

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**.

Outcome Measure #1: The Number of Program Completers

EARLY CARE AND EDUCATION 5506

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)
2021	31	22.6%	77.4%
2020	24	4.2%	95.8%
2019	26	19.2%	80.8%

EARLY CHILDHOOD-ELEMENTARY EDUCATION

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)
2021	52	50.0%	50.0%
2020	35	54.3%	45.7%
2019	37	54.0%	46.0%

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.) _____ 2 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 twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.**

¹ Part-time status is defined by the institution.

² Part-time status is defined by the institution.

³ “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: EARLY CARE AND EDUCATION 5506

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 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
Fall 2015	0.0%	0.0%
Fall 2016	40.0%	40.0%
Fall 2017	0.0%	12.5%

Program Name: EARLY CHILDHOOD-ELEMENTARY EDUCATION 5070

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 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
Fall 2015	4.8%	9.5%
Fall 2016	10.9%	15.2%
Fall 2017	17.4%	23.9%

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

They are not very consistent because the populations are so small. We don't admit in cohorts, so all we have are those who started first-time, full-time in those programs. We do not have the ability to reliably track that data for the number of students in our programs and the amount of times they switch between full time and part time status.

Outcome Measure #3: Institutional Selected Data

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.

EARLY CARE AND EDUCATION 5506

Academic Year	Outcome Measure	Performance Data
2021	average GPA of the graduating class	3.43

2020	average GPA of the graduating class	3.68
2019	average GPA of the graduating class	2.9

EARLY CHILDHOOD-ELEMENTARY EDUCATION 5070

Academic Year	Outcome Measure	Performance Data
2021	average GPA of the graduating class	3.51
2020	average GPA of the graduating class	3.57
2019	average GPA of the graduating class	3.43