## 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: Entertainment Technologies

Outcome #1: Enrollment (unduplicated)

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

Item#	Action Items: (Action item identified in the	<b>Results / Use of Results:</b> (Provide results of the action
	2022-23 program outcome year-end	item identified. Was the action item successful? If not,
	report.)	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	Provide individual tours of the Spruce 204	Enrollment for 2022-2023 academic year is 5 students.
	lab to potential students interested in the	
	Entertainment Technology Program.	
	(Assessed by: Track number of students	
	that decide to enroll in the program after	
	discussing the program with them.)	

Baseline:	N/A # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)
	Unable to set baseline, new program 2022-23
	Baseline will be established when 3 years of program data is achieved.
Standard:	#

## **Program Enrollment**

Program Enrollment (unduplicated)					
Academic Year (Fall, Spring, Summer)	Enrollment				
2020-2021	0				
2021-2022	0				
2022-2023	5				

All Levels

# **Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender Table

	2020-2021		2021-2022		2022-2023	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	20.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	1	20.0%
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%	3	60.0%
Hawaiian/Other Pacific Islander,						
Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	20.0%
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%	4	80.0%
Total	0	0.0%	0	0.0%	5	100.0%

Ethnicity & Age Range Table

	2020-20	021	2021	-2022	2022-	-2023
Ethnicity & Age Range	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 Hispanic/Latino, Under the age of	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age	0	0.0%	0	0.0%	0	0.0%
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 American Indian/Alaskan Native,	0	0.0%	0	0.0%	0	0.0%
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 Hawaiian/Other Pacific Islander, 18-	0	0.0%	0	0.0%	3	60.0%
24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	1	20.0%
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%	0	0.0%	4	80.0%
African American, 25-44 American Indian/Alaskan Native,	0	0.0%	0	0.0%	1	20.0%
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 Hawaiian/Other Pacific Islander, 25-	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	1	20.0%
African American, 45-64 American Indian/Alaskan Native,	0	0.0%	0	0.0%	0	0.0%
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 Hawaiian/Other Pacific Islander, 45-	0	0.0%	0	0.0%	0	0.0%
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+ American Indian/Alaskan Native,	0	0.0%	0	0.0%	0	0.0%
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	0.00/	_	0.00/		0.00/
	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+ Two or More Races, 65+	0 0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0% 0.0%	0	0.0% 0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%	5	
iotai	U	0.070	U	0.070	J	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 Entertainment Technology program began in Fall 2022 so at this time there is not enough data for comparison. The student numbers would have been higher if the actual number of students were coded as Entertainment Technology. Because the program was new, not all students were listed as Entertainment Technology students when the Fall 2022 semester began.

#### 2024-2025 Action Items:

Item	Action Items (What actions can be taken	Assessment of Action Items (How will you assess the
	to increase enrollment in your program?)	results of action items?)
1	Provide group tours to high schools	Surveying students when they enroll in the program on
	visiting on campus either in the Spruce	how they heard about the program to see if high school
	204 classroom or in the auditorium.	group tours are listed.

#### Outcome #2: Retention

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

Item #	Action Items: (Action item identified in the	<b>Results / Use of Results:</b> (Provide results of the action
	2022-23 program outcome year-end	item identified. Was the action item successful? If not,
	report.)	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	Send weekly reminders of assignments due	The weekly reminders of assignments are successful,
	each week. (Assessed by: Increase in	and students are completing assignments.
	number of completers of assignments.)	

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

Unable to set baseline, new program 2022-23

Baseline will be established when 3 years of program data is achieved.

 Standard:
 \_\_\_\_\_ %

 Target:
 \_\_\_\_\_ %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	0.0%
Fall 2021 to Fall 2022	0.0%
Fall 2022 to Fall 2023	0.0%

All Levels

# Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

			Fall 202	1 to Fall	Fall 202	2 to Fall
	Fall 2020 to Fall 2021		20	22	2023	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%

Ethnicity & Age Range Table

			Fall 2021 to Fall		Fall 2022 to Fall	
	Fall 2020 to Fall 2021		_	22	2023	
Ethnicity & Age Range	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	"	0.076	U	0.076	U	0.076
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%	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	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander,		0.070	· ·	0.070		0.070
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	0.0%	0	0.0%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
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%	0	0.0%	0	0.0%
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 25-44 Total	0	0.0%	0	0.0%	0	0.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native,		0.070	U	0.070	0	0.070
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		0.00/	0	0.00/	0	0.00/
Hispanic/Latino, 45-64	0	0.0%	0	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%
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	0	0.0%	0	0.0%	0	0.0%

**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.)

Sending weekly reminders of assignment due dates has helped with retention and keeping students from forgetting to submit assignments.

### 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	Provide additional classroom lab hours outside of class times for students to use the computers and other Entertainment Technology Equipment.	Track number of students using the lab outside of classroom hours.

### 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	<b>Results / Use of Results:</b> (Provide results of the action	
	2022-23 program outcome year-end	item identified. Was the action item successful? If not,	
	report.)	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	

2024-2025 action items table below.)

Send alerts to students that are approaching the maximum allotted absences in their classes. (Assessed by: The number of students dropped due to excessive absences is reduced.)

Reminding students of their absences has helped students keep track of their absences so they can avoid being dropped for excessive absences.

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

Unable to set baseline, new program 2022-23

Baseline will be established when 3 years of program data is achieved.

Standard: # # Target: # #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring				
<b>Graduation Year</b>	Total Completers			
2021-2022	0			
2022-2023	0			
2023-2024	9			

All Levels

# Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

	2021-2022		2022-2023		2023-2024	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	2	22.2%
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	0	0.0%	0	0.0%	2	22.2%
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%	7	77.8%
Harrison (Others Desifies Internal on Male	•	0.00/		0.00/		0.00/
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%	7	77.8%
Total	0	0.0%	0	0.0%	9	100.0%

Ethnicity & Age Range Table

	2021-2022		2022-2023		2023-2024	
Ethnicity & Age Range Table	N	%	N	%	N	%
African American, Under the age of	_		_		_	2.20/
18 American Indian/Alaskan Native,	0	0.0%	0	0.0%	0	0.0%
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%	1	11.1%
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%	0	0.0%
Two or More Races, Under the age of	O	0.070	0	0.070		0.070
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%	1	11.1%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18- 24	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%	0	0.0%	7	77.8%
Hawaiian/Other Pacific Islander, 18-	Ü	0.070		0.070	,	77.070
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%	0	0.0%	7	77.8%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
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%	0	0.0%	1	11.1%
Hawaiian/Other Pacific Islander, 25-				0.0.1		
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	0	0.0%	0	0.0%	1	11.1%
African American, 45-64 American Indian/Alaskan Native, 45-	0	0.0%	0	0.0%	0	0.0%
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 African American, 65+	0	0.0%	0	0.0%	0	0.0%
Allican American, 65+	U	0.0%	U	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%
Have ii an /Other Desified 1	•	0.001		0.001	_	0.00
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+ Unknown, 65+	0	0.0% 0.0%	0	0.0% 0.0%	0	0.0% 0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%	9	100.0%
Total	v	0.070	J	0.070	J	100.070

**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 were no completers during this timeframe, as this is a new 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	Keeping students involved in the advising process so they understand how dropping classes or not taking a class when advised impacts their graduation date.	Assessment will be made by the number 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	10/30/2024	
Department Chair, De	an, Director, and/or AVP / Date:	Jennifer tyndall	10/30/2024