

## EARLY CHILDHOOD EDUCATION PROGRAM OUTCOME DATA

### FALL 2018-SPRING 2019

As part of the program’s achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program’s website.

***The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.***

#### **Outcome Measure #1: The Number of Program Completers**

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time <sup>1</sup> (at the time of completion)
2018-2019	14	35.71%	64.29%
2017-2018	22	27.27%	72.73%
2016-2017	23	43.48%	56.52%

#### **Outcome Measure #2: The Program Completion Rate**

**What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report?** (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) 2.5 years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**<sup>2</sup>The program must complete the information for the 150% indicator and choose

<sup>1</sup> Part-time status is defined by the institution.

<sup>2</sup> “The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.” *Language adapted from the*

to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

*Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.*

**Program Name: A.A.S. Early Childhood Education**

Academic year in which a Fall cohort of <b>full-time</b> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or <b>300%</b> (three times) of the published timeframe ( <b>Please circle, underline or bold the indicator above on which the program will report.</b> )
Fall 2011 (Cohort: 19)	0.00%	0.00%
Fall 2010 (Cohort: 34)	11.76%	14.71%
Fall 2009 (Cohort: 42)	14.29%	16.67%

Academic year in which a Fall cohort of <b>full-time</b> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, <b>200% (twice)</b> or 300% (three times) of the published timeframe ( <b>Please circle, underline or bold the indicator above on which the program will report.</b> )
Fall 2014 (Cohort: 21)	23.81%	23.81%
Fall 2013 (Cohort: 16)	25.00%	31.25%
Fall 2012 (Cohort: 20)	15.00%	15.00%

### **Outcome Measure #3: Institutional Selected Data**

All programs are required to select one outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

- The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*
2018-2019	14	100%	21.4%**
2017-2018	22	100%	31.8%
2016-2017	23	100%	34.7%

\*The figures in these two columns do not need to add up to 100%

**\*\*At the time of this annual report, it has not been one full year since 2018-2019 academic year graduation.**