

**Program Outcomes Assessment Follow-Up  
2022-2023 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:** Game Art and Animation

**Outcome #1: Enrollment (*unduplicated*)**

**Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> <i>(Action item identified in the 2021-22 program review.)</i>	<b>Results / Use of Results:</b> <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 2023-2025 action items table below.)</i>
1	Advertise the Degree (Assessed by: Enrollment will increase as the degree is advertised more with flyers, word of mouth, and partnerships.)	This action item is still in progress. We will continue this action item going forward.
2	Offer more classes in person (Assessed by: Enrollment numbers will increase as more students are drawn back to the classroom.)	This action item is still in progress. We will continue this action item going forward. More classes are now offered in person and Hyflex classes officially end service Spring 2024.

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

**Standard:** **20** #

**Target:** **25** #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Academic Year (Fall, Spring, Summer)</b>	<b>Enrollment</b>
2019-2020	n/a
2020-2021	15
2021-2022	26

**All Levels**

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

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	-	0	0.0%	1	3.8%
American Indian/Alaskan Native, Female	0	-	0	0.0%	0	0.0%
Asian, Female	0	-	0	0.0%	0	0.0%
Caucasian, Female	0	-	4	26.7%	4	15.4%
Hawaiian/Other Pacific Islander, Female	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	-	0	0.0%	1	3.8%
Two or More Races, Female	0	-	0	0.0%	0	0.0%
Unknown, Female	0	-	0	0.0%	0	0.0%
<b>Female Total</b>	<b>0</b>	<b>-</b>	<b>4</b>	<b>26.7%</b>	<b>6</b>	<b>23.1%</b>
African American, Male	0	-	4	26.7%	5	19.2%
American Indian/Alaskan Native, Male	0	-	0	0.0%	0	0.0%
Asian, Male	0	-	1	6.7%	1	3.8%
Caucasian, Male	0	-	3	20.0%	10	38.5%
Hawaiian/Other Pacific Islander, Male	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	-	1	6.7%	2	7.7%
Two or More Races, Male	0	-	2	13.3%	2	7.7%
Unknown, Male	0	-	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>-</b>	<b>11</b>	<b>73.3%</b>	<b>20</b>	<b>76.9%</b>
<b>Total</b>	<b>0</b>	<b>-</b>	<b>15</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	-	0	0.0%	0	0.0%
Asian, Under the age of 18	0	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	-	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	-	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	-	3	20.0%	4	15.4%
American Indian/Alaskan Native, 18-24	0	-	0	0.0%	0	0.0%
Asian, 18-24	0	-	1	6.7%	1	3.8%
Caucasian, 18-24	0	-	6	40.0%	11	42.3%
Hawaiian/Other Pacific Islander, 18-24	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	-	1	6.7%	3	11.5%
Two or More Races, 18-24	0	-	2	13.3%	2	7.7%
Unknown, 18-24	0	-	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>0</b>	<b>-</b>	<b>13</b>	<b>86.7%</b>	<b>21</b>	<b>80.8%</b>
African American, 25-44	0	-	1	6.7%	2	7.7%
American Indian/Alaskan Native, 25-44	0	-	0	0.0%	0	0.0%
Asian, 25-44	0	-	0	0.0%	0	0.0%
Caucasian, 25-44	0	-	1	6.7%	3	11.5%
Hawaiian/Other Pacific Islander, 25-44	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	-	0	0.0%	0	0.0%
Two or More Races, 25-44	0	-	0	0.0%	0	0.0%
Unknown, 25-44	0	-	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>13.3%</b>	<b>5</b>	<b>19.2%</b>
African American, 45-64	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	-	0	0.0%	0	0.0%
Asian, 45-64	0	-	0	0.0%	0	0.0%
Caucasian, 45-64	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	-	0	0.0%	0	0.0%
Two or More Races, 45-64	0	-	0	0.0%	0	0.0%
Unknown, 45-64	0	-	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 65+	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	-	0	0.0%	0	0.0%
Asian, 65+	0	-	0	0.0%	0	0.0%
Caucasian, 65+	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	-	0	0.0%	0	0.0%
Two or More Races, 65+	0	-	0	0.0%	0	0.0%
Unknown, 65+	0	-	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>0</b>	<b>-</b>	<b>15</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

**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.)*

Financial aid loss, and an international pandemic led to decreased enrollment. The closing of in person classes across the majority of WCC also contributed to students stopping their education. However, the data has now caught up to the point of post-COVID numbers.

