

MASSBAY PROGRAM OUTCOME DATA FOR THE TWO EARLY CHILDHOOD EDUCATION ASSOCIATE DEGREE PROGRAMS ACCREDITED BY NAEYC (SUBMITTED WITH THE SELF-STUDY REPORT OF 10/1/21)

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 ¹ (at the time of completion)	
	ASECE	AALAECE	ASECE	AALAECE	ASECE	AALAECE
2018-2019	8	4	1 (12.5%)	2 (50%)	7 (87.5%)	2 (50%)
2019-2020	4	6	1 (25.0%)	1 (16.7%)	3 (75.0%)	5 (83.3%)
2020-2021	11	1	0 (0.0%)	0 (0.0%)	11 (100%)	1 (100%)

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
Academic yrs

Note that very few students are able to take 5 courses per semester, which this would require, although some will take 4 each semester and pick up 2 in summer school. Most are part-time.

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.¹The 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.

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 Names: A.S. Early Childhood Education (ASECE) and A.A. Liberal Arts: Early Childhood Education (AALAECE) (separated in graph)

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 <u>150%</u> of the published timeframe		Percentage of those candidates who completed the program within 100%, 200% (twice) or <u>300%</u> (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)	
	ASECE	AALAECE	ASECE	AALAECE
2013-2014	15.6%	6.3%	15.6%	6.3%
2014-2015	2.6%	38.5%	10.5%	53.8%
2015-2016	7.1%	10.5%	21.4%	15.8%

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

Outcome Measure #3: Institutional Selected Data

¹ "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/>.

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 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*	
	ASECE	AAECE	ASECE	AALAECE	ASECE	AALAECE
2017-2018	13	6	61.5%	100%	38.5%	66.7%
2018-2019	8	4	87.5%	100%	62.5%	75%
2019-2020	4	6	50%	50%	50%	33%

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

COVID has had an impact on graduation rate, employment and continuing education over the past year. Students who were already working were laid off, practicum completion was impacted and students who might have transferred became uncertain given issues like child care, finances and even choice of career path. Although the job market opened up in June, educators have been slow to return since there is still much uncertainty about health and other work conditions. Some centers have closed or closed classrooms and can't hire unless they have families enrolled, a vicious cycle for the field.

- 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.

Here is the link to the MassBay early childhood education homepage where a link to the report with the data is located.

<https://www.massbay.edu/academics/early-childhood-education>