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: IT Support and Services (previously known as IT Business Support)

Outcome #1: Enrollment (unduplicated)

Action Items from 2022-23 Program Outcome Year-End Report:

| Item # | Action Items: (Action item identified in the | Results / Use of Results: (Provide results of the action |
|--------|--|---|
| | 2022-23 program outcome year-end | item identified. Was the action item successful? If not, |
| | report.) | 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 | Work with the Marketing department on | This action item is still in progress. We will continue |
| | campus to target females to the field | this action item going forward. |
| | (Assessed by: If the campaign is successful, | |
| | there will be an increase in female | |
| | enrollment in the next cycle. The faculty | |
| | can also focus on reaching out directly to | |
| | females who have applied for enrollment | |
| | in the IT Business Support program to | |
| | ensure they continue the admissions | |
| | process and are registered.) | |

Baseline: 57 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)

Standard: 59 # Target: 61 #

Program Enrollment

| Program Enrollment (unduplicated) | | | | | |
|--------------------------------------|------------|--|--|--|--|
| Academic Year (Fall, Spring, Summer) | Enrollment | | | | |
| 2020-2021 | 55 | | | | |
| 2021-2022 | 45 | | | | |
| 2022-2023 | 50 | | | | |

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

| | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|----------------------------------|-----------|--------|-----------|--------|-----------|--------|
| Ethnicity & Gender | N | % | N | % | N | % |
| African American, Female | 4 | 7.3% | 4 | 8.9% | 5 | 10.0% |
| American Indian/Alaskan Native, | | | | | | |
| Female | 0 | 0.0% | 0 | 0.0% | 1 | 2.0% |
| Asian, Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, Female | 6 | 10.9% | 4 | 8.9% | 6 | 12.0% |
| Hawaiian/Other Pacific Islander, | | | | | | |
| Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| 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 | 10 | 18.2% | 9 | 20.0% | 13 | 26.0% |
| African American, Male | 13 | 23.6% | 9 | 20.0% | 13 | 26.0% |
| American Indian/Alaskan Native, | | | | | | |
| Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Male | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| Caucasian, Male | 26 | 47.3% | 21 | 46.7% | 20 | 40.0% |
| Hawaiian/Other Pacific Islander, | | | | | | |
| Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Male | 6 | 10.9% | 3 | 6.7% | 2 | 4.0% |
| Two or More Races, Male | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| Unknown, Male | 0 | 0.0% | 1 | 2.2% | 0 | 0.0% |
| Male Total | 45 | 81.8% | 36 | 80.0% | 37 | 74.0% |
| Total | 55 | 100.0% | 45 | 100.0% | 50 | 100.0% |