The original SGD program split into two tracks, Game and Automation Programming and Game Art and Animation. This splits the enrollment numbers in half and makes both tracks seem like their enrollment has decreased from past census. However, the data has now caught up to the point of post-COVID numbers showing the individual Game Art and Animation program has increased enrollment by almost 73% compared to last year's enrollment numbers. This shows not only good signs of past students returning to the classroom after COVID-19 but also new students becoming interested in the program as a whole.

Efforts to increase/maintain enrollment included an intentional focus on current and new students with phone calls, virtual office meetings, text messages, emails, and registration assistance.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Advertise the Degree	Assessed by: Enrollment will increase as the degree is advertised more with flyers, word of mouth, and partnerships.
2	Offer more classes in person	Assessed by: Enrollment numbers will increase as more students are drawn back to the classroom. Specifically Hybrid classes, Hyflex will be eliminated as an SGD course option in Spring 2024.

**Outcome #2: Retention****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> <i>(Action item identified in the 2021-22 program review.)</i>	<b>Results / Use of Results:</b> <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 2023-2025 action items table below.)</i>
1	Offer more classes in person (Assessed by: Retention numbers will increase as more students are drawn back to the classroom.)	This action item is still in progress. We will continue this action item going forward. More classes are now offered in person and Hyflex classes officially end service Spring 2024.

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

**Unable to set baseline**

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

**Standard:** 55.5 %

**Target:** 56.5 %

<b>Fall to Fall</b>	<b>Retention Rate</b>
Fall 2019 to Fall 2020	n/a
Fall 2020 to Fall 2021	54.5%
Fall 2021 to Fall 2022	53.0%

**All Levels**

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	-	0	0.0%	0	0.0%
Asian, Female	0	-	0	0.0%	0	0.0%
Caucasian, Female	0	-	2	33.3%	2	25.0%
Hawaiian/Other Pacific Islander, Female	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	-	0	0.0%	0	0.0%
Two or More Races, Female	0	-	0	0.0%	0	0.0%
Unknown, Female	0	-	0	0.0%	0	0.0%
<b>Female Total</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>33.3%</b>	<b>2</b>	<b>25.0%</b>
African American, Male	0	-	1	16.7%	2	25.0%
American Indian/Alaskan Native, Male	0	-	0	0.0%	0	0.0%
Asian, Male	0	-	1	16.7%	0	0.0%
Caucasian, Male	0	-	0	0.0%	2	25.0%
Hawaiian/Other Pacific Islander, Male	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	-	1	16.7%	1	12.5%
Two or More Races, Male	0	-	1	16.7%	1	12.5%
Unknown, Male	0	-	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>-</b>	<b>4</b>	<b>66.7%</b>	<b>6</b>	<b>75.0%</b>
<b>Total</b>	<b>0</b>	<b>-</b>	<b>6</b>	<b>100.0%</b>	<b>8</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	-	0	0.0%	0	0.0%
Asian, Under the age of 18	0	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	-	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	-	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	-	0	0.0%	1	12.5%
American Indian/Alaskan Native, 18-24	0	-	0	0.0%	0	0.0%
Asian, 18-24	0	-	1	16.7%	0	0.0%
Caucasian, 18-24	0	-	2	33.3%	3	37.5%
Hawaiian/Other Pacific Islander, 18-24	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	-	1	16.7%	1	12.5%
Two or More Races, 18-24	0	-	1	16.7%	1	12.5%
Unknown, 18-24	0	-	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>0</b>	<b>-</b>	<b>5</b>	<b>83.3%</b>	<b>6</b>	<b>75.0%</b>
African American, 25-44	0	-	1	16.7%	1	12.5%
American Indian/Alaskan Native, 25-44	0	-	0	0.0%	0	0.0%
Asian, 25-44	0	-	0	0.0%	0	0.0%
Caucasian, 25-44	0	-	0	0.0%	1	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	-	0	0.0%	0	0.0%
Two or More Races, 25-44	0	-	0	0.0%	0	0.0%
Unknown, 25-44	0	-	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>0</b>	<b>-</b>	<b>1</b>	<b>16.7%</b>	<b>2</b>	<b>25.0%</b>
African American, 45-64	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	-	0	0.0%	0	0.0%
Asian, 45-64	0	-	0	0.0%	0	0.0%
Caucasian, 45-64	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	-	0	0.0%	0	0.0%
Two or More Races, 45-64	0	-	0	0.0%	0	0.0%
Unknown, 45-64	0	-	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 65+	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	-	0	0.0%	0	0.0%
Asian, 65+	0	-	0	0.0%	0	0.0%
Caucasian, 65+	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	-	0	0.0%	0	0.0%
Two or More Races, 65+	0	-	0	0.0%	0	0.0%
Unknown, 65+	0	-	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>0</b>	<b>-</b>	<b>6</b>	<b>100.0%</b>	<b>8</b>	<b>100.0%</b>

**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.)*

The Game Art and Animation program saw an increase in retention post-pandemic. Previously the program had to undergo a change to online for all SGD classes that made students shy away and leave or put their education on hold. Now the program has multiple delivery modalities (hybrid, hyflex, online) to meet student needs. With a return to the classroom a boom in student attendance and retention has been recorded.

