

**Program Outcomes Assessment Follow-Up  
2022-2023 Program Outcome (PO) Year End Reporting Form**

In response to SACSCOC 8.2, *“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”*

**Name of Program:** Associate in Arts

**Outcome #1: Enrollment (unduplicated)**

**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Participate in recruiting events such as Career Day, Pickle Festival, Military Night, CCP showcase, Senior Night, Wayne County Fair, Science Night and other community events. (Assessed by: Senior night and Science night attendance; Data for attendance will be supplied by IE and the Office of Public Information)	We participated in a host of events including Senior Night, CCP showcase, Science Fair and Math competition at the Wayne Co Fair. We will continue this action item and hope for increased attendance post-covid.

**Baseline:** 1473 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*  
**Standard:** 1480 #  
**Target:** 1500 #

**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	1,548
2020-2021	1,396
2021-2022	1,374

**All Levels**

**Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	236	15.2%	198	14.2%	177	12.9%
American Indian/Alaskan Native, Female	5	0.3%	4	0.3%	6	0.4%
Asian, Female	19	1.2%	14	1.0%	10	0.7%
Caucasian, Female	535	34.6%	489	35.0%	489	35.6%
Hawaiian/Other Pacific Islander, Female	3	0.2%	2	0.1%	0	0.0%
Hispanic/Latino, Female	195	12.6%	194	13.9%	205	14.9%
Two or More Races, Female	42	2.7%	43	3.1%	36	2.6%
Unknown, Female	11	0.7%	14	1.0%	8	0.6%
<b>Female Total</b>	<b>1,046</b>	<b>67.6%</b>	<b>958</b>	<b>68.6%</b>	<b>931</b>	<b>67.8%</b>
African American, Male	92	5.9%	85	6.1%	94	6.8%
American Indian/Alaskan Native, Male	1	0.1%	0	0.0%	1	0.1%
Asian, Male	12	0.8%	13	0.9%	12	0.9%
Caucasian, Male	292	18.9%	254	18.2%	238	17.3%
Hawaiian/Other Pacific Islander, Male	1	0.1%	1	0.1%	1	0.1%
Hispanic/Latino, Male	81	5.2%	64	4.6%	73	5.3%
Two or More Races, Male	20	1.3%	12	0.9%	19	1.4%
Unknown, Male	3	0.2%	9	0.6%	5	0.4%
<b>Male Total</b>	<b>502</b>	<b>32.4%</b>	<b>438</b>	<b>31.4%</b>	<b>443</b>	<b>32.2%</b>
<b>Total</b>	<b>1,548</b>	<b>100.0%</b>	<b>1,396</b>	<b>100.0%</b>	<b>1,374</b>	<b>100.0%</b>

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	105	6.8%	99	7.1%	88	6.4%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	3	0.2%
Asian, Under the age of 18	16	1.0%	14	1.0%	10	0.7%
Caucasian, Under the age of 18	323	20.9%	307	22.0%	331	24.1%
Hawaiian/Other Pacific Islander, Under the age of 18	2	0.1%	1	0.1%	1	0.1%
Hispanic/Latino, Under the age of 18	106	6.8%	118	8.5%	122	8.9%
Two or More Races, Under the age of 18	29	1.9%	28	2.0%	29	2.1%
Unknown, Under the age of 18	1	0.1%	5	0.4%	4	0.3%
<b>Under the age of 18 Total</b>	<b>582</b>	<b>37.6%</b>	<b>572</b>	<b>41.0%</b>	<b>588</b>	<b>42.8%</b>
African American, 18-24	141	9.1%	124	8.9%	137	10.0%
American Indian/Alaskan Native, 18-24	4	0.3%	4	0.3%	1	0.1%
Asian, 18-24	12	0.8%	9	0.6%	9	0.7%
Caucasian, 18-24	394	25.5%	335	24.0%	326	23.7%
Hawaiian/Other Pacific Islander, 18-24	2	0.1%	2	0.1%	0	0.0%
Hispanic/Latino, 18-24	149	9.6%	117	8.4%	130	9.5%
Two or More Races, 18-24	26	1.7%	22	1.6%	20	1.5%
Unknown, 18-24	11	0.7%	12	0.9%	7	0.5%
<b>18-24 Total</b>	<b>739</b>	<b>47.7%</b>	<b>625</b>	<b>44.8%</b>	<b>630</b>	<b>45.9%</b>
African American, 25-44	66	4.3%	50	3.6%	42	3.1%
American Indian/Alaskan Native, 25-44	2	0.1%	0	0.0%	3	0.2%
Asian, 25-44	3	0.2%	4	0.3%	3	0.2%
Caucasian, 25-44	98	6.3%	93	6.7%	63	4.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	21	1.4%	22	1.6%	25	1.8%
Two or More Races, 25-44	7	0.5%	5	0.4%	6	0.4%
Unknown, 25-44	2	0.1%	6	0.4%	2	0.1%
<b>25-44 Total</b>	<b>199</b>	<b>12.9%</b>	<b>180</b>	<b>12.9%</b>	<b>144</b>	<b>10.5%</b>
African American, 45-64	15	1.0%	10	0.7%	3	0.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	12	0.8%	8	0.6%	7	0.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	0.1%	1	0.1%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>27</b>	<b>1.7%</b>	<b>19</b>	<b>1.4%</b>	<b>11</b>	<b>0.8%</b>
African American, 65+	1	0.1%	0	0.0%	1	0.1%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>1</b>	<b>0.1%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>0.1%</b>
<b>Total</b>	<b>1,548</b>	<b>100.0%</b>	<b>1,396</b>	<b>100.0%</b>	<b>1,374</b>	<b>100.0%</b>

