

**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: Business Administration

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	Maintain the current levels of enrollment. (Assessed by: The current levels of enrollment are sustainable for the service area. Current practices will remain in place. Enrollment numbers will be continuously monitored.)	The Business Administration program saw an increase in enrollment when comparing Fall 2021 to Fall 2022. In the Fall 2021 semester, there were 142 students enrolled at the end of the semester. In the Fall 2022 semester, there were 164 students enrolled at the end of the semester. This was an overall growth of 15.5%. The business administration academic advisors continued the practice of focused advising. This included tracking the number of new and currently enrolled students’ registration status. The advisors would contact students via email, phone call, and classroom visits to encourage them to register for the next semester reiterating the importance of continuing their coursework.

Baseline: 211 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*

Standard: 212 #

Target: 213 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	218
2020-2021	191
2021-2022	209

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	51	23.4%	41	21.5%	44	21.1%
American Indian/Alaskan Native, Female	1	0.5%	1	0.5%	2	1.0%
Asian, Female	0	0.0%	2	1.0%	0	0.0%
Caucasian, Female	68	31.2%	55	28.8%	47	22.5%
Hawaiian/Other Pacific Islander, Female	1	0.5%	0	0.0%	1	0.5%
Hispanic/Latino, Female	27	12.4%	21	11.0%	23	11.0%
Two or More Races, Female	3	1.4%	6	3.1%	6	2.9%
Unknown, Female	0	0.0%	2	1.0%	2	1.0%
Female Total	151	69.3%	128	67.0%	125	59.8%
African American, Male	20	9.2%	19	9.9%	28	13.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	0.5%
Asian, Male	0	0.0%	1	0.5%	1	0.5%
Caucasian, Male	32	14.7%	28	14.7%	39	18.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	4.6%	10	5.2%	13	6.2%
Two or More Races, Male	2	0.9%	3	1.6%	2	1.0%
Unknown, Male	3	1.4%	2	1.0%	0	0.0%
Male Total	67	30.7%	63	33.0%	84	40.2%
Total	218	100.0%	191	100.0%	209	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	2	0.9%	5	2.6%	6	2.9%
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	5	2.3%	8	4.2%	4	1.9%
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	2	0.9%	1	0.5%	4	1.9%
Two or More Races, Under the age of 18	0	0.0%	1	0.5%	1	0.5%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	9	4.1%	15	7.9%	15	7.2%
African American, 18-24	35	16.1%	28	14.7%	32	15.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	2	1.0%	1	0.5%
Caucasian, 18-24	55	25.2%	35	18.3%	44	21.1%
Hawaiian/Other Pacific Islander, 18-24	1	0.5%	0	0.0%	1	0.5%
Hispanic/Latino, 18-24	23	10.6%	18	9.4%	19	9.1%
Two or More Races, 18-24	4	1.8%	6	3.1%	5	2.4%
Unknown, 18-24	2	0.9%	3	1.6%	1	0.5%
18-24 Total	120	55.0%	92	48.2%	103	49.3%
African American, 25-44	27	12.4%	20	10.5%	26	12.4%
American Indian/Alaskan Native, 25-44	1	0.5%	1	0.5%	2	1.0%
Asian, 25-44	0	0.0%	1	0.5%	0	0.0%
Caucasian, 25-44	30	13.8%	31	16.2%	30	14.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	11	5.0%	11	5.8%	12	5.7%
Two or More Races, 25-44	1	0.5%	2	1.0%	2	1.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	0.5%
25-44 Total	70	32.1%	66	34.6%	73	34.9%
African American, 45-64	7	3.2%	6	3.1%	7	3.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	1	0.5%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	10	4.6%	9	4.7%	8	3.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.5%	1	0.5%	1	0.5%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	1	0.5%	1	0.5%	0	0.0%
45-64 Total	19	8.7%	17	8.9%	17	8.1%
African American, 65+	0	0.0%	1	0.5%	1	0.5%
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%	1	0.5%	1	0.5%
Total	218	100.0%	191	100.0%	209	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 for the Business Administration Degree program continues to see increases in enrollment. The enrollment for this program is back to pre-COVID pandemic numbers. In examining the data further, we continue to see that there are more minority females compared to Caucasian females enrolled in this program. This is also the case when comparing minority males and Caucasian males, although there is a more significant difference when comparing females to males. This led the department to look at the enrollment data for age of students enrolled. The enrollment numbers show an increase in the under 18 age group. This is supported by the increase in CCP (College Career Promise) high school students taking college classes enrollment. In further looking at the data related to student age groups, the highest enrollment is among the 18-24 age group with the 25-44 following closely behind. The department is overall satisfied with this. We do feel that there is an opportunity for students in the 45-64 age range. The enrollment of these students is rather low and we think there is an opportunity for an increase in enrollment of students that fall into this age range. Students who fall into this age range are not eligible for full retirement benefits. Our thinking is that students could pursue coursework that could result in promotions in their current careers or possible career changes.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Maintain the current levels of enrollment.	The current levels of enrollment are sustainable for the service area. Current practices will remain in place. Enrollment numbers will be continuously monitored.