Ethnicity & Age Range Table

| | 2020-2021 | | 2021- | -2022 | 2022- | 2023 |
|---|-----------|---------------|---------|---------------|---------|---------------|
| Ethnicity & Age Range | N | % | N | % | N | % |
| African American, Under the age of 18 | 2 | 3.6% | 0 | 0.0% | 1 | 2.0% |
| 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 Hawaiian/Other Pacific Islander, | 1 | 1.8% | 0 | 0.0% | 2 | 4.0% |
| Under the age of 18 Hispanic/Latino, Under the age of | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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 | 3 | 5.5% | 0 | 0.0% | 3 | 6.0% |
| African American, 18-24 | 8 | 14.5% | 8 | 17.8% | 6 | 12.0% |
| American Indian/Alaskan Native, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 18-24 | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| Caucasian, 18-24 | 17 | 30.9% | 12 | 26.7% | 12 | 24.0% |
| Hawaiian/Other Pacific Islander, 18- | | | | | | |
| 24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 5 | 9.1% | 1 | 2.2% | 1 | 2.0% |
| Two or More Races, 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Unknown, 18-24 18-24 Total | 30 | 0.0% 54.5% | 0 22 | 0.0% 48.9% | 0 20 | 0.0% 40.0% |
| African American, 25-44 | 7 | 12.7% | 5 | 11.1% | 7 | 14.0% |
| American Indian/Alaskan Native, | , | 12.770 | Ŭ | 11.170 | , | 14.070 |
| 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 Hawaiian/Other Pacific Islander, 25- | 14 | 25.5% | 12 | 26.7% | 11 | 22.0% |
| 44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 1 | 1.8% | 3 | 6.7% | 2 | 4.0% |
| Two or More Races, 25-44 | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| Unknown, 25-44 | 0 | 0.0% | 1 | 2.2% | 0 | 0.0% |
| 25-44 Total | 22 | 40.0% | 22 | 48.9% | 21 | 42.0% |
| African American, 45-64 American Indian/Alaskan Native, | 0 | 0.0% | 0 | 0.0% | 4 | 8.0% |
| 45-64 | 0 | 0.0% | 0 | 0.0% | 1 | 2.0% |
| Asian, 45-64 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 45-64 | 0 | 0.0% | 1 | 2.2% | 1 | 2.0% |
| 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 | 2.2% | 6 | 12.0% |
| African American, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| American Indian/Alaskan Native, | 0 | 0.00/ | | 0.00/ | 0 | 0.00/ |
| 65+ Asian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Caucasian, 65+ | 0 0 | 0.0% 0.0% | 0 0 | 0.0% 0.0% | 0 | 0.0% 0.0% |
| Hawaiian/Other Pacific Islander, | O | 0.070 | 0 | 0.070 | O | 0.070 |
| 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 | 55 | 100.0% | 45 | 100.0% | 50 | 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.)

The enrollment for IT Support and Services increased by 5 from the previous academic year. The program has maintained a steady enrollment. Efforts to increase and maintain enrollment included an intentional focus on current and new students with phone calls, virtual office meetings, emails, and registration assistance.

2024-2025 Action Items:

| Item | Action Items (What actions can be taken | Assessment of Action Items (How will you assess the |
|------|--|---|
| | to increase enrollment in your program?) | results of action items?) |
| 1 | Work with the Marketing department on | Assessed by: If the campaign is successful, there will be |
| | campus to target females to the field | an increase in female enrollment in the next cycle. The |
| | | faculty can also focus on reaching out directly to |
| | | females who have applied for enrollment in the IT |
| | | Business Support program to ensure they continue the |
| | | admissions process and are registered |

Outcome #2: Retention

Action Items from 2022-23 Program Outcome Year-End Report:

| Item # | Action Items: (Action item identified in the | Results / Use of Results: (Provide results of the action |
|--------|---|--|
| | 2022-23 program outcome year-end | item identified. Was the action item successful? If not, |
| | report.) | 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 | Inform students of the next credential | This action item is still in progress. We will continue |
| | eligibility to reinforce retention. (Assessed | this action item going forward. |
| | by: Faculty will create an advising sheet | |
| | which will notify students of their earned | |
| | credentials (certificates, diploma, or | |
| | degree) each semester to motivate and | |
| | encourage students to stay enrolled.) | |

Baseline: 52.9 % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)

Standard: 54 % Target: 55 %

| Fall to Fall | Retention Rate |
|------------------------|----------------|
| Fall 2020 to Fall 2021 | 57.1% |
| Fall 2021 to Fall 2022 | 61.0% |
| Fall 2022 to Fall 2023 | 52.9% |

