessment Plan



















We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

X Information is current; no changes required.

Update if not current:

F. Student Achievement

- i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, ‘Time to Grad from 90CH – please reach out to oie@weber.edu if you need help with this metric). What department initiatives are in place to address this?

Additive Program Unit Percentages									
Data for the most recent three years reflect in-progress students and may change over time									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	 60%	 46%	 50%	 49%	 62%	 56%	 49%	 48%	 16%
In 2 Years or Less	 79%	 71%	 70%	 71%	 84%	 81%	 77%	 52%	 16%

From 2014-15 through 2018-19, the program averaged a 76.6% completion within 2 years of 90CH. Several department initiatives are in place to improve students’ degree completion: 1) every student in the EC/ECE programs is assigned a faculty advisor who works with the student more closely to provide individualized advising in the last semesters towards the completion of degree; 2) program capstone courses such as Student Teaching(ECED 4710/4720, Senior Seminar (ECED 4990A), and Cooperative Work Experience (ECED 4890) demand more direct faculty-student discussions on professional identity development and career advice than the intro-level classes,; and 3) academic advisor keeps senior students informed of their progress towards graduation on a regular basis.

Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment

- a. This is the format we have traditionally suggested programs use for assessment. The familiar 'evidence of learning worksheets' are included in the template and can also be accessed from the IE website. The critical pieces to include are:
 - i. learning outcomes addressed in the course,
 - ii. method(s) of measurement used,
 - iii. threshold for 'acceptable' – that is, the target performance,
 - iv. actual results of the assessment,
 - v. interpretation/reflection on findings,
 - vi. the course of action to be taken based upon the interpretation,
 - vii. how that action will be evaluated.

2) Outcome-based assessment

- a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (gniklason@weber.edu)
- b. Reporting options include:
 - i. A traditional evidence-of-learning [worksheet](#) with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
 - ii. A report that is more [narrative-based](#).
 - iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
 - iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

A. Evidence of Learning: Courses within the Major

The AAS and BS Early Childhood and BS Early Childhood Education Programs use an outcome-based assessment system to measure student learning, though data are gathered from selected courses and the “evidence of learning worksheets” are used to report on student learning. Early childhood professional preparation focuses on outcomes or results for students and ultimately for children. Evidence of student learning outcomes is a stronger indicator of program quality than the details of how courses and field experiences are organized. The EC/ECE programs received the NAEYC Early Childhood Higher Education Accreditation in Spring 2018. Program’s assessment plan follows requirements of national accreditation. Assessment data are not determined by course. Instead, student learning is measured by **a total of 10 key assessments** between AAS and BS Programs. Each key assessment is selected from a major required course to demonstrate that every program graduate will be assessed in relation to every accreditation standard and key element.

Below are two Title Charts that list all 10 Key Assessment, one for the AAS Program, and the other for the BS Programs, followed by an Alignment Chart that shows how each Key Assessment aligns with NAEYC Standards and Key Elements.

Key Assessment Title Chart: A.A.S. Early Childhood			
Key Assessment #	Name of Key Assessment	Course in Which the Key Assessment is Used	Description of Key Assessment
Key Assessment 1	Becoming an Early Childhood Professional*	ECED 2990A Seminar in Early Childhood Education	This Becoming an Early Childhood Professional assignment used in ECED 2990A Seminar in Early Childhood. Students complete this key assessment during one of the last courses in the program considered a capstone experience. Students create a philosophy expressing their beliefs about teaching and learning grounded in research and theory to support their understanding of effective teaching and positive guidance strategies as tools for positive child outcomes. Following an articulated philosophy, students provide explanations and analyses building an archive of artifacts and evidence illustrating how the program has prepared them to identify and be involved in the field of early childhood use ethical practices, engage in inquiry, make knowledge-based decisions, and become aware of important issues for advocacy as an early childhood professional.
Key Assessment 2	Room Mapping	ECED 2610 Child Guidance	This key assessment is used in ECED 2610 Child Guidance, a course in which students are required to complete 2 hrs/week for a total of 24 hours of field experience in either the program’s laboratory schools, coached by a mentor teacher or in an off-campus setting with an online instructional coach through videos of students in practice. During each weekly lab, students complete an observational assessment. In this key assessment, students are asked to use a Room Mapping Form to complete a 30-minute total observation of the location of the

			children using 10-minute time intervals. Students then analyze the information gained in this observation to learn about children's interests, engagement, peer relationships, and ability to sustain attention. This information is then used to intentionally plan the implementation of positive guidance strategies to meet the needs of individual children. Students are also required to reflect on: trusting relationships with children, intentional practice of positive guidance strategies, feedback provided by mentor teachers, and build on their experiences to plan for guidance practices for the next week.
Key Assessment 3	STEM Family Activities	ECED2670 STEM in Early Childhood Education	This assessment is used in ECED 2670 STEM and Approaches to Learning in Early Childhood. Students prepare a learning activity for children to complete at home with their families. Incorporated within this assignment are three of the five NAEYC Guidelines for Developmentally Appropriate Practice including a) teaching to enhance development and learning, b) planning curriculum to achieve important goals, and c) establishing reciprocal relationships with families. Students demonstrate their knowledge, understanding, and developmentally appropriate pedagogical approaches for integrated STEM learning.
Key Assessment 4	Family Engagement Project	ECED 2860 Practicum in Early Childhood	This Family Engagement Project key is used in ECED 2860 Practicum. All students completing the AAS program are required to complete this practicum. ECED 2860 is one of the last courses and the most extensive field experience (135 hrs.) opportunity in this program. As such it provides a perfect opportunity to practice strategies for engaging families. Students will develop an engagement plan that is designed with two specific focus children and their families in mind. As part of this engagement, child portfolios will be prepared to share with families using several means of observational assessment as documentation.
Key Assessment 5	Webbing Observation	ECED 2620 Planning Creative Experiences for Young Children	The Webbing Observation is a key assessment completed by students taking ECED 2620 Planning Creative Experiences with Young Children. In addition to time in class and related course work, students are required to spend 2 hours/week in a classroom with children practicing skills necessary for planning creative learning experiences with the support of an instruction coach or mentor teacher. Students observe children participating in child-directed learning experiences to assess how their activities meet each child's interests and needs. The results of the observation are used by students intentionally plan an individualized curriculum.

Note: Data from a former key assessment was used from Fall 2019 to Spring 2021. The chart reflects the current key assessments.

