

REPORTING PROGRAM OUTCOME DATA

TUNXIS COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATION PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining National Association for the Education of Young Children (NAEYC) accreditation: Early Childhood Education Programs, the ECE Program 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

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 ⁴ (at the time of completion)
2017-2018	AS – 11, Cert - 25	19%	81%
2018-2019	AS - 21, Cert - 18	11%	89%
2019-2020	AS-13, Cert – 20	8%	92%

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 years**

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.⁵The 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.

⁴ Part-time status is defined by the institution.

⁵ "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/>.*

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: Early Childhood Education Associate of Science Degree

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%, <u>200%</u> (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
Fall 2015	15%	25%
Fall 2016	11%	21%
Fall 2017	12%	NA

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 Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
Fall 2017 to Fall 2018	101 (66%)	50%	53 (34%)	53%
Fall 2018 to Fall 2019	96 (67%)	45%	47 (33%)	62%
Fall 2019 to Fall 2020	75 (64%)	53%	42 (36%)	64%