



Early Childhood Education Program Outcome Measures

Outcome Measure #1: The Number of Program Completers

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)
2015-16	46	6.5%	93.5%
2016-17	33	6.1%	93.9%
2017-18	39	7.7%	92.3%
2018-19	32	3.1%	96.9%

Note: This outcome measure includes program completers for the past three academic years. However, with only three academic years, the data is incomplete because we do not yet have transfer data for students who enrolled elsewhere in 2020. Therefore, it is necessary to include the 2015-16 year for a more complete picture.

As the data above shows, students in the Early Childhood Education program are overwhelmingly part-time. Most students work in the field while obtaining their degrees. Outcome measures reported later in this report demonstrate that graduates of this program are employed in their field at a higher rate than average for our institution.

¹ Part-time status is defined by the institution.

Outcome Measure #2: The Program Completion Rate

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 200% (twice)
2011-12	6.3%	4.8%
2012-13	4.0%	0.0%
2013-14	9.5%	4.8%
2014-15	5.8%	2.9%
2015-16	14.1%	0.0%

The data above reflect that the percentage of students completing within three years is increasing. However, a higher percentage of students take more than four years. This is typical of the community college student who is often working a full-time job, as well as attending college. Because the students in the ECED program are predominantly female, they are more likely to have family responsibilities such as caring for children or aging parents. In addition, some students transfer to other institutions without completing the program and earning a degree, a characteristic prevalent to many degree programs in community colleges.

Outcome #3: Program Graduates Employed or Pursuing Further Education

Outcome Measure #3: Institutional Selected Data (B)				
Program Graduates Employed or Pursuing Further Education				
Academic Year	Number of Students	Number of Graduates	Percentage Employed in field within one year of graduation	Percentage pursuing further education in the early childhood profession within one year of graduation
Fall 2015	85	21	65%	16.5%
Fall 2016	75	25	65%	17.3%
Fall 2017	71	14	68%	12.7%
Fall 2018	26	6	68%	19.2%

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

It is likely that there are students who are both employed in the field and also pursuing further education in the profession, reflecting the students who continued to work in the profession while attending Tri-C.

In addition, this data is supported by responses garnered in a survey of program graduates. A survey by major covering three years of graduates (2015-16, 2016-17, and 2017-18) had a 26% response rate, compared to 21% across all College programs.

Of those respondents, 71% were employed full time and 89% (compared to 84% across all College programs) were employed in a field related to their program.