Key Assessment Title Chart: B.S. Early Childhood and Early Childhood Education

Key Assessment #	Name of Key Assessment	Course in Which the Key Assessment is Used	Description of Key Assessment
Key Assessment 1	Advocacy Project	ECED 4990A Seminar in Early Childhood Education	The Advocacy Project is an assignment used in ECED 4990A Seminar in ECE, a capstone course taken by students as they graduate from the Early Childhood or Early Childhood Education Program. In this key assessment, students are asked to select an issue to advocate for. This issue must be urgent and related to young children, families, and the early childhood profession. Students must use diverse evidence including personal experiences, official statistics, and published research findings to illustrate why the issue is critical and what educational practices and policies need to be in place. In addition, students are required to deliver the advocacy topic to a bigger audience orally and in a conference poster presentation format.
Key Assessment 2	Early Childhood Capstone Exam	ECED 4990A Seminar in Early Childhood Education	The Early Childhood Capstone Exam is an assignment used in ECED 4990A Seminar in ECE, a capstone course taken by students as they graduate from the Early Childhood or Early Childhood Education Program. In this key assessment, students are asked to take a closed book, essay exam to respond four questions on guidance, developmentally appropriate practice, play, and ethics. Students must receive a minimum grade of 80% (B-) in the capstone exam in order to pass the ECED 4990A course.
Key Assessment 3	Weekly Lesson Plan Content Reflection	ECED 4720 ECE Student Teaching PreK	This assessment is used in ECED 4720 ECE Student Teaching PreK. Students reflect on their content area knowledge using their prepared lesson plan learning experiences for each of the five weeks they act as head teacher in the Melba S. Lehner Children's School. For each weekly lesson plan, the students will focus their reflection on a single content area including language and literacy, mathematics, science, social studies, and creative arts. This will give students the opportunity to reflect on how their plan integrated the specific content area skills and concepts, and demonstrated their understanding of that content area knowledge, resources, strategies, and appropriate practices to advance child learning based on the Instructional Support Domain of the Classroom Assessment Scoring System (CLASS) Pre-K.
Key Assessment 4	Family Involvement Plan	ECED 3640 Collaborating with Families of Young Children	The Family Involvement Plan is an assignment used exclusively in ECED 3640 Collaborating with Families of Young Children. A key element in this course is using Joyce Epstein's Model for Parental Involvement. This model describes six types of parental involvement including: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. For this assessment students create a plan for their classroom (or other professional role) for involving families with their children's learning. The plan for involving families in the classroom or in activities related to students' career choice should include the strategies, detailed description, potential barriers, and ways to promote success for each. Students will need to cover all six involvement types and have multiple strategies for each.

Key Assessment 5	Child Profile	ECED 4710 Advanced Guidance and Planning	The Child Profile is an assignment used in ECED 4710 Advanced Guidance and Planning, a senior-level course taken concurrently with ECED 4720 Student Teaching in the Melba S. Lehner (MSL) Children's School. All students completing this assessment are teaching 20 hours per week for 15 weeks in an early childhood classroom that serves children aged 2 to 6 years. This assessment requires students to document observation results for two children in physical, cognitive/language, and social/emotional developmental domains and to set up appropriate, domain-specific goals for the child's development and learning. In each child profile, students provide an overall reflective summary and analysis to guide future teaching practice.
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Chart of Key Assessments Aligned with NAEYC Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	X**							X				
1b. Knowing and understanding the multiple influences on development and learning.					X		X					
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X			X			X				
Standard 2: Building Family and Community Relationships Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
2a. Knowing about and understanding diverse family and community characteristics.				X			X			X		
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.				X						X		
2c. Involving families and communities in young children's development and learning.				X						X		

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
3a. Understanding the goals, benefits, and uses of assessment—including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.					X						X	
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X			X						X	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.					X						X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				X							X	
Standard 4: Using Developmentally Effective Approaches Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X						X				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	X							X				
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X						X				
4d. Reflecting on own practice to promote positive outcomes for each child.		X						X				
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	

5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X						X			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			X						X			
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			X						X			
Standard 6: Becoming a Professional Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
6a. Identifying and involving oneself with the early childhood field.	X						X					
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X							X				
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	X						X					
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X						X				X	
6e. Engaging in informed advocacy for young children and the early childhood profession.	X						X					

Standard 1: Promoting Child Development and Learning

Program(s): A.A.S. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 1	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 1a	Fa19 Child Developmental Profiles**	N =22 % = 67	N = 11 % = 33	All students either met or exceeded expectations making this a good measure of students' knowledge and understanding of young children's characteristics and needs (Standard 1b) in one of the introductory courses in the program. **The revision of key assessments meant that this indicator was no longer assessed by the KA 1 Becoming an Early Childhood Professional but was evaluated with the older key assessment.	This assessment was successful in its implementation but it did not meet the criteria for depth and breadth. Program faculty decided that a better indicator of the meeting the standard element would be to use an assessment in a course nearer the end of the program. This key element will be incorporated into another key assessment aligned with the 2020 NAEYC Standards and competences.	This is an older assessment and is no longer used as an NAEYC key assessment. In the future this standard will be included in a revised assessment to align with the new 2020 NAEYC Standards and Competencies. It will be important for the instructors to maintain this level of achievement when using the new key assessment.
Key Element 1b	KA5 Webbing	N =3 % = 10	N = 25 % = 86	The results of this assessment are very positive as an indicator of knowing and understanding the multiple influences on development and learning (Standard 1b). It is possible that the data was impacted by COVID since this is an applied observation completed during a field experience in a classroom working with children. For 2 semesters students were not able to work in our lab demonstration schools.	This observation has continued to be a valuable assignment that is both challenging for students and positively viewed as an authentic observation they will use in their careers. Modifications continue to be made to ensure the quality of the assignment and student success.	Given the challenges due to COVID it has been more challenging for students to complete this assessment. As more students take the course online and complete their field experiences in other locations, modifications will need to be made.

Key Element 1c	KA2 Room Mapping	N = 28 % = 25	N = 81 % = 73	Most students demonstrate the competency to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (Standard 1c)..	This key assessment needs substantial revisions to align with the 2020 NAEYC Standards and Competencies. We will need to ensure that it is still a relevant key assessment for online students.	The assignment was reformatted for students who were not working in the early childhood classroom with children due to COVID.
	KA5 Webbing	N = 18 % = 49	N = 18 % = 49	This key assessment challenges students as it requires them to apply what they have learned about child development and learning in the classroom to create healthy, respectful, supportive, and challenging learning environments. However, working with the children was not possible due to the pandemic so primarily it was observational.	Revisions continue to be made to the assignment instructions and rubrics to support students and will continue for alignment with the 2020 NAEYC Standards and Competencies.	The last two years have seen many changes in instruction and assessments designed to meet those changes. ECED 2620 is now an online course. We will continue to observe if this key assessment still accurately assesses this standard as students are placed in various programs.
	KA 3 STEM Family Activity (taught fall semesters only)	N = 1 % = 7	N = 13 % = 87	Although the majority of students (94%) exceeded expectations or met expectations demonstrating the knowledge and ability to create healthy, respectful, supportive, and challenging learning environments (Standards 1c). Some students found it confusing and 6% did not meet expectations.	This key assessment has been revised and no longer measures this standard since it is measured by two other assessments.	The two other key assessments listed above have many more students and provide more usable data to measure this standard.

