**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:**  Early Childhood Education Career Track

**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 | Continue recruiting at Child Care Centers and high schools. Include social media posts for recruiting. (Assessed by: Surveys and completed interest cards by potential and new students) | Recruitment at childcare centers and high schools was successful and this action will be continued. |
| 2 | Collaborate with the Chamber of Commerce and the Partnership for Children to recruit students to the field of education. Include social media posts for recruitment. (Assessed by: Surveys and completed interest cards by potential and new students.) | Collaboration with the Chamber of Commerce and the Partnership for Children to recruit students to the field of education was successful and this action will be continued. |

**Baseline:**       97  # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
**Standard:**      98  #
**Target:**          100  #

**Program Enrollment**

| Program Enrollment (unduplicated) | |
|---|---|
| Academic Year  (Fall, Spring, Summer) | Enrollment |
| 2020-2021 | 88 |
| 2021-2022 | 90 |
| 2022-2023 | 101 |

*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 | 45 | 51.1% | 40 | 44.4% | 43 | 42.6% |
| 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 | 25 | 28.4% | 32 | 35.6% | 40 | 39.6% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 16 | 18.2% | 14 | 15.6% | 15 | 14.9% |
| Two or More Races, Female | 1 | 1.1% | 2 | 2.2% | 1 | 1.0% |
| Unknown, Female | 1 | 1.1% | 1 | 1.1% | 0 | 0.0% |
| Female Total | 88 | 100.0% | 89 | 98.9% | 99 | 98.0% |
| African American, Male | 0 | 0.0% | 1 | 1.1% | 1 | 1.0% |
| 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 | 0 | 0.0% | 0 | 0.0% | 1 | 1.0% |
| 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 | 0 | 0.0% | 1 | 1.1% | 2 | 2.0% |
| Total | 88 | 100.0% | 90 | 100.0% | 101 | 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% | 1 | 1.1% | 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% | 1 | 1.1% | 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% | 2 | 2.2% | 0 | 0.0% |
| African American, 18-24 | 11 | 12.5% | 13 | 14.4% | 17 | 16.8% |
| 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 | 11 | 12.5% | 12 | 13.3% | 15 | 14.9% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 8 | 9.1% | 7 | 7.8% | 6 | 5.9% |
| Two or More Races, 18-24 | 0 | 0.0% | 2 | 2.2% | 1 | 1.0% |
| Unknown, 18-24 | 1 | 1.1% | 1 | 1.1% | 0 | 0.0% |
| 18-24 Total | 31 | 35.2% | 35 | 38.9% | 39 | 38.6% |
| African American, 25-44 | 22 | 25.0% | 13 | 14.4% | 15 | 14.9% |
| 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 | 10 | 11.4% | 15 | 16.7% | 21 | 20.8% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 5 | 5.7% | 5 | 5.6% | 7 | 6.9% |
| Two or More Races, 25-44 | 1 | 1.1% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 38 | 43.2% | 33 | 36.7% | 43 | 42.6% |
| African American, 45-64 | 10 | 11.4% | 13 | 14.4% | 9 | 8.9% |
| 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 | 4 | 4.5% | 5 | 5.6% | 5 | 5.0% |
| 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 | 1.0% |
| 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 | 15 | 17.0% | 19 | 21.1% | 15 | 14.9% |
| African American, 65+ | 2 | 2.3% | 1 | 1.1% | 3 | 3.0% |
| 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+ | 2 | 2.3% | 0 | 0.0% | 1 | 1.0% |
| 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 | 4 | 4.5% | 1 | 1.1% | 4 | 4.0% |
| Total | 88 | 100.0% | 90 | 100.0% | 101 | 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 is increasing, likely due to a rise in recruitment events at schools like Goldsboro High School and Eastern Wayne High School, as well as students returning to finish their degrees. Furthermore, our department has formed a new partnership with Wayne County Public Library.

