

**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: Business Administration

Outcome #1: Enrollment (unduplicated)

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

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</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 2024-2025 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 faculty in the Business Administration Department will continue utilizing the same methods we have been in past years concerning student enrollment. These practices involve actively pursuing recruiting opportunities, focused advising and reaching out to students who have applied and are eligible to register for the current semester.

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
2020-2021	191
2021-2022	209
2022-2023	238

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	41	21.5%	44	21.1%	58	24.4%
American Indian/Alaskan Native, Female	1	0.5%	2	1.0%	0	0.0%
Asian, Female	2	1.0%	0	0.0%	0	0.0%
Caucasian, Female	55	28.8%	47	22.5%	63	26.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	0.5%	1	0.4%
Hispanic/Latino, Female	21	11.0%	23	11.0%	35	14.7%
Two or More Races, Female	6	3.1%	6	2.9%	3	1.3%
Unknown, Female	2	1.0%	2	1.0%	1	0.4%
Female Total	128	67.0%	125	59.8%	161	67.6%
African American, Male	19	9.9%	28	13.4%	31	13.0%
American Indian/Alaskan Native, Male	0	0.0%	1	0.5%	0	0.0%
Asian, Male	1	0.5%	1	0.5%	0	0.0%
Caucasian, Male	28	14.7%	39	18.7%	37	15.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	5.2%	13	6.2%	7	2.9%
Two or More Races, Male	3	1.6%	2	1.0%	1	0.4%
Unknown, Male	2	1.0%	0	0.0%	1	0.4%
Male Total	63	33.0%	84	40.2%	77	32.4%
Total	191	100.0%	209	100.0%	238	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	5	2.6%	6	2.9%	8	3.4%
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	8	4.2%	4	1.9%	9	3.8%
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	1	0.5%	4	1.9%	7	2.9%
Two or More Races, Under the age of 18	1	0.5%	1	0.5%	1	0.4%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	15	7.9%	15	7.2%	25	10.5%
African American, 18-24	28	14.7%	32	15.3%	40	16.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	1.0%	1	0.5%	0	0.0%
Caucasian, 18-24	35	18.3%	44	21.1%	55	23.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	0.5%	1	0.4%
Hispanic/Latino, 18-24	18	9.4%	19	9.1%	28	11.8%
Two or More Races, 18-24	6	3.1%	5	2.4%	1	0.4%
Unknown, 18-24	3	1.6%	1	0.5%	1	0.4%
18-24 Total	92	48.2%	103	49.3%	126	52.9%
African American, 25-44	20	10.5%	26	12.4%	31	13.0%
American Indian/Alaskan Native, 25-44	1	0.5%	2	1.0%	0	0.0%
Asian, 25-44	1	0.5%	0	0.0%	0	0.0%
Caucasian, 25-44	31	16.2%	30	14.4%	30	12.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	11	5.8%	12	5.7%	6	2.5%
Two or More Races, 25-44	2	1.0%	2	1.0%	2	0.8%
Unknown, 25-44	0	0.0%	1	0.5%	1	0.4%
25-44 Total	66	34.6%	73	34.9%	70	29.4%
African American, 45-64	6	3.1%	7	3.3%	10	4.2%
American Indian/Alaskan Native, 45-64	0	0.0%	1	0.5%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	9	4.7%	8	3.8%	6	2.5%
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	0.4%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	1	0.5%	0	0.0%	0	0.0%
45-64 Total	17	8.9%	17	8.1%	17	7.1%
African American, 65+	1	0.5%	1	0.5%	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	0.5%	1	0.5%	0	0.0%
Total	191	100.0%	209	100.0%	238	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.)*

The Business Administration program has continued to see an increase in enrollment over the three years of reporting as shown in this report. The faculty attribute this growth to availability of employment in the local Wayne County area as well as the reputation of the program within the community. The faculty advisors have adopted a focused advising approach with personal contact before students are registered as well as during their time pursuing the Business Administration Degree and accompanying certificates and diplomas. The practices include personal contact during registration periods as well as throughout coursework when progress is not at an acceptable level. The faculty are certain that these methods work well for both students and faculty, therefore, we will continue to adhere to these. In addition to these methods, the faculty actively participate in various recruiting opportunities throughout the academic year. We feel that the current practices work well as evident by growth in enrollment. If the faculty begin to observe a decrease in enrollment, then different approaches will be necessary.

2024-2025 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 2022-23 Program Outcome Year-End Report:

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</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 2024-2025 action items table below.)</i>
1	Early intervention in courses being taught. (Assessed by: Faculty will reach out to students in the first 10% of the class reminding them of resources available.)	The Business Administration faculty provided the students in their respective courses with the available resources to help them be successful. These include resources within their courses and on campus. This information was provided to the students at the beginning of the semester.
2	Continued focused advising. (Assessed by: Faculty will track student progress, keeping notes of points of contact to understand better why decreases in retention occur.)	The Business Administration faculty accesses an internal student registration report each semester. The faculty keep extensive notes during registration periods to include information on those students who registered from one semester to the next as well as those who did not. The notes for the students that did not return included reasons why they did not continue coursework. The faculty also have students who do not register where they are unaware of reasons why. The faculty keep notes of methods and number of times contacted.

