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: Air Conditioning, Heating, and Refrigeration Technology

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	Schedule more engagement opportunities with local high schools, campus tours, recruitment events. (Assessed by: Compare numbers from previous years and compare to see if enrollment increases)	Currently in progress, we have increased the number of campus tours from local high schools which has been positive for recruitment. I visited Southern Wayne HS in Spring 2024 for a recruitment events aimed at Hispanic/Latino students as part of the Train the East initiative.
2	Increase the number of local HVAC companies to come speak to students to increase their knowledge of the HVAC industry. (Assessed by: This should give students a better understanding of what companies are looking for to help students transition into the workforce with more success.)	We were able to increase our number of visits and presentations from local HVAC contractors such as Jackson & sons, Carolina Comfort Air, and Brady Mechanical services. Our program was invited to tour Jackson and sons' facility and showed our students the virtual reality training they do with their employees.

Baseline: **18** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **19** #
Target: **20** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2020-2021	12
2021-2022	23
2022-2023	19

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	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	4	33.3%	6	26.1%	8	42.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	8.3%	0	0.0%	0	0.0%
Caucasian, Male	5	41.7%	11	47.8%	9	47.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	16.7%	5	21.7%	1	5.3%
Two or More Races, Male	0	0.0%	1	4.3%	1	5.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	12	100.0%	23	100.0%	19	100.0%
Total	12	100.0%	23	100.0%	19	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%	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	2	16.7%	1	4.3%	3	15.8%
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	4	33.3%	7	30.4%	5	26.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	16.7%	5	21.7%	1	5.3%
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	8	66.7%	13	56.5%	9	47.4%
African American, 25-44	2	16.7%	5	21.7%	4	21.1%
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	8.3%	2	8.7%	4	21.1%
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%	1	4.3%	1	5.3%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	25.0%	8	34.8%	9	47.4%
African American, 45-64	0	0.0%	0	0.0%	1	5.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	8.3%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	2	8.7%	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	1	8.3%	2	8.7%	1	5.3%
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	12	100.0%	23	100.0%	19	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.)*

Even though we were not able to reach our target of 20 we did meet our standard of 19. I think if we carry action item 1 over till next year. If we continue to increase recruitment events and campus tours, I feel it will have a positive impact with increased recruitment numbers.

2024-2025 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	Schedule more engagement opportunities with local high schools, campus tours, recruitment events.	Assessed by: Compare numbers from previous years and compare to see if enrollment increases
2	Have current students make creative STEM projects to show at recruitment events.	Assessed by: Compare numbers from previous years and compare to see if enrollment increases

Outcome #2: Retention

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	Identify struggling students and give them extra resources and lab time. (Assessed by: Some students struggle at first and become overwhelmed by identifying them quicker and giving them extra resources and lab time, this should lead to a higher retention rate)	Currently in progress, To identify struggling students quicker they would be given an assessment after each lesson and if they scored lower than our class average, they were given extra lab time or peer to peer study groups to help bring them up to class average.
2	Provide more after class review opportunities for the students (Assessed by: Set up more after class time for students that show signs of struggling to help them catch up and not fall behind. This should increase our retention numbers.)	By increasing opportunities for after class reviews, poor performing students that took advantage did increase their grade in the class, but many students didn't take advantage of the extra time, and it didn't seem to help retention.

Baseline: 75.9 **%** (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: 80 %
Target: 85 %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	71.4%
Fall 2021 to Fall 2022	65.0%
Fall 2022 to Fall 2023	50.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Summer 2021		Fall 2021 to Summer 2022		Fall 2022 to Summer 2023	
	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	1	20.0%	3	27.3%	3	37.5%
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	3	60.0%	7	63.6%	4	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	20.0%	1	9.1%	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	5	100.0%	11	100.0%	8	100.0%
Total	5	100.0%	11	100.0%	8	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Summer 2021		Fall 2021 to Summer 2022		Fall 2022 to Summer 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	1	20.0%	0	0.0%	1	12.5%
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	40.0%	4	36.4%	4	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	20.0%	1	9.1%	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	4	80.0%	5	45.5%	5	62.5%
African American, 25-44	0	0.0%	3	27.3%	2	25.0%
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	20.0%	1	9.1%	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%	1	12.5%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	20.0%	4	36.4%	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%	2	18.2%	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%	2	18.2%	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	5	100.0%	11	100.0%	8	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.)*

Our programs retention numbers were down, but identifying poor performing students I think did have a positive impact so I'm going to continue that action item next year but due to lack of interest in after class reviews, we will not continue action item 2.

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	Identify struggling students and give them extra resources and lab time.	(Assessed by: Some students struggle at first and become overwhelmed by identifying them quicker and giving them extra resources and lab time, this should lead to a higher retention rate)
2	Low performing students will be given extra lab time with the instructor once a week.	By giving extra lab time to low performing students this should help them improve grades and this should lead to higher retention rates

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	Help students better schedule their classes to avoid schedule conflicts later. (Assessed by: Compare the numbers from previous years and see there is an increase in completers.)	Currently in progress, we are still adjusting our program and how we schedule classes for our students. Our number of completers did decrease but feedback from students was positive. If we continue action item, it will help our number of completers
2	Discuss with the students the importance of completing the diploma. (Assessed by: Compare the numbers from previous years and see if there is an increase in completers.)	Since the number of program completers was down from the previous year, I didn't feel this action item was effective and will not be carried over next year.

Baseline: **21** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **22** #
Target: **23** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2021-2022	20
2022-2023	18
2023-2024	12

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%	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	4	20.0%	5	27.8%	3	25.0%
Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
le	1	5.0%	0	0.0%	0	0.0%
ı, Male	12	60.0%	10	55.6%	8	66.7%
Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	15.0%	1	5.6%	1	8.3%
Two or More Races, Male	0	0.0%	1	5.6%	0	0.0%
Unknown, Male	0	0.0%	1	5.6%	0	0.0%
Male Total	20	100.0%	18	100.0%	12	100.0%
Total	20	100.0%	18	100.0%	12	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
nerican, Under the age of	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%
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	5.0%	1	5.6%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
24	0	0.0%	0	0.0%	0	0.0%
1, 18-24	7	35.0%	7	38.9%	8	66.7%
Other Pacific Islander, 18-	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	15.0%	1	5.6%	1	8.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	5.6%	0	0.0%
18-24 Total	11	55.0%	10	55.6%	9	75.0%
African American, 25-44	3	15.0%	4	22.2%	2	16.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
44	1	5.0%	0	0.0%	0	0.0%
1, 25-44	3	15.0%	1	5.6%	0	0.0%
Other Pacific Islander, 25-	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%	1	5.6%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	7	35.0%	6	33.3%	2	16.7%
African American, 45-64	0	0.0%	0	0.0%	1	8.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
64	0	0.0%	0	0.0%	0	0.0%
1, 45-64	2	10.0%	2	11.1%	0	0.0%
Other Pacific Islander, 45-	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	2	10.0%	2	11.1%	1	8.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
+	0	0.0%	0	0.0%	0	0.0%
1, 65+	0	0.0%	0	0.0%	0	0.0%
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	20	100.0%	18	100.0%	12	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?)*

Our number of completers was down from previous years. I think action item 1 was beneficial and if we continue to improve the schedule and avoid conflicts our program will start to see more completer. Action item 2 was not effective due to more students wanting short term certificates vs the diploma.

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	Help students better schedule their classes to avoid schedule conflicts later.	(Assessed by: Compare the numbers from previous years and see there is an increase in 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_____ 11/18/2024

Department Chair, Dean, Director, and/or AVP / Date: _____Steven Reese_____ 11/18/2024