

**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:** Workforce Continuing Education Services – Occupational Extension – Allied Health Programs

**Outcome #1: Enrollment (*unduplicated*)**

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

<b>Item #</b>	<b>Action Items:</b> <i>(Action item identified in the 2022-23 program outcome year-end report.)</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 2024-2025 action items table below.)</i>
1	Continue offering information sessions and face-to-face sessions prior to upcoming semesters. (Assessed by: Number attending each session and compare enrollment prior to start of each semester.)	Increased from 209 in 20-22 to 293 in 2023-2024

**Baseline:** 225 # *(Average of total enrollment for the last three years –2019-20; 2020-21; 2021-22)*

**Standard:** 226 #

**Target:** 228 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Reporting Year (Summer, Fall, Spring)</b>	<b>Enrollment</b>
2021-2022	209
2022-2023	254
2023-2024	293

### Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	86	41.1%	115	45.3%	143	48.8%
American Indian/Alaskan Native, Female	3	1.4%	2	0.8%	4	1.4%
Asian, Female	2	1.0%	4	1.6%	2	0.7%
Caucasian, Female	56	26.8%	67	26.4%	75	25.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	0.3%
Hispanic/Latino, Female	20	9.6%	49	19.3%	36	12.3%
Two or More Races, Female	3	1.4%	0	0.0%	3	1.0%
Unknown, Female	0	0.0%	4	1.6%	4	1.4%
<b>Female Total</b>	<b>170</b>	<b>81.3%</b>	<b>241</b>	<b>94.9%</b>	<b>268</b>	<b>91.5%</b>
African American, Male	7	3.3%	4	1.6%	7	2.4%
American Indian/Alaskan Native, Male	2	1.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	0.5%	6	2.4%	8	2.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	1.9%	3	1.2%	9	3.1%
Two or More Races, Male	1	0.5%	0	0.0%	1	0.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>15</b>	<b>7.2%</b>	<b>13</b>	<b>5.1%</b>	<b>25</b>	<b>8.5%</b>
<b>Total</b>	<b>185</b>	<b>88.5%</b>	<b>254</b>	<b>100.0%</b>	<b>293</b>	<b>100.0%</b>

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	2	1.0%	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	7	3.3%	0	0.0%	2	0.7%
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>9</b>	<b>4.3%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>0.7%</b>
African American, 18-24	28	13.4%	32	12.6%	40	13.7%
American Indian/Alaskan Native, 18-24	1	0.5%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	28	13.4%	26	10.2%	34	11.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	25	12.0%	38	15.0%	33	11.3%
Two or More Races, 18-24	7	3.3%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	3	1.2%	1	0.3%
<b>18-24 Total</b>	<b>89</b>	<b>42.6%</b>	<b>99</b>	<b>39.0%</b>	<b>108</b>	<b>36.9%</b>
African American, 25-44	40	19.1%	63	24.8%	83	28.3%
American Indian/Alaskan Native, 25-44	2	1.0%	0	0.0%	2	0.7%
Asian, 25-44	0	0.0%	2	0.8%	1	0.3%
Caucasian, 25-44	19	9.1%	27	10.6%	27	9.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	1	0.3%
Hispanic/Latino, 25-44	11	5.3%	13	5.1%	12	4.1%
Two or More Races, 25-44	1	0.5%	0	0.0%	4	1.4%
Unknown, 25-44	0	0.0%	1	0.4%	1	0.3%
<b>25-44 Total</b>	<b>73</b>	<b>34.9%</b>	<b>106</b>	<b>41.7%</b>	<b>131</b>	<b>44.7%</b>
African American, 45-64	24	11.5%	22	8.7%	24	8.2%
American Indian/Alaskan Native, 45-64	1	0.5%	2	0.8%	2	0.7%
Asian, 45-64	2	1.0%	2	0.8%	1	0.3%
Caucasian, 45-64	6	2.9%	19	7.5%	20	6.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	2	1.0%	1	0.4%	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>35</b>	<b>16.7%</b>	<b>46</b>	<b>18.1%</b>	<b>47</b>	<b>16.0%</b>
African American, 65+	3	1.4%	2	0.8%	5	1.7%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	1	0.4%	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>3</b>	<b>1.4%</b>	<b>3</b>	<b>1.2%</b>	<b>5</b>	<b>1.7%</b>
<b>Total</b>	<b>209</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>293</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 continues to improve in most areas. Target areas with low enrollment or interest with increased recruiting and revision of methods of instruction.

Continue offering information sessions prior to the beginning of each semester. After scheduled sessions complete, provide one on one sessions as needed to increase enrollment. Monitor number attending sessions and number enrolling prior to start of class.

**2024-2025 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	Continue offering information sessions and face-to-face sessions prior to upcoming semesters.	(Assessed by: Number attending each session and compare enrollment prior to start of each semester.)

**Outcome #2: Course Success Rate**

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

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</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 2024-2025 action items table below.)</i>
1	Continue to monitor students closely and assist students early who may be having problems. (Assessed by: Review pass rates for certification courses and identify problem areas provided by the State boards. Update instructors on feedback from testing results received.)	Target problem areas as reported by testing agency.

**Baseline:** 82.0 % *(Average of last three years – 2019-20; 2020-21; 2021-22;)*

**Standard:** 83 %

**Target:** 85 %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2021-22	225	196	87.1%
2022-23	254	227	89.4%
2023-24	326	281	86.2%

**Provide narrative for analysis of course success data.** *(Based on the data, provide a narrative of your analysis of course success data. Indicate factors that may have affected your course success. State any changes you plan to make to improve course success rates.)*

Continue to monitor students closely and assist students early who may be having problems. Target problem areas as reported by testing agency. Course success rate decreased even though registered students increased due to unsuccessful completion of theory or clinical requirements.

**2024-2025 Action Items:**

Item	Action Items <i>(What actions can be taken to increase course success rates?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue to monitor passing rate as reported by testing agencies. Establish ways to assist students in problem areas identified by the testing agency.	Review pass rates for certification courses and identify problem areas provided by the State boards. Update instructors on feedback from testing results received.

**Outcome #3: Sections Offered**

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

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</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 2024-2025 action items table below.)</i>
1	Early identification of students with problems in theory and clinical areas. (Assessed by: Set up individual plans as needed to help students succeed. Refer students with potential problems to counseling for assistance with setting up plans as needed.)	Students with problems in theory and clinical skills were identified early and referrals made as needed.

**Baseline:** 26 # *(Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)*  
**Standard:** 27 #  
**Target:** 29 #

<b>Sections Offered– Reporting Year – Summer, Fall, Spring</b>	
Reporting Year	Total Sections Offered
2021-2022	26
2022-2023	29
2023-2024	33

**Provide narrative for analysis of sections offered.** *(Based on the data, provide a narrative of your analysis of sections offered. Indicate factors that may have affected offerings. How might you increase the number of section offered in your program?)*

During information sessions students are advised to go to counseling if special needs are identified. Students with plans were identified early in the course and assistance provided as needed

**2024-2025 Action Items:**

Item	Action Items <i>(What actions can be taken to increase sections offered in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Advertise and offer more courses as new faculty hired. This will help with decreasing any waiting lists.	Increased enrollment with additional faculty and sections offered.

**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 11/4/2024

VP / Date: Renita Dawson 11/4/2024