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 2020 to Fall 2021	65.0%
Fall 2021 to Fall 2022	64.0%
Fall 2022 to Fall 2023	51.8%

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	18	19.8%	17	18.7%	21	24.7%
American Indian/Alaskan Native, Female	0	0.0%	1	1.1%	0	0.0%
Asian, Female	2	2.2%	0	0.0%	0	0.0%
Caucasian, Female	32	35.2%	30	33.0%	23	27.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	1.2%
Hispanic/Latino, Female	12	13.2%	9	9.9%	10	11.8%
Two or More Races, Female	4	4.4%	3	3.3%	1	1.2%
Unknown, Female	1	1.1%	1	1.1%	1	1.2%
Female Total	69	75.8%	61	67.0%	57	67.1%
African American, Male	7	7.7%	7	7.7%	8	9.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	1.1%	0	0.0%	0	0.0%
Caucasian, Male	7	7.7%	17	18.7%	19	22.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	7	7.7%	6	6.6%	1	1.2%
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	22	24.2%	30	33.0%	28	32.9%
Total	91	100.0%	91	100.0%	85	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%	1	1.2%
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	1.1%	1	1.1%	1	1.2%
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	1.1%	1	1.2%
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	1.1%	2	2.2%	3	3.5%
African American, 18-24	12	13.2%	13	14.3%	13	15.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	2.2%	0	0.0%	0	0.0%
Caucasian, 18-24	16	17.6%	24	26.4%	23	27.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	1	1.2%
Hispanic/Latino, 18-24	12	13.2%	10	11.0%	7	8.2%
Two or More Races, 18-24	4	4.4%	2	2.2%	1	1.2%
Unknown, 18-24	1	1.1%	1	1.1%	0	0.0%
18-24 Total	47	51.6%	50	54.9%	45	52.9%
African American, 25-44	9	9.9%	8	8.8%	12	14.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	1.1%	0	0.0%	0	0.0%
Caucasian, 25-44	17	18.7%	18	19.8%	13	15.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	6.6%	3	3.3%	2	2.4%
Two or More Races, 25-44	0	0.0%	1	1.1%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	1.2%
25-44 Total	33	36.3%	30	33.0%	28	32.9%
African American, 45-64	4	4.4%	3	3.3%	3	3.5%
American Indian/Alaskan Native, 45-64	0	0.0%	1	1.1%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	5	5.5%	4	4.4%	5	5.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.1%	1	1.1%	1	1.2%
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%
45-64 Total	10	11.0%	9	9.9%	9	10.6%
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	91	100.0%	91	100.0%	85	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.)*

Although the enrollment for the Business Administration program is increasing, the retention rates have shown decreasing rates over the three years reporting. The faculty advisors keep extensive advising notes. We reviewed these notes to determine the reasons students did not continue with the program to gain a better understanding of the reasons and to determine if there are possible solutions. Upon further review of the advising notes, the reasons included change of majors, loss of funding and unknown. For those students that the reason was unknown, the advisors noted the instances of reaching out to the students to include dates and methods of contact. The advisors recognized that despite declining retention rates, they are still successfully retaining students, therefore, will continue utilizing the same approaches.

2024-2025 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	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 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	Complete a study of reasons for students not completing the program upon enrollment. (Assessed by: 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.)	Faculty advisors began with students who enrolled as new students to the Business Administration program in Fall 2023. A list of students who did not return for the spring semester 2024 was created. Faculty reached out to the students to determine reasons why the students did not return to gain an understanding of the reasons students do not return. The goal was to understand if the reasons were out of the control of faculty or if there are improvements to be made to the program. Some of the reasons include loss of funding, employment, personal health or family reasons, change of major and unknown reasons for which contact was made on multiple days and in multiple ways to determine the reasons.

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
2021-2022	51
2022-2023	62
2023-2024	85

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	10	19.6%	15	24.2%	13	15.3%
American Indian/Alaskan Native, Female	1	2.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	17	33.3%	18	29.0%	29	34.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	13.7%	6	9.7%	10	11.8%
Two or More Races, Female	0	0.0%	3	4.8%	1	1.2%
Unknown, Female	1	2.0%	0	0.0%	0	0.0%
Female Total	36	70.6%	42	67.7%	53	62.4%
African American, Male	1	2.0%	7	11.3%	8	9.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	1.6%	0	0.0%
Caucasian, Male	8	15.7%	11	17.7%	20	23.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	11.8%	1	1.6%	4	4.7%
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	15	29.4%	20	32.3%	32	37.6%
Total	51	100.0%	62	100.0%	85	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%	4	4.7%
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	1.2%
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%	5	5.9%
African American, 18-24	5	9.8%	11	17.7%	8	9.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	1.6%	0	0.0%
Caucasian, 18-24	9	17.6%	14	22.6%	26	30.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	13.7%	6	9.7%	11	12.9%
Two or More Races, 18-24	0	0.0%	1	1.6%	0	0.0%
Unknown, 18-24	1	2.0%	0	0.0%	0	0.0%
18-24 Total	22	43.1%	33	53.2%	45	52.9%
African American, 25-44	3	5.9%	9	14.5%	11	12.9%
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	14	27.5%	14	22.6%	12	14.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	9.8%	0	0.0%	2	2.4%
Two or More Races, 25-44	0	0.0%	2	3.2%	1	1.2%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	22	43.1%	25	40.3%	26	30.6%
African American, 45-64	3	5.9%	2	3.2%	2	2.4%
American Indian/Alaskan Native, 45-64	1	2.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	3.9%	1	1.6%	7	8.2%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	2.0%	1	1.6%	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	7	13.7%	4	6.5%	9	10.6%
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	51	100.0%	62	100.0%	85	100.0%

