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: Emergency Management 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	Increase recruitment activities (Assessed by: Schedule meetings with community partners to recruit potential students; report recruitment activities in follow-up report.)	Multiple recruiting events have been attended, both facilitated by the college and by me. I have participated in the following activities: senior night, military night, summer camp for high school students interested in public safety, as well as several field trips. Recruitment has steadily increased as well as retention.

Baseline: 30 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 32 #
Target: 35 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2020-2021	32
2021-2022	29
2022-2023	41

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	1	3.1%	2	6.9%	5	12.2%
American Indian/Alaskan Native, Female	1	3.1%	1	3.4%	1	2.4%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	6	18.8%	6	20.7%	12	29.3%
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%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	8	25.0%	9	31.0%	18	43.9%
African American, Male	5	15.6%	2	6.9%	1	2.4%
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	18	56.3%	16	55.2%	20	48.8%
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	1	3.1%	2	6.9%	2	4.9%
Male Total	24	75.0%	20	69.0%	23	56.1%
Total	32	100.0%	29	100.0%	41	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	1	3.1%	1	3.4%	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	3.1%	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	2	6.3%	1	3.4%	0	0.0%
African American, 18-24	2	6.3%	2	6.9%	3	7.3%
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	5	15.6%	5	17.2%	11	26.8%
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	7	21.9%	7	24.1%	14	34.1%
African American, 25-44	2	6.3%	0	0.0%	2	4.9%
American Indian/Alaskan Native, 25-44	1	3.1%	1	3.4%	1	2.4%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	17	53.1%	15	51.7%	18	43.9%
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	1	3.1%	2	6.9%	2	4.9%
25-44 Total	21	65.6%	18	62.1%	23	56.1%
African American, 45-64	1	3.1%	1	3.4%	1	2.4%
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	1	3.1%	2	6.9%	3	7.3%
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	6.3%	3	10.3%	4	9.8%
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	32	100.0%	29	100.0%	41	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 steadily increasing over time. This is due in part to increased recruitment, and advertisement of the program. One of the most helpful techniques we have used has been collaborations amongst all entities of our public safety division. Due to the regulations of the state for many public safety certifications, several programs require potential students to be 20 or 21 to begin. As such, we encourage graduating high school students to earn their two-year degree in either emergency management or criminal justice while they are in limbo waiting to be eligible for other programs such as BLET, EMS, and Fire Academy. This helps with our enrollment, while also giving the student a leg up before they even begin their other programs. Going forward I will continue focusing on informing people about the program, as well as ensuring graduate satisfaction by following up with the students, ensuring that they have been armed with the skills necessary to be successful in their careers.

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	Scheduling visits to schools in surrounding counties, as well as promoting the program through social media.	Number of schools visited as well as number of online advertisements for the 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	Continued advising (Assessed by: Schedule and connect with students enrolled in the program will result in continued retention; encourage students to apply for scholarships to remain enrolled)	Utilizing proactive advisement to keep students engaged in the program has proven to be successful with increasing retention.

Baseline: **52.5** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **54.5** %
Target: **56.5** %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	72.2%
Fall 2021 to Fall 2022	80.0%
Fall 2022 to Fall 2023	72.4%

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	0	0.0%	2	10.0%	2	9.5%
American Indian/Alaskan Native, Female	0	0.0%	1	5.0%	1	4.8%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	7.7%	4	20.0%	7	33.3%
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%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	7.7%	7	35.0%	10	47.6%
African American, Male	2	15.4%	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	9	69.2%	12	60.0%	9	42.9%
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	1	7.7%	1	5.0%	2	9.5%
Male Total	12	92.3%	13	65.0%	11	52.4%
Total	13	100.0%	20	100.0%	21	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	1	7.7%	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	1	7.7%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	5.0%	1	4.8%
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	1	7.7%	3	15.0%	5	23.8%
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	1	7.7%	4	20.0%	6	28.6%
African American, 25-44	1	7.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	1	5.0%	1	4.8%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	8	61.5%	12	60.0%	10	47.6%
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	1	7.7%	1	5.0%	2	9.5%
25-44 Total	10	76.9%	14	70.0%	13	61.9%
African American, 45-64	0	0.0%	1	5.0%	1	4.8%
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	7.7%	1	5.0%	1	4.8%
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	7.7%	2	10.0%	2	9.5%
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	13	100.0%	20	100.0%	21	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.)*

Having an open-door policy for my students has proven helpful for retention. Many of my students are adult learners, who need assistance with different aspects of their education than a traditional student would. Through open communication and continuous advising, more and more students are finding that earning their degree is attainable and that proper support is in place.

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	Program retention can be increased by requesting feedback multiple times throughout the semester.	The results of action items will be assessed through monitoring percentages of retained students.

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	Continued advising (Assessed by: Schedule and connect with students enrolled in the program will result in continued retention; encourage students to apply for scholarships to remain enrolled)	More students have earned their degrees and/or certificates in the program due to a simplified process through advising that allows them to see exactly what needs to be done to earn their desired credential.

Baseline: **8** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **9** #
Target: **10** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2021-2022	12
2022-2023	15
2023-2024	10

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	0	0.0%	2	13.3%	0	0.0%
American Indian/Alaskan Native, Female	1	8.3%	0	0.0%	1	10.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	8.3%	3	20.0%	5	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	2	16.7%	5	33.3%	6	60.0%
African American, Male	1	8.3%	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	9	75.0%	8	53.3%	3	30.0%
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%	2	13.3%	1	10.0%
Male Total	10	83.3%	10	66.7%	4	40.0%
Total	12	100.0%	15	100.0%	10	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	0	0.0%	1	6.7%	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	0	0.0%	2	13.3%	2	20.0%
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	0	0.0%	3	20.0%	2	20.0%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	1	8.3%	0	0.0%	1	10.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	9	75.0%	9	60.0%	4	40.0%
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%	2	13.3%	0	0.0%
25-44 Total	10	83.3%	11	73.3%	5	50.0%
African American, 45-64	1	8.3%	1	6.7%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	8.3%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	2	20.0%
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%	1	10.0%
45-64 Total	2	16.7%	1	6.7%	3	30.0%
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	12	100.0%	15	100.0%	10	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?)*

There has been a steady increase in the number of completers in the emergency management program. Many of the completers have finished after taking a hiatus from school. This is a result of proactive advising for students that have been inactive. In many cases these students have been close to earning their degree

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	Frequent assessment of the relevance of courses will aid in increasing the number of students who complete the program.	Assessment can be done by looking at the statistics of completers.

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_____ 11/7/2024

Department Chair, Dean, Director, and/or AVP / Date: _Angie S. Blizzard_____ 11/14/2024