Faculty continue to strive for increased retention through multiple means such as early alerts, referral to the academic skills center and increased advising efforts. Hyflex is being filtered out of use to better serve our student population and offer better and stronger instruction in all courses.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Offer more classes in person	Assessed by: Enrollment numbers will increase as more students are drawn back to the classroom. Specifically Hybrid classes, Hyflex will be eliminated as an SGD course option in Spring 2024.
2	Implement Instructor checkpoints to verify student performance in classes	Assessed by: Faculty will continue to track and follow up on student alerts and reach out to students who are in danger of failing courses to advise on resources available.



**Outcome #3: Completers (unduplicated by highest level of attainment)****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> (Action item identified in the 2021-22 program review.)	<b>Results / Use of Results:</b> (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 2023-2025 action items table below.)
1	Reach out to former Students (Assessed by: A large chunk of students in the program left to wait until classes were offered again in person. Reaching out to restart them on their path to graduation will increase completers numbers.)	Past students were contacted and a portion did return once classes were offered again in person (hybrid/hyflex). Some did not even have to be contacted and instead initiated the contact to begin classes again. Completers numbers are still in progress.
2	Offer more classes in person (Assessed by: Completer numbers will increase as more students are drawn back to the classroom.)	This action item is still in progress. We will continue this action item going forward. More classes are now offered in person and Hyflex classes officially end service Spring 2024.

**Baseline:** 19 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

**Standard:** 20 #

**Target:** 21 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2020-2021	20
2021-2022	13
2022-2023	16

**All Levels**

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	6.3%
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	4	20.0%	4	30.8%	2	12.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	3	18.8%
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%
<b>Female Total</b>	<b>4</b>	<b>20.0%</b>	<b>4</b>	<b>30.8%</b>	<b>6</b>	<b>37.5%</b>
African American, Male	3	15.0%	2	15.4%	3	18.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	5.0%	0	0.0%	0	0.0%
Caucasian, Male	11	55.0%	6	46.2%	4	25.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	2	12.5%
Two or More Races, Male	1	5.0%	1	7.7%	1	6.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>16</b>	<b>80.0%</b>	<b>9</b>	<b>69.2%</b>	<b>10</b>	<b>62.5%</b>
<b>Total</b>	<b>20</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>

Ethnicity & Age Range Table	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%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	1	5.0%	1	7.7%	3	18.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	5.0%	0	0.0%	0	0.0%
Caucasian, 18-24	13	65.0%	10	76.9%	6	37.5%
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%	4	25.0%
Two or More Races, 18-24	1	5.0%	1	7.7%	1	6.3%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>16</b>	<b>80.0%</b>	<b>12</b>	<b>92.3%</b>	<b>14</b>	<b>87.5%</b>
African American, 25-44	2	10.0%	1	7.7%	1	6.3%
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	2	10.0%	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	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>4</b>	<b>20.0%</b>	<b>1</b>	<b>7.7%</b>	<b>1</b>	<b>6.3%</b>
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%	1	6.3%
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%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>6.3%</b>
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%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>20</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>

**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?)

Completers' numbers reflect the positive uptick in retention numbers in the Game Art and Animation program with a 23% increase from the past years cycle. Although COVID-19 drastically hit the program and it's numbers in the past, post-pandemic numbers are in the positive and show that students are excited to be back in the classroom with support and access to resources.

These extra supports, such as bringing back SGD courses in person, allow our students to learn and graduate at higher rates than when classes were taught only online. Eliminating Hyflex and continuing the trend of teaching Game Art and Animation content in person will hopefully only increase these numbers.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> (What actions can be taken to increase student completion in your program?)	<b>Assessment of Action Items</b> (How will you assess the results of action items?)
1	Offer more classes in person	Assessed by: Enrollment numbers will increase as more students are drawn back to the classroom. Specifically Hybrid classes, Hyflex will be eliminated as an SGD course option in Spring 2024.
2	Implement Instructor checkpoints to verify student performance in classes	Assessed by: Faculty will continue to track and follow up on student alerts and reach out to students who are in danger of failing courses to advise on resources available.

**Approvals**

- 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.
- 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 11/15/2023

**Department Chair, Dean, Director, and/or AVP / Date:** Jennifer Tyndall 11/15/2023