Standard 1: Promoting Child Development and Learning**Program(s): B.S. Early Childhood & Early Childhood Education****Semesters of Application: Fa19, Sp20, Fa20, Sp21**

NAEYC Standard 1	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 1a	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	The fact that 93% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand young children's characteristics and needs, from birth through age 8 (Standard 1a).	A unique thing about KA2 is that students must receive at least 80% grade in the close book capstone exam in order to pass the ECED 4990A capstone course. Adaptations have been piloted and will be made consistent in this exam, including: 1) divide the capstone exam into two smaller exams, one at midterm and one at final, 2) add a remedial midterm exam, 3) migrate the exam to from Chi Tester to Canvas, 4) offer a written remedial midterm exam for every student, and 5) provide an oral exam for those who fail to pass due to special circumstances, e.g., disabilities or ESL, as another remediation opportunity before asking students to retake the course.
Key Element 1b	KA1 Advocacy Project	N = 0 % = 0%	N = 41 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to understand the multiple influences on early development and learning (Standard 1b).	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught hybrid with weekly synchronous meetings and online asynchronous learning. The hybrid format allowed students to demonstrate understanding of the multiple influences on children's learning and development.	Students in the B.S. programs are at the ECE III level based on the 2020 Professional Standards and Competencies for Early Childhood Educators. One area to strengthen in this course is to help students better understand and describe how structural inequities and trauma adversely impact young children's learning and development.

Key Element 1c	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	Application of knowledge and understanding to actual teaching practice is always a challenge. Students seemed to feel comfortable creating healthy, respectful, supportive, and challenging learning environments for young children (Standard 1c).	A unique thing about KA2 is that students must receive at least 80% grade in the close book capstone exam in order to pass the ECED 4990A capstone course. Adaptations have been piloted and will be made consistent in this exam, including: 1) divide the capstone exam into two smaller exams, one at midterm and one at final, 2) add a remedial midterm exam, 3) migrate the exam to from Chi Tester to Canvas, 4) offer a written remedial midterm exam for every student, and 5) provide an oral exam for those who fail to pass due to special circumstances, e.g., disabilities or ESL, as another remediation opportunity before asking students to retake the course.
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Standard 2: Building Family and Community Relationships

Program(s): A.A.S. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 2	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 2a	KA4 Family Engagement Project (only taught 2 semesters, Fall 19 and Spring 21)	N = 0 % = 0	N = 4 % = 100	This key assessment is used in ECED 2860 which is the final field experience for the AAS students and the only required course for them to build relationships with families. Such low enrollment makes it hard to interpret the findings at any depth.	As the course is now completely online, adaptations will need to be made depending on the access these students will have to parents. The 2020 NAEYC Standards and Competencies will need to be incorporated.	We have not discovered what loop needs to be closed at this point. This is due both to the low N and the change to a completely online course in which student enrollment is expected to steadily increase due to the new AAS EC online program.
Key Element 2b	KA4 Family Engagement Project (only taught 2 semesters, Fall 19 and Spring 21)	Total N = 1 % = 25	Total N = 3 % = 75	All students were able to successfully demonstrate supporting and empowering families and communities through respectful, reciprocal relationships (Standard 2b). Low enrollment makes it hard to interpret the findings at any depth.	As the course is now completely online, adaptations will need to be made depending on the access these students will have to parents. The 2020 NAEYC Standards and Competencies will need to be incorporated.	We have not discovered what loop needs to be closed at this point. This is due both to the low N and the change to a completely online course in which student enrollment is expected to steadily increase due to the new AAS EC online program.
Key Element 2c	KA4 Family Engagement Project (only taught 2 semesters, Fall 19 and Spring 21)	Total N = 1 % = 25	Total N = 3 % = 75	Students performed well on this indicator of the ability to involve families in their children's development and learning (Standard 2c).	As the course is now completely online, adaptations will need to be made depending on the access these students will have to parents. The 2020 NAEYC Standards and Competencies will need to be incorporated.	We have not discovered what loop needs to be closed at this point. This is due both to the low N and the change to a completely online course in which student enrollment is expected to steadily increase due to the new AAS EC online program.

Standard 2: Building Family and Community Relationships

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fa19, Fa20

NAEYC Standard 2	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 2a	KA1 Advocacy Project	N = 0 % = 0%	N = 41 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to understand diverse family and community characteristics (Standard 2a).	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught hybrid with weekly synchronous meetings and online asynchronous learning. The hybrid format allowed students to demonstrate understanding of diverse family and community characteristics.	Students in the B.S. programs are at the ECE III level based on the 2020 ECE Professional Standards and Competencies. One focus area in the future is to help students better understand the diverse home contexts for young children's lives. Students need to understand the importance of building on the assets and strengths that families bring.
	KA4 Family Involvement Plan*	N = 14 % = 39%	N = 18 % = 50%	The assessment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrated understanding of diverse family characteristics (Standard 2a). Spring 2020 and Spring 2021 data were missing due to COVID and transition to new instructional curriculum.	ECED 3640 went through course name and description changes in 2020-2021 academic year, the same time as hybrid instruction was demanded by COVID-19. The course is now designed to acquaint students to the theories, practices, skills, and research of home and school relationship building. There is a focus in this course to develop understandings of diverse contexts and ethics when working with families and children. Students study themselves, the school, communities, families, and children in the contexts of future teaching situations to garner a richer sense of meaningful partnerships for effective	Students in the B.S. programs are at the ECE III level based on the 2020 ECE Professional Standards and Competencies that the course is now aligned with. One area to continue to strengthen in this course is to help students use a broad repertoire of strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, to learn with and from family members.
Key Element 2b	KA4 Family Involvement Plan*	N = 11 % = 31%	N = 23 % = 64%	The assignment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrate competency to build relationships with		As the new course title and description are submitted to curriculum for 2022-23 catalogue, the curriculum and assessments will continue to be modified. The course will be required to be taken

				families (Standard 2b). Spring 2020 and Spring 2021 data were missing due to COVID and transition to new instructional curriculum.	teaching practices during the early childhood years.	concurrently with student teaching allowing students to practice family and community engagement expected in Key Elements 2b and 2c. This KA4 Family Involvement Plan will shift into a broader Family Engagement Plan that is based on not only the Epstein Model but also other frameworks such as the Strengthening Families Framework, and the Head Start Family Engagement Framework.
Key Element 2c	KA4 Family Involvement Plan*	N = 4 % = 11%	N = 30 % = 83%	The assignment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrate competency to involve families in children's development (Standard 2c). Spring 2020 and Spring 2021 data were missing due to COVID and transition to new instructional curriculum.		

