



# ANNUAL REPORT

## 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 its website.<sup>1</sup>

***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.***

### 1) **Outcome Measure #1: The Number of Program Completers**

**In the chart below, please indicate the number of program completers for the three most recent academic years**

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)
AY1617	25	8.0%	92.0%
AY1718	37	5.4%	94.6%
AY1819	18	0.0%	100%

<sup>1</sup> This section of the Annual Report template is new (2017) and was created for the following reasons. NAEYC is committed to helping prospective degree candidates in their search for high-quality degree programs. As an accrediting agency, NAEYC is also committed to advancing the higher education accreditation field’s efforts to provide greater transparency to current and prospective degree candidates about institutions’ and programs’ outcomes for degree candidates. NAEYC is currently pursuing recognition by the Council for Higher Education Accreditation (CHEA), which requires that programs accredited by a CHEA-recognized accrediting body provide publically available program and candidate outcome data.

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

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

**What is the published timeframe<sup>3</sup> for full-time students to complete the early childhood program(s) included in this Annual Report?** Two Years

In the following chart, please indicate **the percentage of full-time students completing the program within the program's published timeframe** (institutions submitting multiple programs in a single Annual Report should complete a separate chart for each program.) **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 annual 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. At the 150% indicator, it would report on the members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. At the 100% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2013. At the 200% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2015. At the 300% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2017.*

Program Name: Early Childhood Education: Career

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) or <u>300% (three times)</u> of the published timeframe (Please circle or underline the indicator above on which the program will report.)
AY1112	11.1%	11.1%
AY1213	5.9%	17.6%
AY1314	8.3%	8.3%

<sup>3</sup> “The Commission defines the published timeframe 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:** Early Childhood Education: Transfer

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
AY1112	0.0%	0.0%
AY1213	11.1%	33.3%
AY1314	12.5%	12.5%

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

**3) 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 and should complete a separate chart 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:** Early Childhood Education: Career

Academic Year	Number of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	Number of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
AY1516	80 (72.1%)	48.8%	31 (27.9%)	45.2%
AY1617	80 (80.0%)	43.8%	20 (20.0%)	55.0%
AY1718	61 (77.2%)	44.3%	18 (22.8%)	22.2%

Program Name: Early Childhood Education: Transfer

Academic Year	Number of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	Number of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
AY1516	53 (73.6%)	41.5%	19 (26.4%)	36.8%
AY1617	43 (68.3%)	48.8%	20 (31.7%)	55.0%
AY1718	53 (76.8%)	45.3%	16 (23.2%)	62.5%

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	Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*	Number of Graduates (and % of total) who are 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

4) 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 web site.

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