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 General Education

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(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	We should continue to facilitate *decreased* enrollment in this program. This might be done by reminding faculty, advisors, and other staff who work with students to avoid putting students in the program and by advertising other more specialized degree programs. (Assessed by: Monitor AGE program enrollment, retention, and completion.)	We met our goal of continuing to decrease enrollment. We were successful. We will strive to continue this action.

Baseline: **8** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **7** #
Target: **6** #

Note: The enrollment number targets indicated here are decreasing as the intent is to phase out—or at least limit the number of students enrolled in—this program as the Associate in General Education is not a marketable degree on its own and as students interested in pre-health science programs (e.g., nursing, dental) can and should enroll in Associate in Arts or other degrees that encourage more focused course taking patterns.

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	6
2020-2021	4
2021-2022	1

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	3	50.0%	2	50.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	33.3%	2	50.0%	1	100.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	83.3%	4	100.0%	1	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	16.7%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	16.7%	0	0.0%	0	0.0%
Total	6	100.0%	4	100.0%	1	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	16.7%	1	25.0%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	16.7%	1	25.0%	0	0.0%
African American, 25-44	0	0.0%	1	25.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	25.0%	1	100.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	2	50.0%	1	100.0%
African American, 45-64	2	33.3%	0	0.0%	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	33.3%	0	0.0%	0	0.0%
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%	0	0.0%
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%
45-64 Total	4	66.7%	0	0.0%	0	0.0%
African American, 65+	1	16.7%	1	25.0%	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%
65+ Total	1	16.7%	1	25.0%	0	0.0%
Total	6	100.0%	4	100.0%	1	100.0%

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.)*

Since the goal was to decrease enrollment, and we went down to one student, we met our goal.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Continue to advise students to select a different program of study that is more marketable.	Data collection.

Outcome #2: Retention

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(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	We should continue to facilitate *decreased* retention numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. This might be done by reminding faculty, advisors, and other staff who work with students to encourage students to declare a different major and by advertising other more specialized degree programs. (Assessed by: Monitor AGE program enrollment, retention, and completion.)	We did not retain anyone so that is a goal accomplished.

Baseline: **57.8** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **56.8** %
Target: **55.8** %

Note: We should continue to facilitate decreased retention numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. The retention rates should be low as the goal of the program is not for students to finish, but, rather, to provide a method for students to meet their intended program's pre-requisites.

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	40.0%
Fall 2020 to Fall 2021	66.7%
Fall 2021 to Fall 2022	0.0%

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	0	0.0%	1	50.0%	0	-
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	-
Asian, Female	0	0.0%	0	0.0%	0	-
Caucasian, Female	1	50.0%	1	50.0%	0	-
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	-
Two or More Races, Female	0	0.0%	0	0.0%	0	-
Unknown, Female	0	0.0%	0	0.0%	0	-
Female Total	1	50.0%	2	100.0%	0	-
African American, Male	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	-
Asian, Male	0	0.0%	0	0.0%	0	-
Caucasian, Male	1	50.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	-
Two or More Races, Male	0	0.0%	0	0.0%	0	-
Unknown, Male	0	0.0%	0	0.0%	0	-
Male Total	1	50.0%	0	0.0%	0	-
Total	2	100.0%	2	100.0%	0	-

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	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	-
Asian, Under the age of 18	0	0.0%	0	0.0%	0	-
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	-
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	-
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	-
Under the age of 18 Total	0	0.0%	0	0.0%	0	-
African American, 18-24	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	-
Asian, 18-24	0	0.0%	0	0.0%	0	-
Caucasian, 18-24	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	-
Two or More Races, 18-24	0	0.0%	0	0.0%	0	-
Unknown, 18-24	0	0.0%	0	0.0%	0	-
18-24 Total	0	0.0%	0	0.0%	0	-
African American, 25-44	0	0.0%	1	50.0%	0	-
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	-
Asian, 25-44	0	0.0%	0	0.0%	0	-
Caucasian, 25-44	2	100.0%	1	50.0%	0	-
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	-
Two or More Races, 25-44	0	0.0%	0	0.0%	0	-
Unknown, 25-44	0	0.0%	0	0.0%	0	-
25-44 Total	2	100.0%	2	100.0%	0	-
African American, 45-64	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	-
Asian, 45-64	0	0.0%	0	0.0%	0	-
Caucasian, 45-64	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	-
Two or More Races, 45-64	0	0.0%	0	0.0%	0	-
Unknown, 45-64	0	0.0%	0	0.0%	0	-
45-64 Total	0	0.0%	0	0.0%	0	-
African American, 65+	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	-
Asian, 65+	0	0.0%	0	0.0%	0	-
Caucasian, 65+	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	-
Two or More Races, 65+	0	0.0%	0	0.0%	0	-
Unknown, 65+	0	0.0%	0	0.0%	0	-
65+ Total	0	0.0%	0	0.0%	0	-
Total	2	100.0%	2	100.0%	0	-