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Program(s): A.A.S. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 3	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 3a	KA5 Webbing	N = 17 % = 59	N = 12 % = 41	The results of this assessment are a positive indicator of students understanding the goals, benefits, and uses of assessment (Standard 3a). It is possible that the data was impacted by COVID since this is an applied observation completed during a field experience in a classroom working with children. For 2 semesters students were not able to work in our lab demonstration schools.	This observation has continued to be a valuable assignment that is both challenging for students and positively viewed as an authentic observation they will use in their careers. Revisions continue to be made to the assignment instructions and rubrics to support students and will continue for alignment with the 2020 NAEYC Standards and Competencies.	The last two years have seen many adaptations in field experience placements and in forms of instruction with assessments designed to meet those changes. ECED 2620 is now an online course. We will continue to observe if this key assessment still accurately assesses this standard as students are placed in various types of field experience locations.
Key Element 3b	KA2 Room Mapping	N = 7 % = 5	N = 146 % = 95	95% of students demonstrate knowledge about the use of observation, documentation, and other child assessment tools that exceed expectations (Standard 3b). Although results may have been impacted by COVID for 3 of the 4 semesters.	This key assessment needs substantial revisions to align with the 2020 NAEYC Standards and Competencies. We will need to ensure that it is still a relevant key assessment for online students.	The assignment was reformatted for students who were not working in the early childhood classroom with children due to COVID. This had challenged the ability of students to complete the assignment as it was originally intended.
	KA5 Webbing	N = 2 % = 5	N = 40 % = 95	The assessment successfully demonstrates that 95% of students indicate knowledge about using observation, documentation and other assessment tools (Standard 3b).	This observation has continued to be a valuable assignment that is both challenging for students and positively viewed as an authentic observation they will use in their careers. Revisions continue to be made to the assignment instructions and rubrics to	The last two years have seen many adaptations in field experience placements and in forms of instruction with assessments designed to meet those changes. ECED 2620 is now an online course. We will continue to observe if this key assessment still accurately assesses this standard as

					support students and will continue for alignment with the 2020 NAEYC Standards and Competencies.	students are placed in various types of field experience locations.
Key Element 3c	KA5 Webbing	N = 8 % = 20	N = 32 % = 80	All students demonstrate the competency to practice responsible assessment to promote positive outcomes of each child (Standard 3c) at either the exceeds or meets expectations level. This is evidence that this is a useful assessment of student learning.	This observation has continued to be a valuable assignment that is both challenging for students and positively viewed as an authentic observation they will use in their careers. Revisions continue to be made to the assignment instructions and rubrics to support students and will continue for alignment with the 2020 NAEYC Standards and Competencies.	The last two years have seen many adaptations in field experience placements and in forms of instruction with assessments designed to meet those changes. ECED 2620 is now an online course. We will continue to observe if this key assessment still accurately assesses this standard as students are placed in various types of field experience locations.
Key Element 3d	KA4 Family Engagement Project	N = 0 % = 0%	N = 4 % = 100	All students were able to successfully demonstrate Knowing about assessment partnerships with families and with other professionals (Standard 3d). Low enrollment makes it hard to interpret the findings at any depth.	As the course is now completely online, adaptations will need to be made depending on the access these students will have to parents. The 2020 NAEYC Standards and Competencies will need to be incorporated.	We have not discovered what loop needs to be closed at this point. This is due both to the low N and the change to a completely online course in which student enrollment is expected to steadily increase due to the new AAS EC online program.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**Program(s): B.S. Early Childhood & Early Childhood Education****Semesters of Application: Fa19, Sp20, Fa20, Sp21**

NAEYC Standard 3	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 3a	KA5 Child Profile	N = 20 % = 59%	N = 14 % = 41%	All students demonstrate the understanding of the goals, benefits, and uses of assessment (Standard 3a).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation. A new course ECED 4230 Observing and Assessing Children in Context will be offered to B.S. students starting 2022-23 academic year to provide students with knowledge and skills to use observation, documentation, and assessment tools to inform instruction, planning, and intervention programs for young children birth through eight years. Special attention is given to contextualized assessment practices that are responsive to children's strengths, needs, cultures, races, languages, and family experiences.
Key Element 3b	KA5 Child Profile	N = 20 % = 59%	N = 14 % = 41%	All students demonstrate the knowledge about using observation, documentation and other assessment tools (Standard 3b).		
Key Element 3c	KA5 Child Profile	N = 2 % = 10%	N = 19 % = 90%	All students demonstrate the competency to practice responsible assessment to promote positive outcomes of each child (Standard 3c).		
Key Element 3d	KA5 Child Profile	N = 2 % = 10%	N = 19 % = 90%	All students demonstrate the knowledge about assessment partnerships with families and colleagues (Standard 3d).		

Standard 4: Using Developmentally Effective Approaches

Program(s): A.A.S. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 4	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 4a	KA2 Room Mapping	N = 10 % = 7	N = 138 % = 93	All students have demonstrated an understanding of positive relationships and supportive interactions forming the foundation of their work with children (Standard 4a) at either the exceeds or meets expectations level. Although results may have been impacted by COVID for 3 of the 4 semesters.	This key assessment needs substantial revisions to align with the 2020 NAEYC Standards and Competencies. We will need to ensure that it is still a relevant key assessment for online students.	The assignment was reformatted for students who were not working in the early childhood classroom with children due to COVID. This had challenged the ability of students to complete the assignment as it was originally intended.
Key Element 4b	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	Knowing and understanding effective strategies and tools for early education (Standard 4b) is essential for all early childhood education professionals. However, interpretation of the assessment cannot be made at this time because of one student's data.	This key will be revised to align with the 2020 NAEYC Standards and Competencies.	It is unclear where the loop is at this point. The fully online AAS in Early Childhood officially launched fall 2020. The expectation is that enrollment will increase continually. Although COVID might have affected the enrollment since there were so many online options that had not existed prior to the shutdown. In the future a higher N will provide information to analyze for improvements.
Key Element 4c	KA2 Room Mapping	N = 43 % = 31	N = 96 % = 69	100% students demonstrate the competency to use developmentally appropriate teaching practice (Standard 4c) with 69% exceeding expectations. Although results may have been impacted by COVID for 3 of the 4 semesters.	This key assessment needs substantial revisions to align with the 2020 NAEYC Standards and Competencies. We will need to ensure that it is still a relevant key assessment for online students.	The assignment was reformatted for students who were not working in the early childhood classroom with children due to COVID. This had challenged the ability of students to complete the assignment as it was originally intended.
Key Element 4d	KA2Room Mapping	N = 44 % = 31	N = 99 % = 69	All students demonstrate reflective skills in teaching practice to promote positive outcomes for children (Standard 4d) by either exceeding or meeting expectations. For 3 semesters these results could have been affected by changes due to COVID .	This key assessment needs substantial revisions to align with the 2020 NAEYC Standards and Competencies. We will need to ensure that it is still a relevant key assessment for online students.	The assignment was reformatted for students who were not working in the early childhood classroom with children due to COVID. This had challenged the ability of students to complete the assignment as it was originally intended.

