Program Outcomes Assessment Follow-Up
2023-2024 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: Applied Animal Science Technology

Outcome #1: Enrollment *(unduplicated)*

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Use social media (including video as well as still photos) to highlight current and former students. (Assessed by: Current students as well as alumni of the animal science program will be interviewed and highlighted on a weekly basis.)	Current students and alumni in the animal science program were interviewed on a weekly basis. The number of interactions on social media has been substantial with some posts reaching 3000+.
2	Work with employers to recruit jointly for apprentices/students to be mutually beneficial for all. (Assessed by: Track number of apprenticeship employers and students utilizing the apprenticeship program.)	Due to the economy and the closure of Goldsboro Milling in the area, the number of swine apprenticeships has fallen, and the swine management program has been combined with the Applied Animal Science program. However, we are continuing to try to work with employers to promote the apprenticeship program.

Baseline: **58 #** (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **60 #**
Target: **62 #**

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2020-2021	54
2021-2022	37
2022-2023	55

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	9	16.7%	5	13.5%	10	18.2%
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	27	50.0%	19	51.4%	25	45.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	6	11.1%	5	13.5%	4	7.3%
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	42	77.8%	29	78.4%	39	70.9%
African American, Male	1	1.9%	1	2.7%	2	3.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.9%	1	2.7%	1	1.8%
Caucasian, Male	9	16.7%	6	16.2%	11	20.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	1.9%	0	0.0%	1	1.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	1	1.8%
Male Total	12	22.2%	8	21.6%	16	29.1%
Total	54	100.0%	37	100.0%	55	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	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	1	1.9%	0	0.0%	4	7.3%
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%	1	2.7%	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	1	1.9%	1	2.7%	4	7.3%
African American, 18-24	6	11.1%	3	8.1%	7	12.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.9%	1	2.7%	1	1.8%
Caucasian, 18-24	19	35.2%	9	24.3%	14	25.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	7.4%	3	8.1%	4	7.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	1.8%
18-24 Total	30	55.6%	16	43.2%	27	49.1%
African American, 25-44	3	5.6%	2	5.4%	3	5.5%
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	15	27.8%	14	37.8%	16	29.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	5.6%	2	5.4%	1	1.8%
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	21	38.9%	18	48.6%	20	36.4%
African American, 45-64	1	1.9%	1	2.7%	2	3.6%
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	1	1.9%	1	2.7%	2	3.6%
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%	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	2	3.7%	2	5.4%	4	7.3%
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%	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	0	0.0%	0	0.0%	0	0.0%
Total	54	100.0%	37	100.0%	55	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.)*

Enrollment has increased from 2021-22 to 2022-23. One possible reason for the increase is that the program can be done completely online. This has opened a lot of opportunities for students across the state and some out of state students to take the applied animal science program. Current students are either already working in the field and unable to attend in person classes or they live outside of Wayne County. North Carolina A&T State University utilizes the program to get students to fully utilize the articulation agreement between the WCC Animal Science AAS degree and the NC A&T Agricultural Education BS degree.

2024-2025 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	Work with employers to recruit jointly for apprentices/students to be mutually beneficial for all.	Track number of apprenticeship employers and students utilizing the apprenticeship program.
2	Work with NC A&T State University and University of Mount Olive to better utilize the articulation agreements between them and Wayne Community College Applied Animal Science program.	Track number of apprenticeship employers and students utilizing the apprenticeship program.

Outcome #2: Retention

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Active advising of students. (Assessed by: Students will be contacted by email when they reach a critical number of absences (total or consecutive) as well as when they become at risk of failing a course. Students will also be contacted when registration periods open and will be advised and registered when contacted.)	Students are contacted as soon as attendance issues become critical to inform students of their status in the courses. Students are also contacted biweekly through Moodle to inform them if they are at risk of failing a course. Students are also contacted as soon as registration advising is available to discuss upcoming semesters. Each student has a plan built in Self Service to help them stay on course.

