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 and Automation Programming

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	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 2023-2025 action items table below.)*
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: **63** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **65** #
Target: **70** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	64
2020-2021	51
2021-2022	32

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	3	4.7%	2	3.9%	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	7	10.9%	5	9.8%	3	9.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	3.1%	1	2.0%	1	3.1%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	1	2.0%	0	0.0%
Female Total	12	18.8%	9	17.6%	4	12.5%
African American, Male	11	17.2%	10	19.6%	8	25.0%
American Indian/Alaskan Native, Male	0	0.0%	1	2.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	35	54.7%	28	54.9%	16	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	6.3%	3	5.9%	4	12.5%
Two or More Races, Male	2	3.1%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	52	81.3%	42	82.4%	28	87.5%
Total	64	100.0%	51	100.0%	32	100.0%

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%	1	3.1%
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	1.6%	0	0.0%	1	3.1%
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 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	1.6%	0	0.0%	2	6.3%
African American, 18-24	13	20.3%	10	19.6%	4	12.5%
American Indian/Alaskan Native, 18-24	0	0.0%	1	2.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	35	54.7%	27	52.9%	13	40.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	7.8%	3	5.9%	4	12.5%
Two or More Races, 18-24	2	3.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	55	85.9%	41	80.4%	21	65.6%
African American, 25-44	1	1.6%	2	3.9%	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	6	9.4%	6	11.8%	4	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	1.6%	1	2.0%	1	3.1%
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	8	12.5%	9	17.6%	8	25.0%
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%	1	2.0%	0	0.0%
45-64 Total	0	0.0%	1	2.0%	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%	1	3.1%
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%	1	3.1%
Total	64	100.0%	51	100.0%	32	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.)*

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.

Additionally, the SGD Game and Automation program's enrollment decreased due to the Covid-19 pandemic outbreak as well as the original SGD program splitting 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.

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:

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	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:

Item #	Action Items: (Action item identified in the 2021-22 program review.)	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 2023-2025 action items table below.)
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: **66.6** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **70** %
Target: **75** %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	71.2%
Fall 2020 to Fall 2021	58.7%
Fall 2021 to Fall 2022	52.0%

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	2	5.4%	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	5	13.5%	3	11.1%	4	30.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	5.4%	1	3.7%	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	9	24.3%	4	14.8%	4	30.8%
African American, Male	5	13.5%	4	14.8%	3	23.1%
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	21	56.8%	17	63.0%	3	23.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	5.4%	2	7.4%	3	23.1%
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	28	75.7%	23	85.2%	9	69.2%
Total	37	100.0%	27	100.0%	13	100.0%

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	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	2.7%	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	2.7%	0	0.0%	0	0.0%
African American, 18-24	7	18.9%	3	11.1%	3	23.1%
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	22	59.5%	16	59.3%	5	38.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	8.1%	2	7.4%	3	23.1%
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	32	86.5%	21	77.8%	11	84.6%
African American, 25-44	0	0.0%	1	3.7%	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	3	8.1%	4	14.8%	2	15.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.7%	1	3.7%	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	4	10.8%	6	22.2%	2	15.4%
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	37	100.0%	27	100.0%	13	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.)*

COVID-19 impacted enrollment and negatively affected retention. The SGD Game and Automation program saw a decrease in retention post-pandemic. The program offered only one delivery method at the start of the shut down (online) which contributed to the decline in retention. Multiple students also graduated post-COVID and did not have a reason to return to the program.

Now the program has multiple delivery modalities (hybrid, hyflex, online) to meet student needs. 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:

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	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:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	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 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: **22** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **23** #
Target: **24** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2020-2021	25
2021-2022	10
2022-2023	8

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	12.5%
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	16.0%	1	10.0%	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	4	16.0%	1	10.0%	1	12.5%
African American, Male	2	8.0%	1	10.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	10.0%	0	0.0%
Caucasian, Male	19	76.0%	5	50.0%	6	75.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	2	20.0%	1	12.5%
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	21	84.0%	9	90.0%	7	87.5%
Total	25	100.0%	10	100.0%	8	100.0%

Ethnicity & Age Range Table	2020-2021 N	2020-2021 %	2021-2022 N	2021-2022 %	2022-2023 N	2022-2023 %
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	4.0%	1	10.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	10.0%	0	0.0%
Caucasian, 18-24	18	72.0%	5	50.0%	3	37.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	2	20.0%	1	12.5%
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	19	76.0%	9	90.0%	4	50.0%
African American, 25-44	1	4.0%	0	0.0%	1	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	5	20.0%	1	10.0%	2	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%	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	6	24.0%	1	10.0%	3	37.5%
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%	1	12.5%
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%	1	12.5%
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	25	100.0%	10	100.0%	8	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?)*

The SGD Game and Automation program took a big hit from COVID-19. With most of the students leaving the program post-COVID to wait for in person classes, completion rates drastically fell. Even with reaching out and reinstating past students once classes were brought back to the classroom, students take longer than usual to complete their track and graduate with the reorganization of the SGD program into two different tracks post-COVID.

Other factors for non-completer students include employment-related changes, relocation, and loss of financial aid.

2023-2025 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	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
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_____ 11/15/2023

Department Chair, Dean, Director, and/or AVP / Date: _Jennifer Tyndall_____ 11/15/2023