

**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 Licensure Transfer Track

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 | Participating in agency meetings with the Chamber of Commerce, Partnership for Children, Goldsboro Rotary Club and participate in College recruiting events to recruit students to the program. (Assessed by: Departmentally track the number and types of recruitment activities participated in and the number of contacts made with potential students.) | Meetings with agencies in the county has increased, and collaboration has expanded to the Wayne County Public Library as well and the Wayne Pregnancy Center. |

Baseline: 24 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*
Standard: 30 #
Target: 37 #

Program Enrollment

| Program Enrollment (unduplicated) | |
|---|-------------------|
| Academic Year (Fall, Spring, Summer) | Enrollment |
| 2020-2021 | 35 |
| 2021-2022 | 25 |
| 2022-2023 | 28 |

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 | 15 | 42.9% | 11 | 44.0% | 11 | 39.3% |
| 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 | 16 | 45.7% | 10 | 40.0% | 13 | 46.4% |
| Hawaiian/Other Pacific Islander, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 2 | 5.7% | 1 | 4.0% | 1 | 3.6% |
| Two or More Races, Female | 1 | 2.9% | 2 | 8.0% | 2 | 7.1% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Female Total | 34 | 97.1% | 24 | 96.0% | 27 | 96.4% |
| 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 | 2.9% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Male | 0 | 0.0% | 1 | 4.0% | 1 | 3.6% |
| 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 | 2.9% | 1 | 4.0% | 1 | 3.6% |
| Total | 35 | 100.0% | 25 | 100.0% | 28 | 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 | 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 | 14.3% | 3 | 12.0% | 5 | 17.9% |
| 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 | 10 | 28.6% | 4 | 16.0% | 4 | 14.3% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 2 | 5.7% | 0 | 0.0% | 0 | 0.0% |
| Two or More Races, 18-24 | 0 | 0.0% | 2 | 8.0% | 2 | 7.1% |
| Unknown, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18-24 Total | 17 | 48.6% | 9 | 36.0% | 11 | 39.3% |
| African American, 25-44 | 7 | 20.0% | 5 | 20.0% | 4 | 14.3% |
| 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 | 7 | 20.0% | 6 | 24.0% | 9 | 32.1% |
| 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% | 1 | 3.6% |
| Two or More Races, 25-44 | 1 | 2.9% | 1 | 4.0% | 0 | 0.0% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 15 | 42.9% | 12 | 48.0% | 14 | 50.0% |
| African American, 45-64 | 3 | 8.6% | 3 | 12.0% | 2 | 7.1% |
| 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% | 1 | 4.0% | 1 | 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 | 3 | 8.6% | 4 | 16.0% | 3 | 10.7% |
| 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 | 35 | 100.0% | 25 | 100.0% | 28 | 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 in this track has increased. Students are seeing the need for higher education degrees with opportunities to work in the public and private schools, and therefore choosing tracks that will allow them to transfer to a college or university without losing their AAS credits.

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 | Increase attendance at potential recruiting events by attending five events not previously participated in. Focus will be on students who want to prepare to obtain a bachelor's degree or higher in Education to teach K-3 rd Grade. | Track each event attendance using a spreadsheet or Word Document for each faculty member and the potential number of students reached. |

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 | 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.) | The target of a 52% retention rate was met but dropped from 75% in the prior year. Students did improve in completing assignments by the deadlines stated in the syllabi, and the ones who turned in late assignments had points reduced. Lengthy rubrics may have challenged students in their understanding of expectations of what was to be accomplished. Two students changed their majors during their enrollment in the program, which may have skewed the data. |
| 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.) | Meetings were held by departmental faculty twice monthly to discuss challenges students seemed to face in their courses. We did not find that this improved retention significantly, but it did help to discuss as professionals and work on skills to help students be more prepared. |

Baseline: 26.2 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*
Standard: 50 %
Target: 52 %

| Fall to Fall | Retention Rate |
|------------------------|----------------|
| Fall 2020 to Fall 2021 | 28.6% |
| Fall 2021 to Fall 2022 | 75.0% |
| Fall 2022 to Fall 2023 | 58.3% |

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 | 50.0% | 5 | 41.7% | 4 | 28.6% |
| 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 | 3 | 50.0% | 5 | 41.7% | 9 | 64.3% |
| 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% | 1 | 8.3% | 0 | 0.0% |
| Unknown, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Female Total | 6 | 100.0% | 11 | 91.7% | 13 | 92.9% |
| 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 | 0 | 0.0% | 1 | 8.3% | 1 | 7.1% |
| 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 | 8.3% | 1 | 7.1% |
| Total | 6 | 100.0% | 12 | 100.0% | 14 | 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% | 1 | 8.3% | 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 | 8.3% | 0 | 0.0% |
| African American, 18-24 | 2 | 33.3% | 1 | 8.3% | 2 | 14.3% |
| 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% | 3 | 25.0% | 4 | 28.6% |
| 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 | 3 | 50.0% | 4 | 33.3% | 6 | 42.9% |
| African American, 25-44 | 1 | 16.7% | 2 | 16.7% | 1 | 7.1% |
| 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 | 2 | 33.3% | 3 | 25.0% | 5 | 35.7% |
| 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 | 3 | 50.0% | 5 | 41.7% | 6 | 42.9% |
| African American, 45-64 | 0 | 0.0% | 2 | 16.7% | 1 | 7.1% |
| 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 | 7.1% |
| 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% | 2 | 16.7% | 2 | 14.3% |
| 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 | 6 | 100.0% | 12 | 100.0% | 14 | 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.)*

Some students moved to the Teacher Prep Program in the College Transfer Center after realizing they wanted to teach elementary and middle school students instead of ECE. These students transferred before graduating from the Licensure Track. Strategies will be to meet with students at the beginning of their career choice to determine if they are enrolled in the track that will give them the degree that will meet their career goals.

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 | Faculty will meet with new students at the beginning of their educational career with WCC to determine whether they're clear on what they plan to do with their career path choice. | Document in Self-Service the career goals of the student at the initial advising to show that the student has chosen the path that best fits their goals. |

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.) | Courses were added to the summer schedule to help students graduate with the credentials on time. Seated portions of courses were “stacked” so that students would only have to come one evening per week to attend the required face-to-face portion of hybrid courses. |
| 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.) | Emails have been helpful in reminding students to apply for graduation, as well as adding the reminders in the Capstone Course. |

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

Standard: 5 #

Target: 8 #

| Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring | |
|---|-------------------------|
| Graduation Year | Total Completers |
| 2021-2022 | 4 |
| 2022-2023 | 4 |
| 2023-2024 | 2 |

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 | 3 | 75.0% | 0 | 0.0% | 1 | 50.0% |
| 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 | 1 | 25.0% | 4 | 100.0% | 1 | 50.0% |
| 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 | 4 | 100.0% | 4 | 100.0% | 2 | 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 | 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% | 0 | 0.0% | 0 | 0.0% |
| Total | 4 | 100.0% | 4 | 100.0% | 2 | 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 | 1 | 25.0% | 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 | 25.0% | 2 | 50.0% | 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 | 2 | 50.0% | 2 | 50.0% | 0 | 0.0% |
| African American, 25-44 | 2 | 50.0% | 0 | 0.0% | 1 | 50.0% |
| 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% | 2 | 50.0% | 1 | 50.0% |
| 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 | 2 | 50.0% | 2 | 50.0% | 2 | 100.0% |
| African American, 45-64 | 0 | 0.0% | 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 | 0 | 0.0% | 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 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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 | 4 | 100.0% | 4 | 100.0% | 2 | 100.0% |

