



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 (at the time of completion)
2016-17	33	6.1%	93.9%
2017-18	39	7.7%	92.3%
2018-19	32	3.1%	96.9%
2019-20	25	4.1%	95.4%

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 Measure #2: The Program Completion Rate

Academic year in which a fall cohort of full-time students enrolled at the institution	Percentage of those students 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
2014-15	2.9%	2.9%
2015-16	11.9%	19%
2016-17	11.6%	13.9%
2017-18	7.7%	7.7%

In Fall 2018, the Early Childhood Program received a grant of \$75,000; \$50,000 which was placed in an endowment to support candidates in their student teaching. A portion (\$4,500) was earmarked for improvements to the Early Childhood Education labs on each of the three campuses.

The remaining \$24,500 was designated to provide stipends for students in their final semester who were student teaching. Candidates who complete their student teaching often must work fewer hours in order to complete their field placement hours.

If students are already working in the field, students are encouraged to complete student teaching at a childcare site other than their workplace. Students not working in the childcare field are usually still working to help pay tuition; we know that 95% of students are part-time. The College recognizes that this can be a barrier to completing that placement. Therefore, each Spring semester, up to three students can receive \$3,000 to assist with expenses. The faculty have developed specific guidelines for applying. (See Addendum No. 2.) Students must hold a 3.0 GPA, and write a letter of application. Faculty then determine the candidates through a blind selection process. The goal of the endowment is to generate enough income to increase the number of stipends awarded.

Outcome Measure #3: Institutional Selected Data

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.

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%

Data regarding employment and further education are derived from graduate surveys. We are still in the process of collecting this survey data from students who graduated in FY 2020. The Fall 2018 term listed in the chart you have highlighted would fall in FY 2019. The next term, Fall 2019, would fall in FY 2020 - the class on whom we are currently collecting data.

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. 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.