

PART THREE: 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%.

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)
2017-2018	17	1%	100%
2018-2019	12	0%	100%
2019-2020	21	29%	71%

Methodology notes: Students are classified as earning their degree as either full-time or part-time based on their enrollment credit load status during the term for which they earned their degree. Full-time designation is used for students enrolled in 12 credit hours or more in the fall or spring (6 or more in the summer). Part-time designation is used for students enrolled in 11 or less credit hours in fall or spring (5 or less in the summer).

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
academic years

¹ Part-time status is defined by the institution.

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.²The 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.

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. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: _____

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) <u>or 300%</u> (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
Fall 2014 cohort (2014-2015)	43%	43%
Fall 2015 cohort (2015-2016)	0%	0%
Fall 2016 cohort (2016-2017)	0%	0%

Methodology notes: Cohorts are based on the number of new-to-CCC-Truman students declared in the program, and enrolled full-time for the first time in a given fall term. The students enrolled in the program in the specified academic term are designated as the fall cohort for that year. Completion is based on the percentage of the fall cohort who completed their declared program within 150% and 300% of normal completion. For students seeking the AAS degree, this is 3 years (6 semesters, excluding summers) for 150% completion and 6 years (12 semesters, excluding summers) for 300% completion.

A program may (but is not required to) insert below a short narrative description (150 words) of the data reflected above to provide context. **(PLEASE CONSIDER ADDING THIS TEXT): The majority of**

² “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/>.*

students in the Fall 2015 cohorts (67%) and Fall 2016 cohorts (58%) are enrolled part-time. This has resulted in students needing more time to earn the degree.

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; 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

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
2017-2018 (Fall 2017)	70%	61%	30%	63%
2018-2019 (Fall 2018)	68%	69%	32%	86%
2019-2020 (Fall 2019)	79%	62%	21%	50%

Methodology Notes: The analysis is based on the percentage of Truman Home College credit students declared in the program enrolled in a given fall term of that academic year (and for which their full-time/part-time status is based on) and who re-enroll in the subsequent fall term of the following academic year. This analysis has been updated to exclude students who earned the AAS degree in Child Development – Preschool Education during their given academic year but before the start of their subsequent fall term. Previous analyses included these students.

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