**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 | Continue recruiting at Child Care Centers and high schools. Include social media posts for recruiting. | Internal tracking of recruitment events and social media postings advertising the program. Track the number of students enrolling using the completed interest cards submitted by potential and new students. |
| 2 | Continue to collaborate with the Chamber of Commerce, the Partnership for Children and Wayne Public Library to recruit students to the field of education. Include social media posts for recruitment. | Internal tracking of recruiting events in collaboration with the Chamber, Partnership for Children, and Wayne County Library.  Track the number of social media postings advertising the program. Track the number of students enrolling using the completed interest cards submitted by potential and new students. |

**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 | Implement in the courses time management skills and add assignment deadlines with grade deductions. (Assessed by: Increase in assignments completed by deadlines stated in the course syllabi, track completion with grade sheets.) | According to the data, retention has decreased. However, this action has helped faculty come up with an intervention plan to help struggling students. This action will continue. |
| 2 | Faculty will meet on a regular basis to discuss strategies to assist students who are struggling.  (Assessed by: Schedule twice a month meetings with program faculty to review overall student grades to determine if strategies are working well.) | According to the data, retention has gone down. However, this action has helped faculty come up with an intervention plan to help struggling students. This action will continue. |

**Baseline:**    **53.7** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
**Standard:**    **55** %
**Target:**      **57** %

| Fall to Fall | Retention Rate |
|---|---|
| Fall 2020 to Fall 2021 | 59.4% |
| Fall 2021 to Fall 2022 | 61.0% |
| Fall 2022 to Fall 2023 | 45.1% |

*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 | 21 | 55.3% | 17 | 47.2% | 9 | 28.1% |
| 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 | 34.2% | 15 | 41.7% | 15 | 46.9% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 4 | 10.5% | 3 | 8.3% | 8 | 25.0% |
| 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 | 38 | 100.0% | 35 | 97.2% | 32 | 100.0% |
| African American, Male | 0 | 0.0% | 1 | 2.8% | 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 | 0 | 0.0% | 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 | 0 | 0.0% | 1 | 2.8% | 0 | 0.0% |
| Total | 38 | 100.0% | 36 | 100.0% | 32 | 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% | 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 | 4 | 10.5% | 5 | 13.9% | 3 | 9.4% |
| 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 | 3 | 7.9% | 6 | 16.7% | 5 | 15.6% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 3 | 7.9% | 2 | 5.6% | 3 | 9.4% |
| 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 | 10 | 26.3% | 13 | 36.1% | 11 | 34.4% |
| African American, 25-44 | 10 | 26.3% | 5 | 13.9% | 3 | 9.4% |
| 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 | 8 | 21.1% | 7 | 19.4% | 8 | 25.0% |
| 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% | 3 | 9.4% |
| 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 | 18 | 47.4% | 12 | 33.3% | 14 | 43.8% |
| African American, 45-64 | 6 | 15.8% | 7 | 19.4% | 2 | 6.3% |
| 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 | 5.3% | 2 | 5.6% | 2 | 6.3% |
| Hawaiian/Other Pacific Islander, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 45-64 | 0 | 0.0% | 1 | 2.8% | 1 | 3.1% |
| 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% |
| 45-64 Total | 8 | 21.1% | 10 | 27.8% | 5 | 15.6% |
| African American, 65+ | 1 | 2.6% | 1 | 2.8% | 1 | 3.1% |
| 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+ | 1 | 2.6% | 0 | 0.0% | 1 | 3.1% |
| 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 | 2 | 5.3% | 1 | 2.8% | 2 | 6.3% |
| Total | 38 | 100.0% | 36 | 100.0% | 32 | 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.)*

Based on the data, retention rates fell from 61.0% in Fall 2021 to 45.0% in Fall of 2022.  While the percentage appears to be dramatic, the retention rate only represents a decline of four students.   Retention rates were impacted by students facing challenges in both their academic and personal lives.  To improve retention rates, faculty will continue to implement time management skills in courses and meet with students individually who are struggling.  Appropriate referrals will be made for students who need them.