Standard 4: Using Developmentally Effective Approaches**Program(s): B.S. Early Childhood & Early Childhood Education****Semesters of Application: Fa19, Sp20, Fa20, Sp21**

NAEYC Standard 4	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 4a	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	The fact that 93% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand positive relationships and supportive interactions as the foundation of their work with young children (Standard 4a).	A unique thing about KA2 is that students must receive at least 80% grade in the close book capstone exam in order to pass the ECED 4990A capstone course. Adaptations have been piloted and will be made consistent in this exam, including: 1) divide the capstone exam into two smaller exams, one at midterm and one at final, 2) add a remedial midterm exam, 3) migrate the exam to from Chi Tester to Canvas, 4) offer a written remedial midterm exam for every student, and 5) provide an oral exam for those who fail to pass due to special circumstances, e.g., disabilities or ESL, as another remediation opportunity before asking students to retake the course.
Key Element 4b	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	The fact that 93% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand effective strategies and tools for early education (Standard 4b).	
Key Element 4c	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	Application of knowledge and understanding to actual teaching practice is always a challenge. Students seemed to feel comfortable using a broad repertoire of developmentally appropriate teaching /learning approaches (Standard 4c).	
Key Element 4d	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	Students seemed to feel comfortable reflecting on own practice to promote positive outcomes for each child (Standard 4d).	

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Program(s): A.A.S. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 5	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 5a	KA3 STEM Family Activities (Taught fall semesters only.)	N = 2 % = 14	N = 11 % = 79	*The course for this assessment is cross-listed for both lower division and upper division credit and includes both AAS and BS students. Students find this a rigorous assessment of their ability to understand and apply their content knowledge and resources in academic disciplines (Standard 5a). Results indicate that 93% of students either met or exceeded expectations. One student did not meet expectations.	This course has been revised for an online format to meet the needs of the AAS Early Childhood online program taught in Fall 2021 for the first semester using this instructional format. It will be imperative to assess the effectiveness of this assessment without the in person interactions as part of the instructions, implementation, and reporting of this assignment.	The biggest loop that needs to be closed is assessing the effectiveness of the assessment in the online learning format. Another challenge is to ensure that this assignment, designed to be completed near the end of the students' program can be adapted to meet accommodations for students with disabilities while retaining the academic rigor to demonstrate meeting the standards-based course outcomes and specific criteria.
Key Element 5b	KA3 STEM Family Activities (Taught fall semesters only.)	N = 1 % = 7	N = 12 % = 86	*The course for this assessment is cross-listed for both lower division and upper division credit and includes both AAS and BS students. Students find this a rigorous assessment of their ability to know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines (Standard 5b). Results indicate that 93% of students either met or exceeded expectations. One student did not meet expectations.		
Key Element 5c	KA3 STEM Family Activities (Taught fall semesters only.)	N = 3 % = 22	N = 9 % = 64	*The course for this assessment is cross-listed for both lower division and upper division credit and includes both AAS and BS students. Students find this a rigorous assessment of their ability to use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. (Standard 5c). Results indicate that 86% of students either met or exceeded expectations. Two students did not meet expectations.		

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Not Applicable

NAEYC Standard 5	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 5a	KA3 Weekly Lesson Plan Content Reflection	N = 0 % = 0%	N = 0 % = 0%	Data were missing for this key assessment.	<p>The Weekly Lesson Plan Content Reflections will be revisited this coming year in response to program and student teaching changes to reflect on the assessment design and feasibility of implementation.</p> <p>The WSU Melba S. Lehner Children's School and Charter Academy Kindergarten, the laboratory early learning programs housed in the Child and Family Studies Department, were closed in 2020-21 Academic Year for all practicum students except for early childhood student teachers enrolled in CHF 4710/4720 or practicum students in CHF 2860. The two lab programs followed strict protocols on face covering, hygiene and disinfection, hand washing/sanitizing, staff/parent health training, daily temperature/symptom check, home quarantine, positive case report system, drop-off and pick-up, etc. Learn more about on-campus field experience: https://www.weber.edu/chfam/studentteaching.html</p>	<p>Student teaching courses CHF 4710 and CHF 4720 and two practicum courses CHF 2620 Planning and CHF 3570 Infant/Toddler remained face-to-face or flexible. They followed State and University social distancing guidelines, including mask mandates, 6-foot distance, and about 50% reduction in classroom capacity. Thanks to the CARES funding received by the university, every classroom on campus was equipped with integrated videoconferencing technology, giving students the option to participate in class remotely via Zoom.</p>
Key Element 5b	KA3 Weekly Lesson Plan Content Reflection	N = 0 % = 0%	N = 0 % = 0%	Data were missing for this key assessment.		
Key Element 5c	KA3 Weekly Lesson Plan Content Reflection	N = 0 % = 0%	N = 0 % = 0%	Data were missing for this key assessment.		

Standard 6: Becoming a Professional
Program(s): AAS. Early Childhood

Semesters of Application: Summer 2019 - Spring 2021

NAEYC Standard 6	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 6a	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	No interpretation at this time because of one student's data.	This 1-credit course is one of the culminating experiences for the AAS Early Childhood program. It is intended for students to synthesize their learning in a multi-step process of writing a professional philosophy based on the NAEYC accreditation standards. As such, results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report. The key assessment will need to be revised to incorporate the 2020 NAEYC Standards and Competencies.	Now that the fully online AAS in Early Childhood is available, although COVID might have affected initial enrollment, we expect student participation to continue to increase. All AAS students who participate in the program will be required to complete this assessment. In the future a higher N will provide information to analyze for improvements.
Key Element 6b	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	No interpretation at this time because of one student's data.		
Key Element 6c	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	No interpretation at this time because of one student's data.		
Key Element 6d	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	No interpretation at this time because of one student's data.		
Key Element 6e	KA1 Becoming an EC Professional	N = 0 % = 0%	N = 1 % = 100	No interpretation at this time because of one student's data.		