**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

2/3 of the AA students are female. This is due to many coming from the AS program. Overall enrollment in college transfer was down nationwide due to Covid-19. More students moved to short-term programs which allowed students to go directly to work rather than pursuing a two-year transfer degree that required an additional two years at the university level prior to the job search.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Continue to participate in marketing and recruiting events.	Attendance at Senior night and CCP showcase will be tracked.

**Outcome #2: Retention****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> <i>(Action item identified in the 2021-22 program review.)</i>	<b>Results / Use of Results:</b> <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Implement new appointment scheduling software for advising and registration. (Assessed by: The number of appointments will be collected by the CTAC director.)	There were 636 appointments this year (Summer 22-Fall 22-Spring 23) using the new scheduling software for advising and registration. This allowed for less wait time in the CTAC and online appointments. This has been a very successful implementation.
2	Coaches, advisors and instructors will reach out to students who are underperforming academically to promote retention. (Assessed by: Retention data will show at least a 4% increase in data from the Office of Institutional Effectiveness.)	In the fall 2022 semester, 1,429 students (45%) were tagged in the Watermark Student Success & Engagement software as academically underprepared, as minority male success initiative participants, and as first-generation/Pell Grant recipients. These 1,429 students were assigned to an achievement coach. The achievement coaches met with 408 students for a total of 953 meetings. In the spring 2023 semester, 1,303 students (64%) were tagged in the Watermark Student Success & Engagement software as academically underprepared, as minority male success initiative participants, and as first-generation/Pell Grant recipients. These 1,303 students were assigned to an achievement coach. The achievement coaches met with 236 students for a total of 576 meetings.

**Baseline:** 53.4 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

**Standard:** 55 %

**Target:** 57 %

<b>Fall to Fall</b>	<b>Retention Rate</b>
Fall 2019 to Fall 2020	52.4%
Fall 2020 to Fall 2021	53.1%
Fall 2021 to Fall 2022	53.0%

