

Oklahoma City Community College, Child Development Program
PROGRAM OUTCOMES DATA

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 use institutional resources [such as through an Institutional Research (IR) office if applicable] 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 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: A.A. Child Development

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-time¹ (at the time of completion)
FY 2021	13	23.1%	76.9%
FY 2022	18	0.0%	100.0%
FY 2023	9	22.2%	77.8%

¹ Part-time status is defined by the institution.

Program name: A.A.S Child Development

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 ² (at the time of completion)
FY 2021	1	100.0%	0.0%
FY 2022	3	33.3%	66.7%
FY 2023	0	0.0%	0.0%

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.):
150% = 4.5 years and 200% = 6 years
- In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**³ **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

² Part-time status is defined by the institution.

³ “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/>.*

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: A.A. Child Development

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 timeframe	Percentage of those candidates who completed the program within (select one measure): <input type="checkbox"/> 100% (exactly the published timeframe) <input checked="" type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)
FY 2021	0.0%	0.0%
FY 2022	0.0%	0.0%
FY 2023	0.0%	0.0%

Program Name: A.A.S Child Development

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 timeframe	Percentage of those candidates who completed the program within (select one measure): <input type="checkbox"/> 100% (exactly the published timeframe) <input checked="" type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)
FY 2021	0.0%	0.0%

FY 2022	0.0%	0.0%
FY 2023	0.0%	0.0%

- **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.**

The below narrative is from Elizabeth Miller in Institutional Effectiveness.

In the last 10 years (Fall 2012 to Fall 2021) OCCC has seen a trend toward an increasing part-time student population at the College. The percent of part-time students in Fall 2012 was 63% and has continued to increase to 69% as of Fall 2021. The percent of part-time students in the Child Development program reflect this same overall College trend, and even eclipses it. The percent of part-time AA.CD majors has gone from 68.3% in 2017 Fall to 82.2% in Fall 2021. Because this metric is based strictly on Full-Time majors, only a small fraction of the CD majors and graduates at OCCC get included in the metric. The larger portion of the CD program majors and graduates are precluded from this metric by definition.

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	% 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

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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.**

A.A. Child Development

Academic Year	Outcome Measure	Performance Data
FY 2021	Percent of Candidates Successfully completing courses with a "C" or better	74.8%
FY 2022	Percent of Candidates Successfully completing courses with a "C" or better	72.9%
FY 2023	Percent of Candidates Successfully completing courses with a "C" or better	69.2%

A.A.S. Child Development

Academic Year	Outcome Measure	Performance Data
FY 2021	Percent of Candidates Successfully completing courses with a "C" or better	71.3%
FY 2022	Percent of Candidates Successfully completing courses with a "C" or better	66.3%
FY 2023	Percent of Candidates Successfully completing courses with a "C" or better	68.9%