

## D. 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%. Copy and paste additional charts for each program if submitting multiple programs).

Program name: B.S.Ed. Early Childhood Development and Learning Major

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 <sup>1</sup> (at the time of completion)
2021-2022	27	100%	0%
2020-2021	44	100%	0%
2019-2020	46	96%	4%

Program name: B.A.A. Early Childhood Development and Learning Major

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 <sup>2</sup> (at the time of completion)
2021-2022	11	46%	54%
2020-2021	16	75%	25%
2019-2020	20	90%	10%

<sup>1</sup> Part-time status is defined by the institution.

<sup>2</sup> Part-time status is defined by the institution.

Program name: B.S. Early Childhood Development and Learning Major

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 <sup>3</sup> (at the time of completion)
2021-2022	35	42%	58%
2020-2021	49	53%	47%
2019-2020	23	35%	65%

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

**What is the published timeframe 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.) 4 years

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

<sup>3</sup> Part-time status is defined by the institution.

<sup>4</sup> “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 Major**

<b>Academic year in which a Fall cohort of <i>full-time</i> candidates enrolled in the program (select three sequential years)</b>	<b>Percentage of those candidates who completed the program within 150% of the published timeframe</b>	<b>Percentage of those candidates who completed the program within (select one measure): <input checked="" type="checkbox"/> 100% (exactly the published timeframe) <input type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)</b>
2016-2017 Cohort	74%	57%
2015-2016 Cohort	85%	71%
2014-2015 Cohort	63%	57%

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

<b>Academic year in which a Fall cohort of <i>full-time</i> candidates enrolled in the program (select three sequential years)</b>	<b>Percentage of those candidates who completed the program within 150% of the published timeframe</b>	<b>Percentage of those candidates who completed the program within (select one measure): <input checked="" type="checkbox"/> 100% (exactly the published timeframe) <input type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)</b>
2016-2017 Cohort	80%	90%
2015-2016 Cohort	84%	81%
2014-2015 Cohort	84%	84%



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

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 checked="" type="checkbox"/> 100% (exactly the published timeframe) <input type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)
2016-2017 Cohort	89%	96%
2015-2016 Cohort	84%	81%
2014-2015 Cohort	91%	91%

A program may (but is not required to) insert below a short narrative description (150 words) 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 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

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

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
2020-2021	5%	89%	95%	94%
2019-2020	4%	43%	96%	64%
2018-2019	12%	100%	88%	96%



COLLEGE OF EDUCATION & HUMAN SERVICES

**EARLY CHILDHOOD  
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**Program Name:** B.A.A. Early Childhood Development and Learning Major

<b>Academic Year</b>	<b>% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)</b>	<b>Retention Rate among Part-Time Candidates</b>	<b>% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)</b>	<b>Retention Rate among Full-Time Candidates</b>
2020-2021	63%	81%	37%	85%
2019-2020	64%	63%	36%	59%
2018-2019	69%	64%	31%	94%

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

<b>Academic Year</b>	<b>% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)</b>	<b>Retention Rate among Part-Time Candidates</b>	<b>% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)</b>	<b>Retention Rate among Full-Time Candidates</b>
2020-2021	63%	81%	37%	85%
2019-2020	65%	67%	35%	66%
2018-2019	70%	76%	30%	87%