Standard 6: Becoming a Professional
Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fa19, Sp20, Fa20, Sp21

NAEYC Standard 6	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 6a	KA1 Advocacy Project	N = 0 % = 0%	N = 22 % = 54%	Students enrolled in Fall 2020 and Spring 2021 failed to meet expectations of Key Element 6a because there was no in-person conference held during those two COVID impacted semesters, making it challenging to submit the poster presentation to a conference.	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught hybrid with weekly synchronous meetings and online asynchronous learning. However, it was hard to find an early childhood virtual conference that would take poster presentations from undergraduate students.	Students in the B.S. programs are at the ECE III level based on the 2020 Professional Standards and Competencies for Early Childhood Educators. They need to take a greater responsibility for increasing the stature of the early childhood field. With vaccination and more stringent social distancing policies, chances for students to attend and present at a professional conference will increase. When it comes to the development of professional self-identity, the program's framework should extend to the broader contexts and challenges, particularly issues of equity, bias and social justice that affect young children, families, communities and colleagues.
Key Element 6b	KA2 Capstone Exam	N = 11 % = 27%	N = 27 % = 66%	Three students (7%) failed to meet expectations between the four applications of the Capstone Exam.	Most students demonstrate high competencies knowing about and upholding ethical standards and other early childhood professional guidelines (Standard 6b), which is something they have been trained hard on throughout the program.	A unique thing about KA2 is that students must receive at least 80% grade in the close book capstone exam in order to pass the ECED 4990A capstone course. Adaptations have been piloted and will be made consistent in this exam, including: 1) divide the capstone exam into two smaller exams, one at midterm and one at final, 2) add a remedial midterm exam, 3) migrate the exam to from Chi Tester to Canvas, 4) offer a written remedial midterm exam for every student, and 5) provide an oral exam for those who fail to pass due to special circumstances, e.g., disabilities or ESL, as another remediation opportunity before asking students to retake the course.
Key Element 6c	KA1 Advocacy Project	N = 0 % = 0%	N = 41 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught	Students in the B.S. programs are at the ECE III level based on the 2020 Professional Standards and Competencies for Early Childhood Educators. Leadership skills are a gap in the current teacher training. Students need to be challenged to

				prepared to engage in collaborative learning and use technology effectively. (Standard 6c).	hybrid with weekly synchronous meetings and online asynchronous learning. The hybrid format allowed students to provide peer feedback and collaborate all on Canvas.	lead teaching teams through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs, and adhering to personnel policies in the early learning setting. In addition, they need to reach out for new resources, consult with peers, and lead collaborative learning communities with colleagues and with professionals in related disciplines.
Key Element 6d	KA1 Advocacy Project	N = 0 % = 0%	N = 41 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to use integrative knowledge and critical perspectives (Standard 6d).	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught hybrid with weekly synchronous meetings and online asynchronous learning. The hybrid format allowed students to demonstrate competencies to do critical and integrative reflections.	Students in the B.S. programs are at the ECE III level based on the 2020 Professional Standards and Competencies for Early Childhood Educators. For Key Element 6d, they need to be challenged to examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry.
	KA5 Child Profile	N = 19 % = 56%	N = 15 % = 44%	All students demonstrate the expected skill to interpret and integrate data from multiple assessments (Standard 6d).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.
Key Element 6e	KA1 Advocacy Project	N = 0 % = 0%	N = 41 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to advocate for young children and their own early childhood profession (Standard 6e).	ECED 4990A Seminar in ECE in which Advocacy Project was taught hybrid for the first time in Fall 2019 after instructor took the eLearning Certificate. Since Spring 2020, the class has been taught hybrid with weekly synchronous meetings and online asynchronous learning. The hybrid format allowed students to still engage in informed advocacy.	Students in the B.S. programs are at the ECE III level based on the 2020 Professional Standards and Competencies for Early Childhood Educators. They need to be challenged more to demonstrate competencies to advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels.

Additional narrative (optional – use as much space as needed):

C. Evidence of Learning: General Education Social Sciences Courses

Course: CHF 1500 Human Development

Semesters taught: Summer 19 - Spring 21

Sections included: FTF, virtual, online, CE

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Showing knowledge gain through examination performance. Results from 7 multiple choice questions on exam; pretest and posttest.	75% of students showing mastery at or above 70%; At least % change in mastery from pre-post.	Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 76% showing content mastery at 70% or above. Percent showing competence on this outcome increase 54% from pre to post.	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome.	
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Showing knowledge gain through examination performance. Results from 8 multiple choice questions on exam; pretest and posttest		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 66% showing content mastery at 70% or above. Percent showing competence on this outcome increase 64% from pre to post.	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.	Assessment questions were review for clarity and alignment. Small adjustments were made to distractor options. <i>Due to mandated changes in delivery methods during this measurement period we have seen changes in student performance of on outcomes.</i>	<i>The decrease in percentage of students showing mastery through these 8 questions dropped in the last two years. Changes in course format may have changed teaching strategies with less effectiveness. Each instructor strategies for this outcome will be reviewed.</i>

Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Showing knowledge gain through examination performance. Results from 7 multiple choice questions on exam; pretest and posttest		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 86% showing content mastery at 70% or above. Percent showing competence on this outcome increase 79% from pre to post.	Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome.	
Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 65% showing content mastery at 70% or above. Percent showing competence on this outcome increase 55% from pre to post.	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Assessment questions were review but faculty teaching 1500 for clarity and alignment. One question was rewritten. <i>Due to mandated changes in delivery methods during this measurement period we have seen changes in student performance of on outcomes.</i>	<i>Continued percentage of students showing mastery through these 3 questions below target was seen. Changes in course format may have changed teaching strategies with less effectiveness. Each individual instructor strategies for teaching this outcome will be reviewed and compared to their class data will be used to help adjust current strategies.</i>

Gen ED DV Outcome 2: “Identify values and biases that inform the perspectives of oneself and others.”	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest.		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 75% showing content mastery at 70% or above. Percent showing competence on this outcome increase 50% from pre to post.	Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.	Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome	
Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		Student performance on post-test questions for this learning outcome indicated an adequate level of understating of the content with 74% showing content mastery at 70% or above. Percent showing competence on this outcome increase 48% from pre to post.	Students demonstrated an increased ability to recognized and articulate the rights, perspectives, and experiences of others.	Faculty continue to examine teaching strategies that support students in understanding concepts related to this outcome	<i>The decrease in percentage of students showing mastery through these 3 questions dropped just below target in the last two years. Changes in course format may have changed to teaching strategies with less effectiveness. Instructor will be made aware of this as a possible trend in the wrong direction.</i>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

Course: CHF 2400 Family Relations

Semesters taught: Fall 21 - Spring 21

Sections included: FTF, hybrid, online, CE

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Showing knowledge gain through examination performance.	Results from 12 multiple choice questions on exams	Student performance for this learning outcome indicated an adequate level of understanding the content with 82% showing content mastery at 70% and 79% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Please see the narrative at the bottom of this report.
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Showing knowledge gain through examination performance.	Results from 13 multiple choice questions on exam; pretest and posttest	Student performance for this learning outcome indicated an adequate level of understanding the content with 84% showing content mastery at 70% and 78% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.	Please see the narrative at the bottom of this report.

Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Showing knowledge gain through examination performance.	Results from 11 multiple choice questions on exam; pretest and posttest	Student performance for this learning outcome indicated an adequate level of understanding the content with 87% showing content mastery at 70% and 82% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	Please see the narrative at the bottom of this report.
Gen ED DV Outcome 1: “Describe his/her own perspective as one among many.”	Showing knowledge gain through examination performance.	Results from 6 multiple choice questions on exam; pretest and posttest	Student performance for this learning outcome indicated an adequate level of understanding the content with 80% showing content mastery at 70% and 75% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Please see the narrative at the bottom of this report.
Gen ED DV Outcome 2: “Identify values and biases that inform the perspectives of oneself and others.”	Showing knowledge gain through examination performance.	Results from 6 multiple choice questions on exam; pretest and posttest	Student performance for this learning outcome indicated an adequate level of understanding the content with 81% showing content mastery at 70% and 77% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.	Please see the narrative at the bottom of this report.

Gen ED DV Outcome 3: "Recognize and articulate the rights, perspectives, and experiences of others."	Showing knowledge gain through examination performance.	Results from 6 multiple choice questions on exam; pretest and posttest	Student performance for this learning outcome indicated an adequate level of understanding the content with 72% showing content mastery at 70% and 69% showing mastery at 100%.	The majority of the 781 students who enrolled in this class demonstrated that they had the threshold level of knowledge, although it is unknown how much they knew before the class.	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Please see the narrative at the bottom of this report.
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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

The CHF 2400 Family Relations course meets the objectives of Social Science general education and the Diversity requirements by providing an interdisciplinary perspective on social and human behavior. Families and individuals are studied from a systemic and ecological perspective including at the individual and family level; the community level (e.g., neighborhoods, educational systems, etc.), the interaction between multiple social institutions (families & schools, families & social systems, government policies & families/individuals); broader structural influences (workplace & families; laws, policies, & families; economic forces & individuals/families); cultural forces (individualism, collectivism, cultural beliefs, cultural practices; ethnic identities, bigotry, discrimination, etc.); and historical and intergenerational patterns impacting current beliefs and practices regarding diverse family forms and systems. The course reviews several family and social science theories including Family Systems Theory, Symbolic Interaction Theory, Ecological Theory, Social Exchange Theory, Conflict Theory (Gender, Race, Class, etc.), Feminist Theory, Family Life Course Development Theory, and Social Change theories. Students engage in learning the scientific method and research methodologies in the social sciences including experimental designs, case studies, questionnaire research, interviews, and demographic research.

Action Plan:

1. We partnered with McGraw-Hill's ebook and online classroom management, which proved to be a life saver when we were forced to quickly transition everything from face-to-face to online. However, the pre/post-test model of assessing learning was nullified. Every response to every question, for every student was recorded as incorrect. This was the result of the instructors changing the test parameters to award students 100%, regardless of the students' responses. To correct this mistake, all pre/post-tests will be administered through CANVAS, and only the course liaison will have access to the parameters.
2. Because of the loss of all pre-test data, our previous action plan (2018-19) to replace pre-test items that the majority of students had pre-existing knowledge, could not be assessed as effective.

3. Beginning Fall 2021, the Department will utilize a textbook that more closely aligns with the learning objectives of this course. A new pretest will be created, in-line with the updated content within the new textbook, and with the intentions of completing the 2018-19 action plan for replacing assessment questions that did not contribute to the evaluation of learning. Additionally, the “Signature Assignments” for this course will be integrated into this learning outcomes rubric in an effort to link the core learning activities to GenEd & DV learning outcomes.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: 2019 Biennial Assessment Report	Recommendation	Progress Description
Recommendation 1	“It looks like you have some challenges with low n-size in the associate degree assessment; as is pointed out in the report, as the n-size increases, so will the ability to design appropriate action plans.”	2020 +1 progress In Fall 2020, the 100% online AAS Early Childhood Program was launched. All lower-division courses required for the Associate Program were taught online, leading to an enrollment increase in the big context of COVID-19 pandemic.
		2021 +2 progress Student enrollment continued to increase in the Online AAS Early Childhood Program as well as all online early childhood courses, despite the overall enrollment decrease across WSU campus.
Recommendation 2	“Includes description of how any implemented changes will be assessed.”	2020 +1 progress Program changes based on assessment results were further assessed using dual standards: 1) 10 key assessments were measured by the 2010 NAEYC Professional Preparation Standards in the current accreditation system in the form of annual reports, and 2) student learning outcomes were re-aligned with the new 2020 NAEYC ECE Professional Standards and Competencies in some courses.
		2021 +2 progress The 10 key assessments continued to be measured by the 2010 NAEYC Professional Preparation Standards in the current accreditation system for annual reports. Student learning outcomes and most assignments were re-aligned with the new 2020 NAEYC ECE Professional Standards and Competencies in all major courses.

Recommendation 3	<p>“Weber State has recently entered into a licensing agreement with Instructure (the company that offers Canvas) to integrate the newly acquired Portfolium tool. Portfolium provides an ePortfolio and an assessment platform. If you are interested in learning more about this and participating, please let me (Gail) know. We have limited licenses this year, but we are planning to scale up as demand increases.”</p>	<p>2020 +1 progress Portfolium was used in ECED 4990A program capstone course. Students use the folio platform to develop a professional portfolio that is organized by the 2020 NAEYC ECE Professional Standards and Competencies. The purpose of this cumulative project is to allow students to reflect on their professional development in the expected ECE competencies and justify by posting artifacts from previous coursework.</p>
		<p>2021 +2 progress Portfolium was introduced to students in ECED 2600, the program’s introductory course.</p>

Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount*	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2	3	4
Full-time Non-Tenured (includes tenure-track)	2	2	1
Part-time and adjunct			1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct	4	2	3
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured	2	3	4
Full-time Non-tenured	2	2	1
Part-time	4	2	4

* Note: The numbers in the table are faculty and instructors teaching required and elective courses in the EC/ECE Programs only. Adjunct instructors hired to teach general education courses required for the programs are not counted.

Please respond to the following questions.

- 1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

The EC and ECE Programs in the Child and Family Students Department have not collected specific data on minority students in our courses. Based on institutional data (see below) regarding the department undergraduate bachelor's degree-seeking students looking back to 2011 there has been a definitive increase in enrollment for students identifying as ethnically Hispanic or Latino (Fall 2011, $N = 22$, 7.9%) and for students listed as "Other Minority" (Fall 2011, $N = 8$, 2.9%). More recently, within the scope of this biennial assessment, in Fall 2019 there were 13.3% students enrolled as Hispanic or Latino ($N = 34$) in Fall 2020 13.1% ($N = 36$), and in Fall 2021 12.9% ($N = 38$). This means that the number of students has increased by two students each year but as a percentage of enrollment of students in this minority group has decreased. Students grouped as "Other Minority" have enrolled as follows: Fall 2019 ($N = 16$), Fall 2020 ($N = 21$), and Fall 2021 ($N = 20$). Since the EC program includes a degree at the associate's level, we were able to target numbers more specifically which were showing the percentage of Hispanic or Latino students yo-yoing since Fall 2011 with a high of 19.2% ($N = 5$) in Fall 2012 and a low of 6.7% ($N = 2$) in 2013. Disappointingly, in real numbers enrollment is very low and has not increased with the advent of our online AAS program in which minorities already working in the field are a target population. Undoubtedly, COVID-19 has had a huge impact on the field of early childhood education and care across the nation and in Utah with approximately 10,000 fewer spots for children available in 2021 than there were in 2019 according to Child Care Aware. In addition, the child care workforce has been strained because higher paying jobs are readily available. This implies fewer potential students for our AAS program.