**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 | Continue to implement time management skills in courses and add assignment deadlines with grade deductions with faculty meeting on a regular basis to discuss students who are struggling. | This action will be assessed by monthly faculty meetings to review student grades, completed assignments, grade sheet tracking. |
| 2 | Faculty will meet with students individually who are struggling to discuss progress, implement intervention plans and offer referrals for campus resources. | This action will be assessed by track completion with grade sheets. |

**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 | Use student data to plan courses that better meet the needs of student schedules so that they can attend classes for the entire semester or complete courses in condensed courses. (Assessed by: Use of Tableau and internal tracking of course success and retention sheets.) | This action item will continue but will be modified to: use student data to plan courses a couple of semesters at a time to make sure students will be able to complete their degree in a timely manner. |
| 2 | Utilize phone calls and emails to remind students to apply for graduation in a timely manner. Implement reminders in the Capstone Course as well. (Assessed by: Document contacts with students in a spreadsheet.) | This action item will continue but will be modified to : utilize phone calls and emails to remind students to apply to graduation in a timely manner. Implement reminders in the capstone course and in advising sessions. |

**Baseline:**    **46** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
**Standard:**   **50** #
**Target:**      **55** #

| Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring* | |
|---|---|
| **Graduation Year** | **Total Completers** |
| 2021-2022 | 40 |
| 2022-2023 | 38 |
| 2023-2024 | 24 |

*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 | 18 | 45.0% | 11 | 28.9% | 6 | 25.0% |
| 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 | 15 | 37.5% | 18 | 47.4% | 12 | 50.0% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 4 | 10.0% | 7 | 18.4% | 5 | 20.8% |
| Two or More Races, Female | 1 | 2.5% | 1 | 2.6% | 0 | 0.0% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 1 | 4.2% |
| Female Total | 38 | 95.0% | 37 | 97.4% | 24 | 100.0% |
| African American, Male | 1 | 2.5% | 1 | 2.6% | 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 | 2.5% | 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 | 2 | 5.0% | 1 | 2.6% | 0 | 0.0% |
| Total | 40 | 100.0% | 38 | 100.0% | 24 | 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 | 5 | 12.5% | 3 | 7.9% | 1 | 4.2% |
| 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 | 4 | 10.0% | 6 | 15.8% | 4 | 16.7% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 2 | 5.0% | 2 | 5.3% | 3 | 12.5% |
| Two or More Races, 18-24 | 1 | 2.5% | 1 | 2.6% | 0 | 0.0% |
| Unknown, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18-24 Total | 12 | 30.0% | 12 | 31.6% | 8 | 33.3% |
| African American, 25-44 | 8 | 20.0% | 5 | 13.2% | 3 | 12.5% |
| 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 | 10 | 25.0% | 10 | 26.3% | 7 | 29.2% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 2 | 5.0% | 5 | 13.2% | 1 | 4.2% |
| Two or More Races, 25-44 | 0 | 0.0% | 0 | 0.0% | 1 | 4.2% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 20 | 50.0% | 20 | 52.6% | 12 | 50.0% |
| African American, 45-64 | 4 | 10.0% | 3 | 7.9% | 2 | 8.3% |
| 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 | 5.0% | 2 | 5.3% | 1 | 4.2% |
| 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 | 4.2% |
| 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 | 6 | 15.0% | 5 | 13.2% | 4 | 16.7% |
| African American, 65+ | 2 | 5.0% | 1 | 2.6% | 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 | 2 | 5.0% | 1 | 2.6% | 0 | 0.0% |
| Total | 40 | 100.0% | 38 | 100.0% | 24 | 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?)*

Based on the data, our completers went down from 38 to 24. This was partially based on not offering Intro to Early Childhood Practicum (EDU 184) and Early Childhood Practicum (EDU 284) Fall 23 semester due to faculty scheduling. Going forward EDU 184 and EDU 284 will be offered every Fall and Spring which should increase the number of completers in the program.

**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 | Use student data to plan courses a couple of semesters at a time to make sure students will be able to complete their degree in a timely manner. | This will be assessed by internal track of courses success, retention sheets and student feedback. |
| 2 | Utilize phone calls and emails to remind students to apply for graduation in a timely manner. Reminders will be implemented in the Capstone Course. | This will be assessed by documented contacts with students in a spreadsheet. |

**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_____ 11/4/2024

**Department Chair, Dean, Director, and/or AVP / Date:** ___Janeil Marak_____ 11/5/2024