

**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:** Human Services Technology

**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	Curriculum Changes (Addition of Substance Use certificate) (Assessed by: Monitor the number of certifications earned over the next three years.)	Item was not implemented. Due to revamp of Degree Curriculum Courses and advising of students in both the older and updated courses of study, the Substance Abuse Certificate will be added at a later date. (Allowing the newer faculty member to complete the older course of study with those remaining students).
2	Increased Marketing (Assessed by: Poll incoming students to determine where there seem to be gaps in how the program is marketed.)	Yes, this was successful. Staff asked students how they learned about the curriculum as well as other avenues to market the program. These include social media and local high schools.

**Baseline:** 53 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)

**Standard:** 57 #

**Target:** 60 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Academic Year (Fall, Spring, Summer)</b>	<b>Enrollment</b>
2019-2020	57
2020-2021	57
2021-2022	46

**All Levels**

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

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	27	47.4%	24	42.1%	21	45.7%
American Indian/Alaskan Native, Female	1	1.8%	1	1.8%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	20	35.1%	18	31.6%	13	28.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	7.0%	3	5.3%	3	6.5%
Two or More Races, Female	1	1.8%	3	5.3%	3	6.5%
Unknown, Female	0	0.0%	1	1.8%	1	2.2%
<b>Female Total</b>	<b>53</b>	<b>93.0%</b>	<b>50</b>	<b>87.7%</b>	<b>41</b>	<b>89.1%</b>
African American, Male	0	0.0%	1	1.8%	2	4.3%
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	2	3.5%	4	7.0%	2	4.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	3.5%	2	3.5%	1	2.2%
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%
<b>Male Total</b>	<b>4</b>	<b>7.0%</b>	<b>7</b>	<b>12.3%</b>	<b>5</b>	<b>10.9%</b>
<b>Total</b>	<b>57</b>	<b>100.0%</b>	<b>57</b>	<b>100.0%</b>	<b>46</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	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	5	8.8%	5	8.8%	6	13.0%
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	5	8.8%	5	8.8%	4	8.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	7.0%	3	5.3%	1	2.2%
Two or More Races, 18-24	0	0.0%	1	1.8%	1	2.2%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>14</b>	<b>24.6%</b>	<b>14</b>	<b>24.6%</b>	<b>12</b>	<b>26.1%</b>
African American, 25-44	14	24.6%	13	22.8%	10	21.7%
American Indian/Alaskan Native, 25-44	1	1.8%	1	1.8%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	11	19.3%	10	17.5%	7	15.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	3.5%	2	3.5%	3	6.5%
Two or More Races, 25-44	1	1.8%	1	1.8%	1	2.2%
Unknown, 25-44	0	0.0%	1	1.8%	1	2.2%
<b>25-44 Total</b>	<b>29</b>	<b>50.9%</b>	<b>28</b>	<b>49.1%</b>	<b>22</b>	<b>47.8%</b>
African American, 45-64	8	14.0%	7	12.3%	6	13.0%
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	6	10.5%	7	12.3%	4	8.7%
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%	1	1.8%	1	2.2%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>14</b>	<b>24.6%</b>	<b>15</b>	<b>26.3%</b>	<b>11</b>	<b>23.9%</b>
African American, 65+	0	0.0%	0	0.0%	1	2.2%
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>1</b>	<b>2.2%</b>
<b>Total</b>	<b>57</b>	<b>100.0%</b>	<b>57</b>	<b>100.0%</b>	<b>46</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.)*

Enrollment decreased slightly during this program cycle. Possible factors for the decrease in numbers may be economic reasons. More traditional students may be choosing to go directly into the workforce. This is either due to lack of financial resources or unaware of possible career options. Factors hindering enrollment for the nontraditional student may be the numerous opportunities for employment. This includes those who have limited job skills or education now have more options.

Plans to improve enrollment to the traditional student include exposing high school students to career choices in the Human Service field by providing CCP courses. These courses may lead to a certificate or degree Also, providing a course that can be accepted as high school credits and transferable to an institution of higher education.

Also, action plans include increased marketing for nontraditional students at career fields, partnering with human service employers for referrals or social media.

In December 2021, the previous long-term faculty member retired. Recruitment for the program had dwindled at the end of her tenure, which could be an indicator of the drop in enrollment in the 21-22 academic school year.

**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	Curriculum Changes to include addition of certificates (HST & Addiction and Recovery Studies)	Monitor the number of certifications earned over the next three years.
2	Market HST course for CCP pathway	Monitor the number of high school enrollments over the next cycle

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

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</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 2023-2025 action items table below.)</i>
1	Follow-up Calls/Contacts (Assessed by: Using stop out lists, track whether student engagement with faculty is bringing students back to classes.)	Yes, the follow up calls/contacts were successful. Staff assisted students in removing barriers (financial and work schedules) that kept them from continuing their education. This was documented on the stop-out lists send to faculty.

