

## PROGRAM OUTCOME DATA- Central Arizona College

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)
AY2020	18	63%	37%
AY2019	16	94%	6%
AY2018	14	86%	14%

### **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.**<sup>2</sup>The 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.

<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 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:** Early Childhood Education Associate of Applied Science Degree

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 <b>150%</b> of the published timeframe	Percentage of those candidates who completed the program within <b>100%</b> , 200% (twice) or 300% (three times) of the published timeframe
AY2020	12%	63%
AY2019	6%	94%
AY2018	4%	86%

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

**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	Retention Rate among Candidates	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates

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.

Academic Year	Outcome Measure- <b>Number of candidates who completed their courses with a “C” or above</b>	Performance Data
AY2020	8	100%
AY2019	16	100%
AY2018	14	100%

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.

<https://centralaz.edu/divisions-programs/education-blog/early-childhood-education-aas/#tab-id-6>

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

Overall we are proud of the changes we see in our program outcome data from the last few years. In the table above for Outcome Measure #1: Number of Program Completers shows considerable gains over previous years. For Outcome Measure #2: Program Completion Rate the table below for our first three years of being accredited is inserted here for comparison. Our current table shows the completion percentage at 100% of the published timeframe of two years. In the last three years 63%, 94%, and 86% of students completed within **100%** the published timeline as compared to 44%, 15%, and 70% completing at **300%** of the published timeline. We believe this is evidence to show that the redesign of the degree pathway to be more streamlined and allow for more flexibility in elective courses has made a significant impact in candidates’ ability to complete the degree more efficiently.

**Program Name:** Early Childhood Education AAS Degree

Academic year in which a Fall cohort of <b>full-time</b> students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) or <b>300%</b> (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
AY 17-18	56%	44%
AY 16-17	15%	15%
AY 15-16	10%	70%