Outcome #2: Retention**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	Inform students of the next credential eligibility to reinforce retention. (Assessed by: Faculty will use current advising records and tracking to inform students of the next credential they are eligible for at each registration period.)	Students were notified at the registration period if they were eligible for a credential at the end of the semester in which they are registering. Students were notified via email upon completing their registration.

Baseline: 55.4 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

Standard: 57 %

Target: 58 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	49.7%
Fall 2020 to Fall 2021	65.0%
Fall 2021 to Fall 2022	64.0%

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	13	15.7%	18	19.8%	17	18.7%
American Indian/Alaskan Native, Female	1	1.2%	0	0.0%	1	1.1%
Asian, Female	0	0.0%	2	2.2%	0	0.0%
Caucasian, Female	29	34.9%	32	35.2%	30	33.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	15	18.1%	12	13.2%	9	9.9%
Two or More Races, Female	2	2.4%	4	4.4%	3	3.3%
Unknown, Female	0	0.0%	1	1.1%	1	1.1%
Female Total	60	72.3%	69	75.8%	61	67.0%
African American, Male	7	8.4%	7	7.7%	7	7.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	1.1%	0	0.0%
Caucasian, Male	10	12.0%	7	7.7%	17	18.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	3.6%	7	7.7%	6	6.6%
Two or More Races, Male	1	1.2%	0	0.0%	0	0.0%
Unknown, Male	2	2.4%	0	0.0%	0	0.0%
Male Total	23	27.7%	22	24.2%	30	33.0%
Total	83	100.0%	91	100.0%	91	100.0%

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	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%	1	1.1%	1	1.1%
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%	1	1.1%
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%	1	1.1%	2	2.2%
African American, 18-24	8	9.6%	12	13.2%	13	14.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	2	2.2%	0	0.0%
Caucasian, 18-24	21	25.3%	16	17.6%	24	26.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	9	10.8%	12	13.2%	10	11.0%
Two or More Races, 18-24	2	2.4%	4	4.4%	2	2.2%
Unknown, 18-24	1	1.2%	1	1.1%	1	1.1%
18-24 Total	41	49.4%	47	51.6%	50	54.9%
African American, 25-44	8	9.6%	9	9.9%	8	8.8%
American Indian/Alaskan Native, 25-44	1	1.2%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	1.1%	0	0.0%
Caucasian, 25-44	17	20.5%	17	18.7%	18	19.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	8	9.6%	6	6.6%	3	3.3%
Two or More Races, 25-44	1	1.2%	0	0.0%	1	1.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	35	42.2%	33	36.3%	30	33.0%
African American, 45-64	4	4.8%	4	4.4%	3	3.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	1	1.1%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	1.2%	5	5.5%	4	4.4%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.2%	1	1.1%	1	1.1%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	1	1.2%	0	0.0%	0	0.0%
45-64 Total	7	8.4%	10	11.0%	9	9.9%
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	83	100.0%	91	100.0%	91	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.)*

The Business Administration program retention rate remained steady from Fall 2020 to Fall 2021. The faculty advisors in the program keep extensive records in tracking the progress of the students they advise. This includes methods of contact and reaching out at registration time and information on students who do not return when it is available. Upon reviewing this information, the faculty realized that more often than not, the reasons students were not retained were for reasons outside of the faculty's control. These reasons include loss of funding, medical problems, employment demands, personal life situations, etc.