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 were able to successfully advise students on a better career pathway for individual success.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Continue to advise students to select a different program of study that is more marketable.	Data collection.

Outcome #3: Completers *(unduplicated by highest level of attainment)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(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	We should continue to facilitate *decreased* completion numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. This might be done by reminding faculty, advisors, and other staff who work with students to encourage students to declare a different major and by advertising other more specialized degree programs. (Assessed by: Monitor AGE program enrollment, retention, and completion.)	Data collection shows we were successful.

Baseline: **2** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **1** #
Target: **0** #

Note: The completion number targets indicated here are decreasing as the intent is to phase out—or at least limit the number of students enrolled in—this program as the Associate in General Education is not a marketable degree on its own and as students interested in pre-health science programs (e.g., nursing, dental) can and should enroll in Associate in Arts or other degrees that encourage more focused course taking patterns.

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2020-2021	3
2021-2022	1
2022-2023	0

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	2	66.7%	0	0.0%	0	-
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	-
Asian, Female	0	0.0%	0	0.0%	0	-
Caucasian, Female	1	33.3%	1	100.0%	0	-
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	-
Two or More Races, Female	0	0.0%	0	0.0%	0	-
Unknown, Female	0	0.0%	0	0.0%	0	-
Female Total	3	100.0%	1	100.0%	0	-
African American, Male	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	-
Asian, Male	0	0.0%	0	0.0%	0	-
Caucasian, Male	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	-
Two or More Races, Male	0	0.0%	0	0.0%	0	-
Unknown, Male	0	0.0%	0	0.0%	0	-
Male Total	0	0.0%	0	0.0%	0	-
Total	3	100.0%	1	100.0%	0	-

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	-
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	-
Asian, Under the age of 18	0	0.0%	0	0.0%	0	-
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	-
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	-
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	-
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	-
Under the age of 18 Total	0	0.0%	0	0.0%	0	-
African American, 18-24	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	-
Asian, 18-24	0	0.0%	0	0.0%	0	-
Caucasian, 18-24	1	33.3%	1	100.0%	0	-
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	-
Two or More Races, 18-24	0	0.0%	0	0.0%	0	-
Unknown, 18-24	0	0.0%	0	0.0%	0	-
18-24 Total	1	33.3%	1	100.0%	0	-
African American, 25-44	1	33.3%	0	0.0%	0	-
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	-
Asian, 25-44	0	0.0%	0	0.0%	0	-
Caucasian, 25-44	1	33.3%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	-
Two or More Races, 25-44	0	0.0%	0	0.0%	0	-
Unknown, 25-44	0	0.0%	0	0.0%	0	-
25-44 Total	2	66.7%	0	0.0%	0	-
African American, 45-64	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	-
Asian, 45-64	0	0.0%	0	0.0%	0	-
Caucasian, 45-64	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	-
Two or More Races, 45-64	0	0.0%	0	0.0%	0	-
Unknown, 45-64	0	0.0%	0	0.0%	0	-
45-64 Total	0	0.0%	0	0.0%	0	-
African American, 65+	0	0.0%	0	0.0%	0	-
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	-
Asian, 65+	0	0.0%	0	0.0%	0	-
Caucasian, 65+	0	0.0%	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	-
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	-
Two or More Races, 65+	0	0.0%	0	0.0%	0	-
Unknown, 65+	0	0.0%	0	0.0%	0	-
65+ Total	0	0.0%	0	0.0%	0	-
Total	3	100.0%	1	100.0%	0	-

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?)*

There are no students in the program, hence no completers.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	We should continue to facilitate *decreased* completion numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. This might be done by reminding faculty, advisors, and other staff who work with students to encourage students to declare a different major and by advertising other more specialized degree programs.	Data collection. Monitor AGE program enrollment, retention, and completion.

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