

REPORTING PROGRAM OUTCOME 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 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%.

B.S. Ed. Early Childhood Development and Learning

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)
2018-2019	45	96%	4%
2017-2018	22	100%	0%
2016-2017	41	98%	2%

B.A.A. Early Childhood Development and Learning

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)
2018-2019	17	88%	12%
2017-2018	15	100%	0%
2016-2017	26	88%	12%

¹ Part-time status is defined by the institution.

² Part-time status is defined by the institution.

B.S. Early Childhood Development and Learning

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 ³ (at the time of completion)
2018-2019	27	81%	19%
2017-2018	21	100%	0%
2016-2017	24	100%	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.)

- 4 years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁴The 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.

³ Part-time status is defined by the institution.

⁴ “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/>.

Program Name: B.S. Ed. Early Childhood Development and Learning

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 <u>100%</u> , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2011-2012	62.1%	37.9%
2012-2013	68.7%	47%
2013-2014	70.7%	57.3%

Program Name: B.A.A./B.S.* Early Childhood Development and Learning

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 <u>100%</u> , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2012-2013 ⁺	73.7%	71.7%
2013-2014	85.1%	83%
2014-2015	N/A	77.1%

*These data are collected by the University according to program and not major.

⁺Earliest cohort of this major.

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

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

B.S. Ed. Early Childhood Development and Learning

Academic Year	Overall Retention Rate among Candidates	% 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
2017-2018	86%	24%	55%	76%	92%
2016-2017	86%	15.6%	100%	84.4%	86%
2015-2016	95%	12.7%	100%	87.3%	95%

B.A.A. Early Childhood Development and Learning

Academic Year	Overall Retention Rate among Candidates	% 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
2017-2018	84%	51.1%	80%	48.9%	88%
2016-2017	77%	27.5%	100%	72.5%	75%
2015-2016	90%	27.4%	100%	72.6%	89%

B.S. Early Childhood Development and Learning

Academic Year	Overall Retention Rate among Candidates	% 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
2017-2018	76%	72.8%	70%	27.2%	91%
2016-2017	92%	67.9%	80%	32.1%	100%
2015-2016	93%	34.1%	67%	65.9%	100%

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.

Academic Year	Outcome Measure	Performance Data