Faculty use a focused advising approach as well as incorporating tactics in their courses to help students to succeed, leading them to continue their coursework. The faculty will continue to employ these approaches such as focused advising, early intervention, and individual feedback.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Early intervention in courses being taught.	Faculty will reach out to students in the first 10% of the class reminding them of resources available.
2	Continued focused advising.	Faculty will track student progress, keeping notes of points of contact to understand better why decreases in retention occur.

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	Implementing advisor checkpoints will ideally improve course performance and increase completers. (Assessed by: Faculty will continue completion efforts by tracking students who receive alerts, following up on respective alerts, and check current course averages at the midterm point of the semester. Students will be reminded of resources available and consequences of not passing and/or finishing the course.)	The faculty advisors followed up with students when early alerts were received from other instructors. At the midterm point of the course, faculty focused on students who had a D or F average to remind them of the importance of passing the course and specific suggestions on how to go about doing so.

Baseline: 62 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Standard: 63 #

Target: 65 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2020-2021	68
2021-2022	51
2022-2023	62

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	11	16.2%	10	19.6%	15	24.2%
American Indian/Alaskan Native, Female	0	0.0%	1	2.0%	0	0.0%
Asian, Female	1	1.5%	0	0.0%	0	0.0%
Caucasian, Female	28	41.2%	17	33.3%	18	29.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	10	14.7%	7	13.7%	6	9.7%
Two or More Races, Female	3	4.4%	0	0.0%	3	4.8%
Unknown, Female	0	0.0%	1	2.0%	0	0.0%
Female Total	53	77.9%	36	70.6%	42	67.7%
African American, Male	2	2.9%	1	2.0%	7	11.3%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.5%	0	0.0%	1	1.6%
Caucasian, Male	9	13.2%	8	15.7%	11	17.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	1.5%	6	11.8%	1	1.6%
Two or More Races, Male	2	2.9%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	15	22.1%	15	29.4%	20	32.3%
Total	68	100.0%	51	100.0%	62	100.0%

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	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	3	4.4%	5	9.8%	11	17.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.5%	0	0.0%	1	1.6%
Caucasian, 18-24	15	22.1%	9	17.6%	14	22.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	7.4%	7	13.7%	6	9.7%
Two or More Races, 18-24	4	5.9%	0	0.0%	1	1.6%
Unknown, 18-24	0	0.0%	1	2.0%	0	0.0%
18-24 Total	28	41.2%	22	43.1%	33	53.2%
African American, 25-44	7	10.3%	3	5.9%	9	14.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.5%	0	0.0%	0	0.0%
Caucasian, 25-44	14	20.6%	14	27.5%	14	22.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	8.8%	5	9.8%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	2	3.2%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	28	41.2%	22	43.1%	25	40.3%
African American, 45-64	3	4.4%	3	5.9%	2	3.2%
American Indian/Alaskan Native, 45-64	0	0.0%	1	2.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	8	11.8%	2	3.9%	1	1.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	2.0%	1	1.6%
Two or More Races, 45-64	1	1.5%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	12	17.6%	7	13.7%	4	6.5%
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	68	100.0%	51	100.0%	62	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?)*

The number of completers in the Business Administration program saw a significant decrease in 2021-22, however, the number of completers increased in 2022-23. In looking at the overall picture more closely from enrollment to completers, we see significant decreases. The faculty in the business administration program have some ideas as to why this is the case, however, we have decide to take a closer look at this to get a better understanding. It is our assumption that most students do not complete because they change their major, have personal reasons to not complete or employment, moving away, etc., however, we want to confirm this in the event there are areas in which we, as faculty and advisors, can improve.

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	Complete a study of reasons for students not completing the program upon enrollment.	Faculty will continue to track the progress of students from their first semester until they complete, paying close attention to those students who do not and the reasons why.

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* _____ 11/9/2023

Department Chair, Dean, Director, and/or AVP / Date: _____ *Tracy M. Schmeltzer* _____ 11/9/2023