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

| | | | Fall 202 | Fall 2021 to Fall | | Fall 2022 to Fall | |
|----------------------------------|------------------------|--------|----------|-------------------|----|-------------------|--|
| | Fall 2020 to Fall 2021 | | 20 | 2022 | | 23 | |
| Ethnicity & Gender | N | % | N | % | N | % | |
| African American, Female | 1 | 4.2% | 1 | 5.3% | 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 | 2 | 8.3% | 3 | 15.8% | 2 | 11.1% | |
| 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 | 3 | 12.5% | 4 | 21.1% | 2 | 11.1% | |
| African American, Male | 5 | 20.8% | 4 | 21.1% | 5 | 27.8% | |
| American Indian/Alaskan Native, | | | | | | | |
| Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | |
| Asian, Male | 0 | 0.0% | 1 | 5.3% | 1 | 5.6% | |
| Caucasian, Male | 13 | 54.2% | 7 | 36.8% | 10 | 55.6% | |
| Hawaiian/Other Pacific Islander, | | | | | | | |
| Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | |
| Hispanic/Latino, Male | 3 | 12.5% | 2 | 10.5% | 0 | 0.0% | |
| Two or More Races, Male | 0 | 0.0% | 1 | 5.3% | 0 | 0.0% | |
| Unknown, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | |
| Male Total | 21 | 87.5% | 15 | 78.9% | 16 | 88.9% | |
| Total | 24 | 100.0% | 19 | 100.0% | 18 | 100.0% | |

Ethnicity & Age Range Table

| | | | Fall 202 | 1 to Fall | Fall 202 | 2 to Fall |
|---|----------------|--------------|----------|--------------|----------|--------------|
| | Fall 2020 to F | all 2021 | | 22 | | 23 |
| Ethnicity & Age Range | N | % | N | % | N | % |
| African American, Under the age of 18 | 1 | 4.2% | 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 | 0.0% 0.0% |
| Caucasian, Under the age of 18 Hawaiian/Other Pacific Islander, | U | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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 | 4.2% | 0 | 0.0% | 0 | 0.0% |
| African American, 18-24 | 2 | 8.3% | 3 | 15.8% | 4 | 22.2% |
| American Indian/Alaskan Native, | _ | 0.070 | Ü | 10.070 | | 22.270 |
| 18-24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 18-24 | 0 | 0.0% | 1 | 5.3% | 1 | 5.6% |
| Caucasian, 18-24 | 10 | 41.7% | 6 | 31.6% | 8 | 44.4% |
| Hawaiian/Other Pacific Islander, 18-24 | 0 | 0.00/ | 0 | 0.00/ | 0 | 0.00/ |
| | 0 2 | 0.0% 8.3% | 0 1 | 0.0% 5.3% | 0 | 0.0% 0.0% |
| Hispanic/Latino, 18-24 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 | 14 | 58.3% | 11 | 57.9% | 13 | 72.2% |
| African American, 25-44 | 3 | 12.5% | 2 | 10.5% | 1 | 5.6% |
| 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 | 5 | 20.8% | 4 | 21.1% | 4 | 22.2% |
| Hawaiian/Other Pacific Islander, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 1 | 4.2% | 1 | 5.3% | 0 | 0.0% |
| Two or More Races, 25-44 | 0 | 0.0% | 1 | 5.3% | 0 | 0.0% |
| Unknown, 25-44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 25-44 Total | 9 | 37.5% | 8 | 42.1% | 5 | 27.8% |
| 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 Hawaiian/Other Pacific Islander, | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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, | | 0.00/ | • | 0.00/ | | 0.00/ |
| 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, 65+ Caucasian, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hawaiian/Other Pacific Islander, | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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 | 24 | 100.0% | 19 | 100.0% | 18 | 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.)

The IT Support and Services program has seen a slight decrease in retention, dropping by one student from the previous academic year. The program offers multiple delivery modalities (hybrid, evening, 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.

2024-2025 Action Items:

| | , tetion 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 | Inform students of the next credential eligibility to reinforce retention. | Assessed by: Faculty will create an advising sheet which will notify students of their earned credentials (certificates, diploma, or degree) each semester to motivate and encourage students to stay enrolled. |

Outcome #3: Completers (unduplicated by highest level of attainment)

students who are in danger of failing courses to advise on resources available.)

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.)

