

**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: Game and Automation Programming

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	Advertise the Degree (Assessed by: Enrollment will increase as the degree is advertised more with flyers, word of mouth, and partnerships.)	Data shows an almost 10% female student increase within the program. Total program participation has only decreased by a value of 1 since 2021-2022. As the data shows, our numbers are holding, and the program is getting more attention from middle/high schoolers. We have seen a sharp increase in high schoolers joining the program straight from graduation instead of returning college students.
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.)	Hyflex has officially been eliminated as of Spring 2024. All SGD prefix courses (excluding SUM courses) are now taught in-person. Students are turning in more professional work, completing work on time, and engaging enthusiastically with the program. Telling incoming students that all SGD courses are in-person often elicits relief and excitement for the semester.

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
2020-2021	51
2021-2022	32
2022-2023	22

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	2	3.9%	0	0.0%	2	9.1%
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	9.8%	3	9.4%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.0%	1	3.1%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	2.0%	0	0.0%	0	0.0%
Female Total	9	17.6%	4	12.5%	2	9.1%
African American, Male	10	19.6%	8	25.0%	3	13.6%
American Indian/Alaskan Native, Male	1	2.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	28	54.9%	16	50.0%	13	59.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	5.9%	4	12.5%	3	13.6%
Two or More Races, Male	0	0.0%	0	0.0%	1	4.5%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	42	82.4%	28	87.5%	20	90.9%
Total	51	100.0%	32	100.0%	22	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%	1	3.1%	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%	1	3.1%	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%	2	6.3%	0	0.0%
African American, 18-24	10	19.6%	4	12.5%	4	18.2%
American Indian/Alaskan Native, 18-24	1	2.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	27	52.9%	13	40.6%	9	40.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	5.9%	4	12.5%	3	13.6%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	4.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	41	80.4%	21	65.6%	17	77.3%
African American, 25-44	2	3.9%	3	9.4%	1	4.5%
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	6	11.8%	4	12.5%	3	13.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.0%	1	3.1%	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	9	17.6%	8	25.0%	4	18.2%
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	4.5%
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	1	2.0%	0	0.0%	0	0.0%
45-64 Total	1	2.0%	0	0.0%	1	4.5%
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%	1	3.1%	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%	1	3.1%	0	0.0%
Total	51	100.0%	32	100.0%	22	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.)*

Game and Automation Programming was once a merged degree. The data shown in older years (2020-21) is skewed and shows two degrees worth of students. I will compare only to the previous cycle numbers for more accurate conclusions.

Since 2022-23, the GAP degree has seen a drop in student enrollment. More students, both male and female, prefer the GAA degree which focuses on Game Art more prominently. Multiple students enroll in GAP and later switch their degree to either GAA or Cybersecurity.

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	Implement Instructor checkpoints to verify student performance in classes	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.
2	Advertise the Degree	Enrollment will increase as the degree is advertised more with flyers, word of mouth, and partnerships.

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	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.)	Students are turning in more professional work, completing work on time, and engaging enthusiastically with the program. Telling incoming students that all SGD courses are in-person often elicits relief and excitement for the semester. This is a positive and successful action item.
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.)	Students meet with their advisor at least once a semester to discuss classes, scheduling, and future plans/goals. This is often made an in-person meeting to verify information and encourage familiarity with faculty. Student as reminded of resources for classes and given extra advice with projects. This is a positive and successful action item.

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 2020 to Fall 2021	58.7%
Fall 2021 to Fall 2022	52.0%
Fall 2022 to Fall 2023	81.0%

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%	0	0.0%	2	11.8%
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	11.1%	4	30.8%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.7%	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	14.8%	4	30.8%	2	11.8%
African American, Male	4	14.8%	3	23.1%	1	5.9%
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	17	63.0%	3	23.1%	11	64.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	7.4%	3	23.1%	2	11.8%
Two or More Races, Male	0	0.0%	0	0.0%	1	5.9%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	23	85.2%	9	69.2%	15	88.2%
Total	27	100.0%	13	100.0%	17	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%	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	3	11.1%	3	23.1%	2	11.8%
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	16	59.3%	5	38.5%	7	41.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	7.4%	3	23.1%	2	11.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	5.9%
18-24 Total	21	77.8%	11	84.6%	12	70.6%
African American, 25-44	1	3.7%	0	0.0%	1	5.9%
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	4	14.8%	2	15.4%	3	17.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.7%	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	22.2%	2	15.4%	4	23.5%
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	5.9%
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	5.9%
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	27	100.0%	13	100.0%	17	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.)*

While enrollment suffers, retention is still up across the board. Male students have increased from 69.2% to 88.2% (a full 19%). More students are staying and completing courses successfully. I attribute this to our new influx of high schoolers which were reached via word of mouth and advertising the program. The courses being in person help enormously with creating a community they want to return to and feel supported by.

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	Implement Instructor checkpoints to verify student performance in classes	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.
2	Increase Student involvement with the program	Increase how enmeshed students are within the GAA community and program. More students in Tutor positions, Work Study, and QA opportunities.

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	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.)	Assessed by: Students are turning in more professional work, completing work on time, and engaging enthusiastically with the program. Telling incoming students that all SGD courses are in-person often elicits relief and excitement for the semester. This is a positive and successful action item.
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.)	Students meet with their advisor at least once a semester to discuss classes, scheduling, and future plans/goals. This is often made an in-person meeting to verify information and encourage familiarity with faculty. Student as reminded of resources for classes and given extra advice with projects. This is a positive and successful action item.

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
2021-2022	10
2022-2023	8
2023-2024	5

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%	1	12.5%	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	1	10.0%	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	1	10.0%	1	12.5%	1	20.0%
African American, Male	1	10.0%	0	0.0%	1	20.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	10.0%	0	0.0%	0	0.0%
Caucasian, Male	5	50.0%	6	75.0%	3	60.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	20.0%	1	12.5%	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	9	90.0%	7	87.5%	4	80.0%
Total	10	100.0%	8	100.0%	5	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	10.0%	0	0.0%	1	20.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	10.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	50.0%	3	37.5%	3	60.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	20.0%	1	12.5%	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	9	90.0%	4	50.0%	4	80.0%
African American, 25-44	0	0.0%	1	12.5%	1	20.0%
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	1	10.0%	2	25.0%	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%
25-44 Total	1	10.0%	3	37.5%	1	20.0%
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%	1	12.5%	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%	1	12.5%	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	10	100.0%	8	100.0%	5	100.0%

