As part of the program's achieving and maintaining NAEYC accreditation, it must report on 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 (Required)

> 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: 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)
2023	19	10.5%	89.5%
2022	27	14.8%	85.2%
2021	31	22.6%	77.4%

Program name: EARLY CHILDHOOD-ELEMENTARY EDUCATION 5070

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)
2023	44	31.8%	68.2%
2022	51	45.1%	54.9%
2021	52	50.0%	50.0%

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[1] Part-time status is defined by the institution.

[2] Part-time status is defined by the institution.

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 semesters (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 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 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: 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 (select one measure): ☐ 100% (exactly the published timeframe) X 200% (twice the published timeframe) *or* ☐ 300% (three times the published timeframe)
Fall 2017	0.0%	12.5%
Fall 2018	33.3%	33.3%
Fall 2019	20%	20.0%

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[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/.

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 (select one measure): ☐ 100% (exactly the published timeframe) X 200% (twice the published timeframe) *or* ☐ 300% (three times the published timeframe)
Fall 2017	17.4%	23.9%
Fall 2018	22.2%	24.4%
Fall 2019	25.5%	25.5%

> ➢ **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.**

> ➢ 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 cannot reliably track that data for the number of students in our programs and the number of times they switch between full-time and part-time status

Outcome Measure #3: Institutional Selected Data (Required, choose one measure)

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 AAS

Academic Year	Outcome Measure	Performance Data
2022	average GPA of the graduating class	3.38
2021	average GPA of the graduating class	3.43
2020	average GPA of the graduating class	3.44

Early Childhood-Elementary Education 5070

Academic Year	Outcome Measure	Performance Data
2022	average GPA of the graduating class	3.51
2021	average GPA of the graduating class	3.45
2020	average GPA of the graduating class	3.48

➢ **Please provide the specific web link where the data on Program Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.