

D. REPORTING PROGRAM OUTCOME DATA

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%.

AA – Early Childhood Teacher Education Degree Program

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 ¹ (at the time of completion)
2021	7	29%	71%
2020	3	0%	100%
2019	3	0%	100%

AAS – Early Childhood Education Degree Program

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 ² (at the time of completion)
2021	6	17%	83%
2020	5	25%	75%
2019	10	20%	80%

¹ Part-time status is defined by the institution.

² Part-time status is defined by the institution.

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.) **Two (2) academic years for both AA-Early Childhood Teacher Education and AAS-Early Childhood Education degree programs** _____

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**³The program must complete the information for the 150% indicator and choose 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: RRCC AA – Early Childhood Teacher Education Degree Program

Academic year in which a Fall cohort of full-time 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 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2020	0%	33.3%
2019	0%	33.3%
2018	0%	0

³ “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 Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.*

Program Name: RRCC AAS – Early Childhood Education Degree Program

Academic year in which a Fall cohort of full-time 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 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2020	0%	16.7%
2019	0%	37.5%
2018	0%	16.7%

A program may (but is not required to) insert below a short narrative description (150 words) of the data reflected above to provide context.

In previous annual reports we used the 300% timeframe for reporting how long it was taking our degree candidates to complete their program of study. We knew that we had more part-time students than full-time students, yet our reported results really did not capture the scope of program candidates we are serving. Doing some advanced analysis with our Institutional Research department at the college, we learned that we are attracting candidates that are willing to take higher course loads (>12 credits per semester) which illustrated that while our program has fewer full-time students, those students are taking more credits in fewer terms, leading towards faster completion. This information has led us to report completion rates at 100% in this year's annual report. In reality, it would be beneficial to report completion rates for full-time candidates and part-time candidates in our programs as we are serving predominantly non-traditional (>22 years of age) candidates, many of whom are currently employed in EC settings. This information is a much better picture of who we are serving in our ECE programs and how many total degree program completers we have.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following 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.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the	Retention Rate among Full-Time Candidates

	Program (% of Total Enrollment)		Program (% of Total Enrollment)	

OR

(B) 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*

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

OR

(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.

AA- Early Childhood Teacher Education Degree program

Academic Year	Outcome Measure	Performance Data
2021	Average GPA	3.80
2020	Average GPA	3.53
2019	Average GPA	3.58

AAS- Early Childhood Education Degree program

Academic Year	Outcome Measure	Performance Data
2021	Average GPA	3.75
2020	Average GPA	3.69
2019	Average GPA	3.00

1) Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website. The link should be accessible from the program's

home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.

RRCC ECE Program Data Outcome Measures can be found at <https://www.rrcc.edu/early-childhood-education>
