

**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 – Special Programs

Outcome #1: Enrollment (*unduplicated*)

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	Market courses and programs to male students (Assessed by: # of male students enrolled)	Male enrollment increased by 10.8%. Continued efforts in advertising are being made.

Baseline: 689 # *(Average of total enrollment for the last three years – 2019-20; 2020-21; 2021-22;)*

Standard: 695 #

Target: 700 #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	Enrollment
2020-2021	581
2021-2022	888
2022-2023	858

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	185	31.8%	286	32.2%	287	33.4%
American Indian/Alaskan Native, Female	5	0.9%	4	0.5%	4	0.5%
Asian, Female	8	1.4%	6	0.7%	10	1.2%
Caucasian, Female	159	27.4%	255	28.7%	215	25.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	60	10.3%	83	9.3%	83	9.7%
Two or More Races, Female	4	0.7%	4	0.5%	0	0.0%
Unknown, Female	3	0.5%	6	0.7%	6	0.7%
Female Total	424	73.0%	644	72.5%	605	70.5%
African American, Male	45	7.7%	86	9.7%	93	10.8%
American Indian/Alaskan Native, Male	3	0.5%	5	0.6%	6	0.7%
Asian, Male	17	2.9%	15	1.7%	18	2.1%
Caucasian, Male	78	13.4%	116	13.1%	110	12.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	13	2.2%	20	2.3%	21	2.4%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	0.2%	2	0.2%	5	0.6%
Male Total	157	27.0%	244	27.5%	253	29.5%
Total	581	100.0%	888	100.0%	858	100.0%

Ethnicity & Age Range	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.2%	0	0.0%	1	0.1%
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	1	0.2%	2	0.2%	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	1	0.2%	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	0.5%	2	0.2%	1	0.1%
African American, 18-24	18	3.1%	34	3.8%	34	4.0%
American Indian/Alaskan Native, 18-24	2	0.3%	1	0.1%	0	0.0%
Asian, 18-24	3	0.5%	0	0.0%	1	0.1%
Caucasian, 18-24	35	6.0%	56	6.3%	40	4.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	27	4.6%	45	5.1%	33	3.8%
Two or More Races, 18-24	3	0.5%	2	0.2%	0	0.0%
Unknown, 18-24	0	0.0%	2	0.2%	2	0.2%
18-24 Total	88	15.1%	140	15.8%	110	12.8%
African American, 25-44	129	22.2%	208	23.4%	196	22.8%
American Indian/Alaskan Native, 25-44	3	0.5%	7	0.8%	7	0.8%
Asian, 25-44	17	2.9%	14	1.6%	15	1.7%
Caucasian, 25-44	119	20.5%	175	19.7%	147	17.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	38	6.5%	50	5.6%	52	6.1%
Two or More Races, 25-44	1	0.2%	2	0.2%	0	0.0%
Unknown, 25-44	3	0.5%	5	0.6%	9	1.0%
25-44 Total	310	53.4%	461	51.9%	426	49.7%
African American, 45-64	76	13.1%	110	12.4%	115	13.4%
American Indian/Alaskan Native, 45-64	3	0.5%	1	0.1%	3	0.3%
Asian, 45-64	5	0.9%	7	0.8%	12	1.4%
Caucasian, 45-64	70	12.0%	123	13.9%	128	14.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	7	1.2%	8	0.9%	19	2.2%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	1	0.2%	1	0.1%	0	0.0%
45-64 Total	162	27.9%	250	28.2%	277	32.3%
African American, 65+	6	1.0%	20	2.3%	34	4.0%
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+	12	2.1%	15	1.7%	10	1.2%
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	18	3.1%	35	3.9%	44	5.1%
Total	581	100.0%	888	100.0%	858	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.)*

Despite the increase in male enrollment, the program's overall enrollment has slightly decreased. To improve the enrollment rate, more computer courses are planned to be introduced. The Office of Communication has created promotional cards that contain a QR code for the truck driver training program. Instructors will promote the course at recruiting events and various locations across the county.

2023-2025 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	Increase the number of courses offered	New course offerings added.
2	Explore innovative ways to advertise courses through the Office of Communication	Work with the Office of Communication to create new ways to advertise.

Outcome #2: Course Success Rate**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	Provide Real Estate students with math and study skills that would allow them to be more successful. (Assessed by: Increased course success rate)	The math study skills did not happen, but an on-demand Real Estate course was offered.

Baseline: 81.1 % *(Average of last three years – 2019-20; 2020-21; 2021-22)*

Standard: 82.1 %

Target: 83.4 %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2020-21	616	494	80.2%
2021-22	986	822	83.4%
2022-23	858	710	82.8%

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.)*

We have students who continue to be affected by COVID, and they have withdrawn from seated and online classes. We have adult learners who would benefit from attaining study skills. Meet with instructors to get their feedback on student's needs. Promote Academic Skills center resources via Moodle.

2023-2025 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	Provide Real Estate students with math and study skills that would allow them to be more successful.	Increased course success rate.
2	Promote Academic Skills Center resources via Moodle.	Work with ASC and track students using the service.

Outcome #3: Sections Offered**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	Offer courses based on industry needs (Assessed by: Number of course sections offered)	A daytime truck driving course served 9 students that received their CDLs.

Baseline: 180 # *(Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)*

Standard: 200 #

Target: 214 #

Sections Offered– Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Sections Offered
2020-2021	144
2021-2022	214
2022-2023	165

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 lost a staff member who coordinated several of these programs. The responsibilities were added to my programs. Have faculty to track student progress throughout the course of study to ensure completion.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Counsel students throughout the program to ensure completion.	Meet with students individually to see what their obstacle in completing might be and work with them.
2	Promote Academic Skills Center resources via Moodle.	Work with ASC and track students using the service.

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 10/31/2023

Department Chair, Dean, Director, and/or AVP / Date: Renita Dawson 10/31/2023