



EARLY CHILDHOOD EDUCATION

Outcome Measure #1: The Number of Program Completers (Required)

Ø In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages of the last two columns must add up to 100% for each row (Copy and paste additional charts for each program if submitting multiple programs).

Program name: Early Childhood Education Degrees (A.A.S.)

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 - 2022	4	0%	100%
2020 - 2021	4	0%	100%
2019 - 2020	8	12.5%	87.5%



[1] Part-time status is defined by the institution.

Outcome Measure #2: The Program Completion Rate (Required)

Ø What is the published time frame for full-time candidates to complete the early childhood program(s) included in this Interim Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.):

2.5 academic years

Ø In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.^[1] The program must complete the information for the 150% indicator and choose to report on either the 100%, 200%, or 300% indicator. The academic years selected must fall within eight years of the date this report is submitted. (Copy and paste additional charts for each program if submitting multiple programs).

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 2016 cohort on which to report. The 150% indicator indicates all members of the Fall 2016 cohort (full-time at the time of enrollment) who completed the program by Spring 2019. The 100% indicator only contains members of the Fall 2016 cohort who completed the program by Spring 2018. The 200% indicator contains all members of the Fall 2016 cohort who completed the program by Spring 2020, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2016 cohort who completed the program by Spring 2022, including those already counted in the 150% indicator.

Program Name: Early Childhood Education – A.A.S.



Academic year in which a Fall cohort of <i>full-time</i> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published time frame	Percentage of those candidates who completed the program within (select one measure): <input checked="" type="checkbox"/> 100% (exactly the published time frame) <input type="checkbox"/> 200% (twice the published time frame) <i>or</i> <input type="checkbox"/> 300% (three times the published time frame)
Fall Cohort 2018	40%	20%
Fall Cohort 2017	11.11%	11.11%
Fall Cohort 2016	0%	0%

Ø A program may (but is not required to) insert below a short narrative description (150 words maximum) of the data reflected in Outcome Measure #2 to provide context.



Outcome Measure #3: Institutional Selected Data (Required, choose one measure)

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 Interim 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 Cohort 2022	67.7%	75%	33.3%	100%
Fall Cohort 2021	71.43%	51.11%	28.57%	61.11%
Fall Cohort 2020	64.58%	25.81%	35.42%	52.94%



[1] "The Commission defines the published time frame as the number of terms an individual candidate 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 candidate was enrolled in the program. Candidates taking longer due to reasons other than institution-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 LEARNING OUTCOMES:	
PLO 1	1. The student will promote child development and learning
PLO 2	2. The student will build family-teacher partnerships and community connections
PLO 3	3. The student will observe, document, and assess to support young children and families
PLO 4	4. The student will use developmentally, culturally and linguistically effective approaches with children
PLO 5	5. The student will use content knowledge to build meaningful curriculum
PLO 6	6. The student will adhere to professional and ethical standards



PLO DATE RESULTS			ANALYSIS & STRATEGIES TO IMPROVE
	2021	2022	2022
PLO 1	<p>1A: n=0 Hybrid Students n=18 Online Students 11%- did not meet expectations 89% - met or exceeded expectations</p> <p>1B: n=0 Hybrid Students n=15 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>1C: n=0 Hybrid Students n=9 Online Students 11% - did not meet expectations 89% - met or exceeded expectations</p>	<p>1A: n=0 Hybrid Students n=50 Online Students 12%- did not meet expectations 88% - met or exceeded expectations</p> <p>1B: n=0 Hybrid Students n=30 Online Students 3% - did not meet expectations 97% - met or exceeded expectations</p> <p>1C: n=0 Hybrid Students n=16 Online Students 31% - did not meet expectations 69% - met or exceeded expectations</p>	<p>In comparing the date results from 2021 to 2022, students did about the same on all competencies except 1c. Only 69% of students met this competency. Students seem to struggle with their understanding of the ways that child development and the learning process occurs in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.</p> <p>This competency is measured in key assessments 3, 4, 5, and 6. Students work with children and/or families in each of these key assessments. Instructors will be more intentional about helping students understand ways that child development and learning occur in multiple contexts by creating assignments for students to research these ways, particularly in the classes requiring these key assessments. This should help give students a better understanding of this competency and help them understand more about the learning process of young children.</p>



<p>PLO 2</p>	<p>2A: n=0 Hybrid Students n=37 Online Students 13.5% - did not meet expectations 86.5% - met or exceeded expectations</p> <p>2B: n=0 Hybrid Students n=37 Online Students 3% - did not meet expectations 97% - met or exceeded expectations</p> <p>2C: n= 0 Hybrid Students n=18 Online Students 22% - did not meet expectations 88% - met or exceeded expectations</p>	<p>2A: n=6 Hybrid Students 100% - met or exceeded expectations n=23 Online Students 4%- did not meet expectations 96% - met or exceeded expectations</p> <p>2B: n=6 Hybrid Students 33% - did not meet expectations 66% - met or exceeded expectations n=23 Online Students 13% - did not meet expectations 87% - met or exceeded expectations</p> <p>2C: n=6 Hybrid Students 17% - did not meet expectations 83% - met or exceeded expectations n=21 Online Students 19% - did not meet expectations 81% - met or exceeded expectations</p>	<p>Students performed about the same in all of Standard 2 from 2021 to 2022 except competency 2b. In 2022, 66% of hybrid students did not meet this competency. There were only 6 hybrid students in this class. There were 23 online students and 87% of those students met or exceeded expectations on this competency.</p> <p>Standard 2 is measured in key assessments 1, 2, 5 and 6. Instructors teaching these key assessments will be more intentional about addressing the importance of collaborating as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement in helping students meet competency 2b in each of these key assessments.</p>
---------------------	---	--	--



