COLLEGE OF EDUCATION & HUMAN SERVICES
EARLY CHILDHOOD DEVELOPMENT & LEARNING
CENTRAL MICHIGAN UNIVERSITY

D. REPORTING PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually 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

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: Early Childhood Development and Learning, B.S.

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[11] (at the time of completion)
2023-2024	12	33%	67%
2022-2023	26	23%	77%
2021-2022	35	42%	58%

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

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

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[12] (at the time of completion)
2023-2024	10		40%	60%
2022-2023	7		29%	71%
2021-2022	12		33%	67%

Program name: Teaching Early Childhood, B.S.Ed.

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[13] (at the time of completion)
2023-2024	33	24%	76%
2022-2023	14	43%	57%
2021-2022	3	67%	33%

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

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[14] (at the time of completion)
2023-2024	25	100%	0%
2022-2023	1	100%	0%
N/A			

Program name: Teaching Grades PK-3, B.S.Ed.

❯ 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.)

The published timeframe for full-time candidates to complete each of the early childhood programs in this report is four years.

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.[1]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.**

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

[15] "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/.

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 Childhood Development and Learning, B.S.

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) ☐ 200% (twice the published timeframe) *or* 300% (three times the published timeframe)
2018-2019 Cohort	49%	41%
2017-2018 Cohort	59%	55%
2016-2017 Cohort	92%	88%

Program Name: Early Childhood Development and Learning, B.A.A.

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) ☐ 200% (twice the published timeframe) *or* 300% (three times the published timeframe)
2018-2019 Cohort	49%	40%
2017-2018 Cohort	44%	40%
2016-2017 Cohort	76%	64%

Program Name: Teaching Early Childhood, B.S.Ed.

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) ☐ 200% (twice the published timeframe) *or* 300% (three times the published timeframe)
2021-2022		33% (3 years)
N/A		

Program Name: Teaching Grades PK-3, B.S.Ed.

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)** ☐ **200% (twice the published timeframe)** *or* ☐ **300% (three times the published timeframe)**
2021-2022		34% (3 years)

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: Early Childhood Development and Learning, B.S.

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
2023-2024	77%	68%	23%	75%
2022-2023	81%	72%	19%	77%
2021-2022	72%	73%	28%	82%

Program Name: Early Childhood Development and Learning, B.A.A.

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
2023-2024	71%	70%	29%	88%
2022-2023	56%	68%	44%	68%
2021-2022	72%	68%	28%	88%

Program Name: Teaching Early Childhood, B.S.Ed.

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
2023-2024	59%	71%	41%	88%
2022-2023	58%	85%	42%	83%
2021-2022	49%	67%	51%	96%

Program Name: Teaching Grades PK-3, B.S.Ed.

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
2023-2024	4%	100%	96%	97%
2022-2023	1%	100%	99%	90%
2021-2022	4%	50%	96%	90%

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

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 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.