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

Baseline: 18 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Standard: 19 # Target: 20 #

| Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring | | | | |
|--|----|--|--|--|
| Graduation Year Total Completers | | | | |
| 2021-2022 | 19 | | | |
| 2022-2023 | 17 | | | |
| 2023-2024 | 21 | | | |

All Levels

1

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

| | 2021-2022 | | 2022-2023 | | 2023-2024 | |
|---------------------------------------|-----------|--------|-----------|--------|-----------|--------|
| Ethnicity & Gender | N | % | N | % | N | % |
| African American, Female | 1 | 5.3% | 1 | 5.9% | 1 | 4.8% |
| 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 | 2 | 10.5% | 3 | 17.6% | 4 | 19.0% |
| Hawaiian/Other Pacific Islander, | | | | | | |
| Female | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Female | 0 | 0.0% | 0 | 0.0% | 1 | 4.8% |
| 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% |
| Female Total | 3 | 15.8% | 4 | 23.5% | 6 | 28.6% |
| African American, Male | 4 | 21.1% | 3 | 17.6% | 4 | 19.0% |
| 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 | 10 | 52.6% | 9 | 52.9% | 10 | 47.6% |
| Hawaiian/Other Pacific Islander, Male | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, Male | 2 | 10.5% | 1 | 5.9% | 1 | 4.8% |
| 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 | 16 | 84.2% | 13 | 76.5% | 15 | 71.4% |
| Total | 19 | 100.0% | 17 | 100.0% | 21 | 100.0% |

Ethnicity & Age Range Table

| | 2021-2022 | | 2022-2023 | | 2023-2024 | |
|---|-----------|--------------|-----------|--------------|------------|--------------|
| Ethnicity & Age Range Table | N | % | N | % | N | % |
| African American, Under the age of | _ | | _ | | _ | |
| 18 American Indian/Alaskan Native, | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 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 | U | 0.070 | U | 0.070 | U | 0.070 |
| 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 | 4 | 21.1% | 3 | 17.6% | 3 | 14.3% |
| American Indian/Alaskan Native, 18- 24 | 0 | 0.00/ | 0 | 0.00/ | 0 | 0.0% |
| Asian, 18-24 | 0 | 0.0% 0.0% | 0 | 0.0% 0.0% | 0 | 0.0% |
| Caucasian, 18-24 | 9 | 47.4% | 5 | 29.4% | 7 | 33.3% |
| Hawaiian/Other Pacific Islander, 18- | 3 | 77.770 | 3 | 23.470 | , | 33.370 |
| 24 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 18-24 | 1 | 5.3% | 1 | 5.9% | 2 | 9.5% |
| 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 | 14 | 73.7% | 9 | 52.9% | 12 | 57.1% |
| African American, 25-44 | 1 | 5.3% | 1 | 5.9% | 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 | 15.8% | 7 | 41.2% | 7 | 33.3% |
| Hawaiian/Other Pacific Islander, 25- | | 101011 | | | | |
| 44 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 25-44 | 1 | 5.3% | 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 | 5 | 26.3% | 8 | 47.1% | 7 | 33.3% |
| African American, 45-64 American Indian/Alaskan Native, 45- | 0 | 0.0% | 0 | 0.0% | 2 | 9.5% |
| 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 African American, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 9.5% |
| Allican American, 65+ | U | 0.0% | U | 0.0% | U | 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% |
| Have ii an /Other Desified 1 | • | 0.001 | _ | 0.001 | _ | 0.00 |
| Hawaiian/Other Pacific Islander, 65+ | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic/Latino, 65+ 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% 0.0% | 0 | 0.0% 0.0% |
| 65+ Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 19 | 100.0% | 17 | 100.0% | 21 | 100.0% |
| Total | 10 | 100.070 | | 100.070 | 4 I | 100.070 |

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 IT Support and Services program showed growth for the previous academic year. From the 2022-2023 to the 2023-2024 year the completion rate increased slightly. Other factors for non-completer students include employment-related changes, relocation, and loss of financial aid.

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 | 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. |

<u>Approvals</u>

- 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 | | 11/4/2024 |
|-----------------------|-----------------------------------|------------------|-----------|
| Department Chair, Dea | n, Director, and/or AVP / Date: _ | Jennifer tyndall | 11/4/2024 |