Baseline: **66.0 %** (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **68** %
Target: **70** %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	58.1%
Fall 2021 to Fall 2022	68.0%
Fall 2022 to Fall 2023	67.5%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 2023	
	N	%	N	%	N	%
African American, Female	3	12.0%	3	17.6%	3	11.1%
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	13	52.0%	8	47.1%	10	37.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	5.9%	2	7.4%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	3	12.0%	0	0.0%	0	0.0%
Female Total	19	76.0%	12	70.6%	15	55.6%
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	1	4.0%	1	5.9%	1	3.7%
Caucasian, Male	4	16.0%	4	23.5%	9	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.0%	0	0.0%	1	3.7%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	1	3.7%
Male Total	6	24.0%	5	29.4%	12	44.4%
Total	25	100.0%	17	100.0%	27	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 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%	2	7.4%
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%	2	7.4%
African American, 18-24	2	8.0%	2	11.8%	1	3.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	4.0%	1	5.9%	1	3.7%
Caucasian, 18-24	11	44.0%	3	17.6%	5	18.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	12.0%	1	5.9%	3	11.1%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	3.7%
18-24 Total	17	68.0%	7	41.2%	11	40.7%
African American, 25-44	1	4.0%	0	0.0%	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	6	24.0%	9	52.9%	11	40.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.0%	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	8	32.0%	9	52.9%	11	40.7%
African American, 45-64	0	0.0%	1	5.9%	2	7.4%
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	0	0.0%	0	0.0%	1	3.7%
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	0	0.0%	1	5.9%	3	11.1%
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%	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	0	0.0%	0	0.0%	0	0.0%
Total	25	100.0%	17	100.0%	27	100.0%

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.)*

Retention has increased from 20-21 and remained somewhat steady from 21-22 to 22-23. Students are contacted multiple times during the semester to discuss grades, attendance, career goals, and registration for upcoming semesters. The active advising approach does help the students and makes them feel like someone has a vested interest in their success.

2024-2025 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	Active advising of students.	Students will be contacted by email when they reach a critical number of absences (total or consecutive) as well as when they become at risk of failing a course. Students will also be contacted when registration periods open and will be advised and registered when contacted.

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

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	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 2024-2025 action items table below.)*
1	Active advising (Assessed by: Students will be advised when they are nearing completion of a certificate and/or the AAS degree. Each student's plan is completed in self-service to give a goal to each student for a completion date.)	Students are contacted mid semester each semester to discuss upcoming semester registrations. Each student is checked each semester to make sure they successfully completed the previous semester and plans are adjusted accordingly.

Baseline: **15** # **(Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**
Standard: **16** #
Target: **17** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2021-2022	12
2022-2023	23
2023-2024	18

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022 N	2021-2022 %	2022-2023 N	2022-2023 %	2023-2024 N	2023-2024 %
African American, Female	2	16.7%	2	8.7%	1	5.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	4.3%	0	0.0%
Caucasian, Female	6	50.0%	10	43.5%	12	66.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	8.3%	1	4.3%	1	5.6%
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	9	75.0%	14	60.9%	14	77.8%
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%	1	5.6%
Caucasian, Male	3	25.0%	7	30.4%	2	11.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	4.3%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	1	5.6%
Unknown, Male	0	0.0%	1	4.3%	0	0.0%
Male Total	3	25.0%	9	39.1%	4	22.2%
Total	12	100.0%	23	100.0%	18	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	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	2	16.7%	1	4.3%	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	2	16.7%	2	8.7%	9	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	2	8.7%	1	5.6%
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	4	33.3%	5	21.7%	10	55.6%
African American, 25-44	0	0.0%	1	4.3%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	4.3%	1	5.6%
Caucasian, 25-44	6	50.0%	13	56.5%	5	27.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	8.3%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	5.6%
Unknown, 25-44	0	0.0%	1	4.3%	0	0.0%
25-44 Total	7	58.3%	16	69.6%	7	38.9%
African American, 45-64	0	0.0%	0	0.0%	1	5.6%
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	1	8.3%	2	8.7%	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	1	8.3%	2	8.7%	1	5.6%
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%	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	0	0.0%	0	0.0%	0	0.0%
Total	12	100.0%	23	100.0%	18	100.0%

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?)*

Students are checked each semester to determine if they are still on track and plans are adjusted accordingly if necessary. Students are contacted at the beginning of a semester if they are scheduled to graduate that semester to make sure they know how to finish the semester and to apply for graduation. Filling out the graduation application helps students to see that they are on the path to completion and are more likely to finish if they know that the end is in sight.

2024-2025 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	Active advising	Students will be advised when they are nearing completion of a certificate and/or the AAS degree. Each student's plan is completed in self-service to give a goal to each student for a completion date.

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_____ 11/12/2024

Department Chair, Dean, Director, and/or AVP / Date: ___Gabriel Mitchell_____ 11/12/2024