**All Levels**

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	87	13.4%	74	12.1%	65	11.6%
American Indian/Alaskan Native, Female	2	0.3%	1	0.2%	1	0.2%
Asian, Female	8	1.2%	7	1.1%	6	1.1%
Caucasian, Female	220	34.0%	217	35.6%	210	37.5%
Hawaiian/Other Pacific Islander, Female	1	0.2%	0	0.0%	0	0.0%
Hispanic/Latino, Female	94	14.5%	91	14.9%	93	16.6%
Two or More Races, Female	17	2.6%	19	3.1%	17	3.0%
Unknown, Female	7	1.1%	7	1.1%	2	0.4%
<b>Female Total</b>	<b>436</b>	<b>67.4%</b>	<b>416</b>	<b>68.2%</b>	<b>394</b>	<b>70.4%</b>
African American, Male	34	5.3%	38	6.2%	27	4.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	0.2%
Asian, Male	6	0.9%	7	1.1%	4	0.7%
Caucasian, Male	124	19.2%	106	17.4%	96	17.1%
Hawaiian/Other Pacific Islander, Male	1	0.2%	1	0.2%	0	0.0%
Hispanic/Latino, Male	38	5.9%	33	5.4%	30	5.4%
Two or More Races, Male	7	1.1%	6	1.0%	8	1.4%
Unknown, Male	1	0.2%	3	0.5%	0	0.0%
<b>Male Total</b>	<b>211</b>	<b>32.6%</b>	<b>194</b>	<b>31.8%</b>	<b>166</b>	<b>29.6%</b>
<b>Total</b>	<b>647</b>	<b>100.0%</b>	<b>610</b>	<b>100.0%</b>	<b>560</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	63	9.7%	54	8.9%	47	8.4%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	1	0.2%
Asian, Under the age of 18	10	1.5%	6	1.0%	8	1.4%
Caucasian, Under the age of 18	175	27.0%	172	28.2%	192	34.3%
Hawaiian/Other Pacific Islander, Under the age of 18	1	0.2%	1	0.2%	0	0.0%
Hispanic/Latino, Under the age of 18	70	10.8%	77	12.6%	85	15.2%
Two or More Races, Under the age of 18	13	2.0%	15	2.5%	17	3.0%
Unknown, Under the age of 18	0	0.0%	3	0.5%	0	0.0%
<b>Under the age of 18 Total</b>	<b>332</b>	<b>51.3%</b>	<b>328</b>	<b>53.8%</b>	<b>350</b>	<b>62.5%</b>
African American, 18-24	34	5.3%	43	7.0%	35	6.3%
American Indian/Alaskan Native, 18-24	1	0.2%	1	0.2%	0	0.0%
Asian, 18-24	4	0.6%	6	1.0%	2	0.4%
Caucasian, 18-24	136	21.0%	120	19.7%	94	16.8%
Hawaiian/Other Pacific Islander, 18-24	1	0.2%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	58	9.0%	40	6.6%	31	5.5%
Two or More Races, 18-24	9	1.4%	9	1.5%	7	1.3%
Unknown, 18-24	6	0.9%	5	0.8%	1	0.2%
<b>18-24 Total</b>	<b>249</b>	<b>38.5%</b>	<b>224</b>	<b>36.7%</b>	<b>170</b>	<b>30.4%</b>
African American, 25-44	17	2.6%	10	1.6%	9	1.6%
American Indian/Alaskan Native, 25-44	1	0.2%	0	0.0%	1	0.2%
Asian, 25-44	0	0.0%	2	0.3%	0	0.0%
Caucasian, 25-44	28	4.3%	29	4.8%	19	3.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	0.6%	7	1.1%	6	1.1%
Two or More Races, 25-44	2	0.3%	1	0.2%	1	0.2%
Unknown, 25-44	2	0.3%	2	0.3%	1	0.2%
<b>25-44 Total</b>	<b>54</b>	<b>8.3%</b>	<b>51</b>	<b>8.4%</b>	<b>37</b>	<b>6.6%</b>
African American, 45-64	6	0.9%	5	0.8%	1	0.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	5	0.8%	2	0.3%	1	0.2%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	1	0.2%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>11</b>	<b>1.7%</b>	<b>7</b>	<b>1.1%</b>	<b>3</b>	<b>0.5%</b>
African American, 65+	1	0.2%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>1</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>647</b>	<b>100.0%</b>	<b>610</b>	<b>100.0%</b>	<b>560</b>	<b>100.0%</b>

**Provide narrative for analysis of program retention data.** *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

We saw a significant increase in enrollment of students under the age of 18. This is due to the change in pathways and advising that moved students from AS to AA.

Overall, program retention data was consistent around 53%. While we did not meet our target goal, we did exceed the state and national averages for retention in this program.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Continue to utilize the online appointment scheduler for advising and registration.	Determine the number of students that scheduled appointments rather than just showing up to wait in line for an advisor.
2	Participate in and host activities for current students.	Determine the number of students that participate in events hosted on campus such as Math Busters Exam Review, Science Club water analysis, Global/Honors, Fine Arts Festival and Vocal Fest.