Undergraduate Program Review

Major Demographics

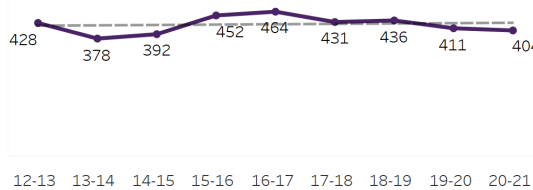
Program Review Unit
Child and Family Studies

Include Certificate & Associates Degrees?
No

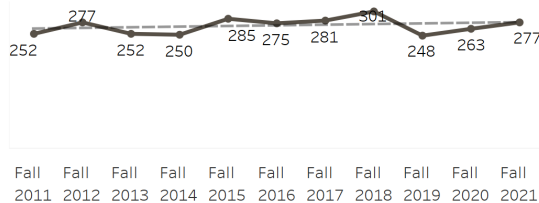
Data as of: 11/19/21 2:11 AM

Unique Student Counts

Unique Count by Academic Year

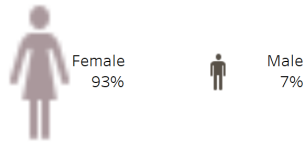


Official Fall Third Week Numbers



Gender Representation

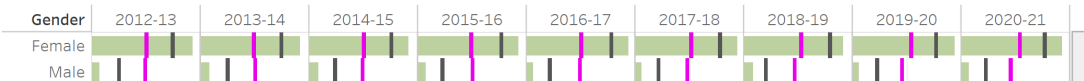
Overall for Past 10 Academic Years



Official Fall Third Week Gender Counts

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	N	258	230	228	264	257	264	278	232	248	258
	%	93%	91%	91%	93%	93%	94%	92%	94%	94%	93%
Male	N	19	22	22	21	18	17	23	16	15	19
	%	7%	9%	9%	7%	7%	6%	8%	6%	6%	7%

University and College Comparisons



Green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the green bar passes the benchmark lines, then that measure is performing above what your college and/or the university is producing.

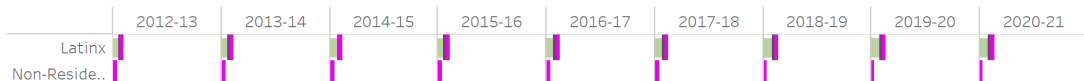
Ethnicity Classification

Overall for Past 10 Academic Years



		12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Latinx	N	32	31	33	44	52	48	53	48	44
	%	7%	8%	8%	10%	11%	11%	12%	12%	11%
Non-Reside..	N	1			1		2	2	2	2
	%	0%			0%		0%	0%	0%	0%
Other	N	20	24	21	23	20	21	27	32	31
	%	5%	6%	5%	5%	4%	5%	6%	8%	8%
Unknown	N	24	20	16	21	17	17	19	17	23
	%	6%	5%	4%	5%	4%	4%	4%	4%	6%
White	N	352	303	322	363	376	343	335	313	304
	%	82%	80%	82%	80%	81%	80%	77%	76%	75%

University and College Comparisons



* On 1st June of every year the recent academic year will be updated

- 2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

The support that would be most beneficial for the EC and ECE programs is recruiting for our specific programs and development initiatives that provide financial support for students. There are programs that already exist such as T.E.A.C.H. Early Childhood Utah that provide scholarships for a limited population of students to all USHE programs for AAS students. This program is also expanding to the B.S. degree level. It is a perfect opportunity to attract students to Weber State but the fact is that our programs are more expensive than the community college programs available. Funding that specifically supports attendance at Weber State would be an enticement for students who want to come to our program and be able to continue on to the bachelor's degree.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

EC and ECE Programs follow the NAEYC accreditation requirement to collect data on a total of 10 key assessments from various major courses that are aligned with the 2010 NAEYC Professional Preparation Standards. A total of three annual reports have been submitted to NAEYC to report on assessment results (see [CHF Department website on accreditation](#)). Biennial reports are submitted to the WSU Office of Institutional Effectiveness. Five-year reports are waived because of the national accreditation. In Oct 2021, our accrediting body released the new NAEYC Early Childhood Higher Education Accreditation Standards. When our programs are due for the Self-Study Report for accreditation renewal in March 2023, we will be required to use the new 2021 accreditation standards to guide program assessment. We will need access to more institutional data disaggregated by individual programs/degrees and student characteristics, and a consistent and easy-to-use data collection system.

The two general education courses (CHF 1500 and 2400) have their own way of course evaluation. Basically it contains a signature assignment, and pre- and post-tests. Chairs of these two courses are in charge of collecting data from multiple sections including concurrent enrollment courses and reporting to the university general education committee.

- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

Yes, currently a total of 4 concurrent enrollment courses are offered towards the EC/ECE degree requirements including:

- CHF 1500 Human Development (General Ed & Major 3 credits)
- CHF 2400 Family Relations (General Ed & Major 3 credits)
- ECED 2500 Development of the Child (Major 3 credits/USBE Child Development for CTE)
- ECED 2600 Introduction to Early Childhood Education (Major 3 credits/USBE ECE I for CTE)

Five high schools in Davis and Morgan school districts launched the **PreK: Early Childhood Education CTE Career Pathway** concurrent enrollment courses in 2020-2021. These programs are currently teaching ECED 2500 Understanding Child Development and/or ECED 2600 Introduction to Early Childhood Education concurrent enrollment courses. An additional 7 high schools will begin offering these courses in the 2021-2022 school year for a total of 11 programs across our local Ogden, Davis, Morgan, and Weber school districts. Canyons school district has 1 high school with approved courses.

In Fall 2021, with updated USBE core standards and strands, 4 proposals were submitted to the WSU Concurrent Enrollment Office to align with USBE courses to be taught as new CE courses:

- ECED 2610 Child Guidance (Major 3 credits/USBE ECE 2 for CTE)
- ECED 2620 Planning Creative Experiences (Major 3 credits/USBE ECE 3 for CTE)
- ECED 2860 Practicum (Major 3 credits/USBE ECE 2 & 3 for CTE)
- ECED 2890 Cooperative Work Experience (Major 3 credits/USBE Intern for CTE)