

**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:** Workforce Continuing Education Services – Occupational Extension – Advanced Manufacturing / Applied Technologies Programs

**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	Create a truck driver training advisory board (Assessed by: Membership of truck driver training advisory board)	The truck driver training continues to be a successful program, graduating two cohorts each year.

**Baseline:** 274 # *(Average of total enrollment for the last three years –2019-20; 2020-21; 2021-22;)*

**Standard:** 275 #

**Target:** 276 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Reporting Year (Summer, Fall, Spring)</b>	<b>Enrollment</b>
2020-2021	272
2021-2022	306
2022-2023	469

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

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	12	4.4%	20	6.5%	21	4.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	0.2%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	9	3.3%	14	4.6%	31	6.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	1.5%	1	0.3%	10	2.1%
Two or More Races, Female	0	0.0%	1	0.3%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	0.2%
<b>Female Total</b>	<b>25</b>	<b>9.2%</b>	<b>36</b>	<b>11.8%</b>	<b>64</b>	<b>13.6%</b>
African American, Male	83	30.5%	85	27.8%	97	20.7%
American Indian/Alaskan Native, Male	1	0.4%	3	1.0%	4	0.9%
Asian, Male	0	0.0%	4	1.3%	3	0.6%
Caucasian, Male	123	45.2%	139	45.4%	218	46.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	37	13.6%	34	11.1%	77	16.4%
Two or More Races, Male	2	0.7%	3	1.0%	0	0.0%
Unknown, Male	1	0.4%	2	0.7%	6	1.3%
<b>Male Total</b>	<b>247</b>	<b>90.8%</b>	<b>270</b>	<b>88.2%</b>	<b>405</b>	<b>86.4%</b>
<b>Total</b>	<b>272</b>	<b>100.0%</b>	<b>306</b>	<b>100.0%</b>	<b>469</b>	<b>100.0%</b>

Ethnicity & Age Range	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	1	0.3%	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	2	0.7%	1	0.3%	1	0.2%
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	2	0.7%	1	0.3%	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>4</b>	<b>1.5%</b>	<b>3</b>	<b>1.0%</b>	<b>1</b>	<b>0.2%</b>
African American, 18-24	11	4.0%	25	8.2%	20	4.3%
American Indian/Alaskan Native, 18-24	0	0.0%	1	0.3%	1	0.2%
Asian, 18-24	0	0.0%	0	0.0%	2	0.4%
Caucasian, 18-24	24	8.8%	35	11.4%	45	9.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	17	6.3%	17	5.6%	35	7.5%
Two or More Races, 18-24	1	0.4%	3	1.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	2	0.4%
<b>18-24 Total</b>	<b>53</b>	<b>19.5%</b>	<b>81</b>	<b>26.5%</b>	<b>105</b>	<b>22.4%</b>
African American, 25-44	60	22.1%	63	20.6%	66	14.1%
American Indian/Alaskan Native, 25-44	1	0.4%	2	0.7%	4	0.9%
Asian, 25-44	0	0.0%	2	0.7%	1	0.2%
Caucasian, 25-44	69	25.4%	71	23.2%	125	26.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	17	6.3%	12	3.9%	34	7.2%
Two or More Races, 25-44	1	0.4%	1	0.3%	0	0.0%
Unknown, 25-44	1	0.4%	2	0.7%	5	1.1%
<b>25-44 Total</b>	<b>149</b>	<b>54.8%</b>	<b>153</b>	<b>50.0%</b>	<b>235</b>	<b>50.1%</b>
African American, 45-64	23	8.5%	16	5.2%	27	5.8%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	2	0.7%	0	0.0%
Caucasian, 45-64	31	11.4%	41	13.4%	64	13.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	5	1.8%	4	1.3%	18	3.8%
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>59</b>	<b>21.7%</b>	<b>63</b>	<b>20.6%</b>	<b>109</b>	<b>23.2%</b>
African American, 65+	1	0.4%	0	0.0%	5	1.1%
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+	6	2.2%	5	1.6%	14	3.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	1	0.3%	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>7</b>	<b>2.6%</b>	<b>6</b>	<b>2.0%</b>	<b>19</b>	<b>4.1%</b>
<b>Total</b>	<b>272</b>	<b>100.0%</b>	<b>306</b>	<b>100.0%</b>	<b>469</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.)*

The disaggregated data shows us that 86% are male and 14% are female (2022-23) with the ethnicity being primarily Caucasian at 46.5% (2022-23).

The majority of the students enrolling in these courses are taking them to obtain additional skills that will help them in their existing jobs.

**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	Focus on Apprenticeships, boot camps, and pop-up academies.	Track number of students participating in these focused programs.
2	Focus on entrepreneurship for building related career fields.	<ul style="list-style-type: none"> <li>• Track number of students enrolled;</li> <li>• Attempt to track the number of students who receive employment – this will be self-reported by the student, so it will not be 100% accurate</li> </ul>

**Outcome #2: Course Success Rate****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	Add additional certifications that are needed by industries and potential employees	NCCCR certifications are offered in a variety of areas. These certifications also give instructors the teaching tools and resources for preparing courses.  Some of the certifications offered are construction, HVAC, and EPA

**Baseline:** 94.2 % *(Average of last three years –2019-20; 2020-21; 2021-22;)*

**Standard:** 95.7%

**Target:** 96 %

<b>Reporting Year</b>	<b>Registered Students</b>	<b>Registered Successful Students</b>	<b>Course Success Rate</b>
2020-21	324	310	95.7%
2021-22	367	352	95.9%
2022-23	469	437	93.2%

**Provide narrative for analysis of course success 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 course success rates remain steady. Completion of these courses are successful because the students enrolled want to obtain the skills or certifications needed to help them in their current occupations.

**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	Hire subject matter-specific instructors	Hire and retain instructors

**Outcome #3: Sections Offered****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	Implement more instructor involvement with student absentees. (Assessed by: Verify with instructors that they contacted students with excessive absences and explained the benefits of completing their course.)	The apprenticeship program requires that students maintain an 80% attendance policy for work and coursework.

**Baseline:** 45 # *(Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)*

**Standard:** 46 #

**Target:** 48 #

<b>Sections Offered– Reporting Year – Summer, Fall, Spring</b>	
<b>Reporting Year</b>	<b>Total Sections Offered</b>
2020-2021	45
2021-2022	51
2022-2023	48

**Provide narrative for analysis of sections offered.** *(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?)*

We have formed several apprenticeship employer partnerships such as Pitt Electric. We offer apprenticeship levels 1 and 2 with them. At least 6 sections are offered each year. Another new course offering is rain wastewater. Once the CITE building is completed, we will be able to offer more courses and sections with hands-on teaching labs for courses such as electrical and plumbing.

**2023-2025 Action Items:**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Provide new course offerings (light-duty automotive, dealer training, construction).	Track number of new course offerings.

**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 Moon 6/3/2024

Department Chair, Dean, Director, and/or AVP / Date: Dr. Ernie White 6/3/2024