**Outcome #3: Completers (unduplicated by highest level of attainment)****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> (Action item identified in the 2021-22 program review.)	<b>Results / Use of Results:</b> (Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)
1	Implement new appointment scheduling software for advising and registration. (Assessed by: The number of appointments will be collected by the CTAC director.)	636 students utilized the online appointment scheduler between its purchase on 10/1/2022 and 5/31/2022.
2	Coaches, advisors and instructors will reach out to students who are underperforming academically to promote retention. (Assessed by: Completion data from the Office of Institutional Effectiveness will show at least 170 completers.)	Our target was not reached. We believe that Covid-19 was a big factor as students were not comfortable taking Math, Science or some electives (Music, Art, Religion, History) online.

**Baseline:** 151 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

**Standard:** 160 #

**Target:** 170 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2020-2021	154
2021-2022	124
2022-2023	155

**All Levels**

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	16	10.4%	19	15.3%	21	13.5%
American Indian/Alaskan Native, Female	1	0.6%	0	0.0%	0	0.0%
Asian, Female	4	2.6%	0	0.0%	2	1.3%
Caucasian, Female	62	40.3%	54	43.5%	53	34.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	19	12.3%	15	12.1%	27	17.4%
Two or More Races, Female	7	4.5%	4	3.2%	3	1.9%
Unknown, Female	1	0.6%	0	0.0%	1	0.6%
<b>Female Total</b>	<b>110</b>	<b>71.4%</b>	<b>92</b>	<b>74.2%</b>	<b>107</b>	<b>69.0%</b>
African American, Male	3	1.9%	8	6.5%	8	5.2%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	0.6%	0	0.0%	1	0.6%
Caucasian, Male	33	21.4%	18	14.5%	32	20.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	1	0.6%
Hispanic/Latino, Male	5	3.2%	5	4.0%	6	3.9%
Two or More Races, Male	2	1.3%	1	0.8%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>44</b>	<b>28.6%</b>	<b>32</b>	<b>25.8%</b>	<b>48</b>	<b>31.0%</b>
<b>Total</b>	<b>154</b>	<b>100.0%</b>	<b>124</b>	<b>100.0%</b>	<b>155</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	10	6.5%	21	16.9%	24	15.5%
American Indian/Alaskan Native, 18-24	1	0.6%	0	0.0%	0	0.0%
Asian, 18-24	4	2.6%	0	0.0%	2	1.3%
Caucasian, 18-24	68	44.2%	53	42.7%	63	40.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	1	0.6%
Hispanic/Latino, 18-24	19	12.3%	16	12.9%	28	18.1%
Two or More Races, 18-24	7	4.5%	4	3.2%	3	1.9%
Unknown, 18-24	1	0.6%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>110</b>	<b>71.4%</b>	<b>94</b>	<b>75.8%</b>	<b>121</b>	<b>78.1%</b>
African American, 25-44	4	2.6%	5	4.0%	5	3.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	0.6%	0	0.0%	1	0.6%
Caucasian, 25-44	25	16.2%	13	10.5%	19	12.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	3.2%	4	3.2%	4	2.6%
Two or More Races, 25-44	2	1.3%	1	0.8%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	0.6%
<b>25-44 Total</b>	<b>37</b>	<b>24.0%</b>	<b>23</b>	<b>18.5%</b>	<b>30</b>	<b>19.4%</b>
African American, 45-64	5	3.2%	1	0.8%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	1.3%	6	4.8%	1	0.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	1	0.6%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>7</b>	<b>4.5%</b>	<b>7</b>	<b>5.6%</b>	<b>2</b>	<b>1.3%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	2	1.3%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>1.3%</b>
<b>Total</b>	<b>154</b>	<b>100.0%</b>	<b>124</b>	<b>100.0%</b>	<b>155</b>	<b>100.0%</b>

**Provide narrative for analysis of completers.** *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The data from 2020-2021 skewed our data. We believe that covid-19 was the primary contributing factor as many students were uncomfortable taking math/science and some electives online.

**2023-2025 Action Items:**

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Monitor the modality of classes and their success rates in selected classes in the division.	Determine the number of completers in each modality (hybrid, online, traditional) and look for trends.

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: Dorothy Moore 10/31/2023

Department Chair, Dean, Director, and/or VP / Date: Dr. Brandon Jenkins 10/31/2023