**Baseline:** 68.9 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

**Standard:** 72 %

**Target:** 75 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	58.8%
Fall 2020 to Fall 2021	74.4%
Fall 2021 to Fall 2022	43.0%

**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	16	53.3%	13	44.8%	7	41.2%
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	11	36.7%	11	37.9%	4	23.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.3%	1	3.4%	1	5.9%
Two or More Races, Female	1	3.3%	2	6.9%	2	11.8%
Unknown, Female	0	0.0%	0	0.0%	1	5.9%
<b>Female Total</b>	<b>29</b>	<b>96.7%</b>	<b>27</b>	<b>93.1%</b>	<b>15</b>	<b>88.2%</b>
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	1	3.3%	1	3.4%	1	5.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	3.4%	1	5.9%
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%
<b>Male Total</b>	<b>1</b>	<b>3.3%</b>	<b>2</b>	<b>6.9%</b>	<b>2</b>	<b>11.8%</b>
<b>Total</b>	<b>30</b>	<b>100.0%</b>	<b>29</b>	<b>100.0%</b>	<b>17</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	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%	1	5.9%
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>1</b>	<b>5.9%</b>
African American, 18-24	2	6.7%	2	6.9%	1	5.9%
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	2	6.7%	2	6.9%	1	5.9%
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%	1	3.4%	1	5.9%
Unknown, 18-24	0	0.0%	0	0.0%	1	5.9%
<b>18-24 Total</b>	<b>4</b>	<b>13.3%</b>	<b>5</b>	<b>17.2%</b>	<b>4</b>	<b>23.5%</b>
African American, 25-44	9	30.0%	9	31.0%	3	17.6%
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	8	26.7%	6	20.7%	1	5.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.3%	2	6.9%	2	11.8%
Two or More Races, 25-44	1	3.3%	1	3.4%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>19</b>	<b>63.3%</b>	<b>18</b>	<b>62.1%</b>	<b>6</b>	<b>35.3%</b>
African American, 45-64	5	16.7%	2	6.9%	2	11.8%
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	2	6.7%	4	13.8%	3	17.6%
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%
<b>45-64 Total</b>	<b>7</b>	<b>23.3%</b>	<b>6</b>	<b>20.7%</b>	<b>5</b>	<b>29.4%</b>
African American, 65+	0	0.0%	0	0.0%	1	5.9%
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>1</b>	<b>5.9%</b>
<b>Total</b>	<b>30</b>	<b>100.0%</b>	<b>29</b>	<b>100.0%</b>	<b>17</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.)*

Over the course of this cycle, the program has predominantly served the nontraditional female student. It also coincides with the onset of the COVID pandemic which required the HST program to transition to a completely online modality of learning. As the pandemic began to subside, the program began changing its delivery modalities to better educate the student. Based on the multi-faceted roles and responsibilities of the nontraditional female student, hybrid and/or blended delivery modalities may have been a barrier to retention.

To improve retention, the seated portion of hybrid and/or blended courses are offered one day per week for an hour and a half. Scheduling the seated sections during the lunch timeframe provides more convenience for the working mother/student. Fully online courses will still be offered in the curriculum delivery modality. Subsequently, fewer face-to-face courses will be required.

There will be ongoing discussions and polls to gauge the changing needs of the HST student.

We believe that the reduction in recruiting during the 2020-2021 school year contributed to the lower retention rate. Also, the new faculty member has added more rigor to the program, which could be an indicator of lower retention. The program has also seen an increase in students who don't have the basic skills or knowledge to create informed and appropriate responses to coursework.

**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	Follow-up Calls/Contacts and polls with current students to gauge needs.	Using stop out lists, track whether student engagement with faculty is bringing students back to classes.
2	Rotation of day/time/length of courses to accommodate working students	Poll current students to determine scheduling needs.



**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	Follow-up Calls/Contact (Assessed by: Using stop out lists to track whether student engagement with faculty is bringing students back to classes.)	Stop out lists have been used to track students and whether they respond to engagement with faculty and completion of the program.

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

**Standard:** 10 #

**Target:** 12 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2020-2021	13
2021-2022	5
2022-2023	3

**All Levels**

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

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	9	69.2%	2	40.0%	2	66.7%
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	30.8%	1	20.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	20.0%	0	0.0%
Two or More Races, Female	0	0.0%	1	20.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>13</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>2</b>	<b>66.7%</b>
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%	1	33.3%
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%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>
<b>Total</b>	<b>13</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>3</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	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	1	7.7%	0	0.0%	1	33.3%
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%
<b>18-24 Total</b>	<b>1</b>	<b>7.7%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>
African American, 25-44	7	53.8%	2	40.0%	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	2	15.4%	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%	1	20.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	20.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>9</b>	<b>69.2%</b>	<b>4</b>	<b>80.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 45-64	2	15.4%	0	0.0%	2	66.7%
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	20.0%	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%
<b>45-64 Total</b>	<b>3</b>	<b>23.1%</b>	<b>1</b>	<b>20.0%</b>	<b>2</b>	<b>66.7%</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>13</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>