<p>PLO 3</p>	<p>3A: n=0 Hybrid Students n=25 Online Students 8% - did not meet expectations 92% - met or exceeded expectations</p> <p>3B: n= 0 Hybrid Students n= 25 Online Students 8% - did not meet expectations 92% - met or exceeded expectations</p> <p>3C: n=0 Hybrid Students n= 3 Online Students 0%- did not meet expectations 100% - met or exceeded expectations</p> <p>3D: n=0 Hybrid Students n=24 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p>	<p>3A: n=0 Hybrid Students n=24 Online Students 8%- did not meet expectations 92% - met or exceeded expectations</p> <p>3B: n=0 Hybrid Students n=38 Online Students 5% - did not meet expectations 95% - met or exceeded expectations</p> <p>3C: n=0 Hybrid Students n=13 Online Students 15% - did not meet expectations 85% - met or exceeded expectations</p> <p>3D: n=6 Hybrid Students 100% - met or exceeded expectations n=21 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p>	<p>All students met or exceeded expectations for Standard 3 in all competencies. The only competency that was not as high as last year was 3c: use screening and assessment tools in ways that are ethically grounded and developmentally appropriate in order to document developmental progress and promote positive outcomes for each child.</p> <p>We will continue to give students opportunities to conduct observations and be more intentional about making sure they understand the purpose of the observations and tools used to observe, using NCFELD when analyzing the observation notes in documenting the developmental progress of each child. This will help students gain a better understanding of using screening and assessment tools with children.</p>
---------------------	--	---	---



<p>PLO 4</p>	<p>4A: n=0 Hybrid Students n=15 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>4B: n=0 Hybrid Students n=15 Online Students 20% - did not meet expectations 80% - met or exceeded expectations</p> <p>4C: n=0 Hybrid Students n=3 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>4D: n=0 Hybrid Students n=15 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p>	<p>4A: n=0 Hybrid Students n=24 Online Students 8%- did not meet expectations 92% - met or exceeded expectations</p> <p>4B: n=0 Hybrid Students n=24 Online Students 8% - did not meet expectations 92% - met or exceeded expectations</p> <p>4C: n=0 Hybrid Students n=13 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>4D: n=0 Hybrid Students n=29 Online Students 3% - did not meet expectations 97% - met or exceeded expectations</p>	<p>Students performed about the same in 2021 as 2022 on all competencies for Standard 4. Students did better on competency 4b in 2022 than in 2021.</p> <p>Instructors will continue to help students develop appropriate teaching practices for children. Play is one of our guiding principles in our ECE framework and instructors will continue to stress the importance of incorporating play as a core teaching practice for students to be more intentional about including play when creating lessons. This will also help them with key competency 4b, incorporating play as a core teaching practice, and supporting the development of executive functioning skills that are critical for young children.</p>
---------------------	--	---	--



<p>PLO 5</p>	<p>5A: n=0 Hybrid Students n=6 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>5B: n=0 Hybrid Students n=3 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>5C: n=0 Hybrid Students n=9 Online Students 11% - did not meet expectations 89% - met or exceeded expectations</p>	<p>5A: n=0 Hybrid Students n=8 Online Students 13%- did not meet expectations 87% - met or exceeded expectations</p> <p>5B: n=0 Hybrid Students n=8 Online Students 13% - did not meet expectations 87% - met or exceeded expectations</p> <p>5C: n=0 Hybrid Students n=16 Online Students 13% - did not meet expectations 87% - met or exceeded expectations</p>	<p>All students met or exceeded expectations on Standard 5. Students performed better in 2021 than in 2022 on this Standard, particularly on competencies 5b and 5c.</p> <p>Standard 5 is measured in key assessment 4 and 5. Students need to create a content area learning center as well as create lessons that are developmentally appropriate and teach these lessons as part of a lesson plan unit. Students must understand pedagogical content knowledge and how young children learn in each discipline. Students must demonstrate their knowledge of the theories and research in order to support young children's learning in each content area. Instructors will be more intentional in continuing to help students align theories and research when preparing these lessons.</p>
---------------------	--	--	---



<p>PLO 6</p>	<p>6A: n=0 Hybrid Students n=16 Online Students 6% - did not meet expectations 94% - met or exceeded expectations</p> <p>6B: n=0 Hybrid Students n=12 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>6C: n=0 Hybrid Students n=34 Online Students 3% - did not meet expectations 97% - met or exceeded expectations</p> <p>6D: n=0 Hybrid Students n=19 Online Students 19% - did not meet expectations 81% - met or exceeded expectations</p> <p>6E: n=0 Hybrid Students n=16 Online Students 31% - did not meet expectations 69% - met or exceeded expectation</p>	<p>6A: n=0 Hybrid Students n=15 Online Students 7%- did not meet expectations 93% - met or exceeded expectations</p> <p>6B: n=0 Hybrid Students n=21 Online Students 0% - did not meet expectations 100% - met or exceeded expectations</p> <p>6C: n=0 Hybrid Students n=25 Online Students 8% - did not meet expectations 92% - met or exceeded expectations</p> <p>6D: n=0 Hybrid Students n=17 Online Students 12% - did not meet expectations 88% - met or exceeded expectations</p> <p>6E: n=0 Hybrid Students n=15 Online Students 13% - did not meet expectations 87% - met or exceeded expectations</p>	<p>Students performed about the same in 2021 as 2022 on Standard 6. Students met all competencies in 2022 where only 69% of students met key competency 6e in 2021.</p> <p>Students have a difficult time expressing how they sustain the habit of reflective and intentional practice in their daily work with young children and as a member of the early childhood profession. Instructors will provide more opportunities for students to reflect on the contexts in which teaching and learning occurs and their practice as an early childhood educator.</p>
---------------------	--	--	--