

**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 – Human Resources Development Program

**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	Increase the number of students enrolled in Get Hired! Bootcamps (Assessed by: # of students enrolled)	There was 1 student enrolled in Get Hired! Bootcamp in 2023-2024. We have not had great success with getting partners to send individuals to the boot camps. We will not continue this item in 2024-2025.

**Baseline:** 553 # *(Average of total enrollment for the last three years –2019-20; 2020-21; 2021-22)*

**Standard:** 555 #

**Target:** 600 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Reporting Year (Summer, Fall, Spring)</b>	<b>Enrollment</b>
2021-2022	205
2022-2023	536
2023-2024	592

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

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	44	21.5%	24	4.5%	36	6.1%
American Indian/Alaskan Native, Female	0	0.0%	1	0.2%	1	0.2%
Asian, Female	1	0.5%	2	0.4%	0	0.0%
Caucasian, Female	28	13.7%	70	13.1%	30	5.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	2.4%	0	0.0%	3	0.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	0.2%
<b>Female Total</b>	<b>78</b>	<b>38.0%</b>	<b>97</b>	<b>18.1%</b>	<b>71</b>	<b>12.0%</b>
African American, Male	44	21.5%	165	30.8%	158	26.7%
American Indian/Alaskan Native, Male	1	0.5%	19	3.5%	23	3.9%
Asian, Male	1	0.5%	3	0.6%	5	0.8%
Caucasian, Male	71	34.6%	232	43.3%	291	49.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	2	0.3%
Hispanic/Latino, Male	6	2.9%	18	3.4%	25	4.2%
Two or More Races, Male	3	1.5%	0	0.0%	6	1.0%
Unknown, Male	1	0.5%	2	0.4%	11	1.9%
<b>Male Total</b>	<b>127</b>	<b>62.0%</b>	<b>439</b>	<b>81.9%</b>	<b>521</b>	<b>88.0%</b>
<b>Total</b>	<b>205</b>	<b>100.0%</b>	<b>536</b>	<b>100.0%</b>	<b>592</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	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%
<b>Under the age of 18 Total</b>	<b>2</b>	<b>1.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	12	5.9%	9	1.7%	12	2.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	3	0.5%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	8	3.9%	13	2.4%	11	1.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	1.5%	2	0.4%	5	0.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	0.2%
<b>18-24 Total</b>	<b>23</b>	<b>11.2%</b>	<b>24</b>	<b>4.5%</b>	<b>32</b>	<b>5.4%</b>
African American, 25-44	46	22.4%	108	20.1%	107	18.1%
American Indian/Alaskan Native, 25-44	0	0.0%	18	3.4%	17	2.9%
Asian, 25-44	1	0.5%	5	0.9%	3	0.5%
Caucasian, 25-44	64	31.2%	215	40.1%	235	39.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	2	0.3%
Hispanic/Latino, 25-44	4	2.0%	14	2.6%	17	2.9%
Two or More Races, 25-44	3	1.5%	0	0.0%	6	1.0%
Unknown, 25-44	1	0.5%	2	0.4%	7	1.2%
<b>25-44 Total</b>	<b>119</b>	<b>58.0%</b>	<b>362</b>	<b>67.5%</b>	<b>394</b>	<b>66.6%</b>
African American, 45-64	23	11.2%	63	11.8%	71	12.0%
American Indian/Alaskan Native, 45-64	1	0.5%	2	0.4%	4	0.7%
Asian, 45-64	1	0.5%	0	0.0%	2	0.3%
Caucasian, 45-64	24	11.7%	70	13.1%	72	12.2%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.5%	2	0.4%	6	1.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	1	0.2%
<b>45-64 Total</b>	<b>50</b>	<b>24.4%</b>	<b>137</b>	<b>25.6%</b>	<b>156</b>	<b>26.4%</b>
African American, 65+	5	2.4%	9	1.7%	4	0.7%
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+	3	1.5%	4	0.7%	6	1.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	3	1.5%	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>11</b>	<b>5.4%</b>	<b>13</b>	<b>2.4%</b>	<b>10</b>	<b>1.7%</b>
<b>Total</b>	<b>205</b>	<b>100.0%</b>	<b>536</b>	<b>100.0%</b>	<b>592</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 increased in HRD for the 2023-2024 year. The number of male students increased from the previous year while the number of female students decreased. Our largest age group of students continues to be the 25-44 group. Enrollment can be attributed to the numbers of students at DART increasing steadily throughout the year.

**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	Increase the number of students taking the WELL workshops at NC Works.	(Assessed by the number of students enrolled.)
2	Implement bilingual HRD courses.	(Assessed by the number of bilingual courses offered.)

**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	Increase the number of students who successfully complete the Get Hired! Bootcamps (Assessed by: # of students who complete the Get Hired! Bootcamps)	There was 1 student enrolled in Get Hired! Bootcamp in 2023-2024. We have not had great success with getting partners to send individuals to the boot camps. We will not continue this item in 2024-2025.
2	Increase the number of face-to-face courses offered. (Assessed by: # of face-to-face courses offered)	There were 62 face-to-face courses offered in 2022-2023. The number decreased slightly in 2023-2024 to 53 face-to-face courses. We will continue this action item.

**Baseline:** 83.7 % *(Average of last three years –2019-20; 2020-21; 2021-22)*  
**Standard:** 87 %  
**Target:** 90%

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2021-22	284	223	78.5%
2022-23	536	466	86.9%
2023-24	769	744	96.7%

**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.)*

The number of students who completed HRD courses successfully increased approximately 10% in 2023-2024. We served a greater number of students than the previous year, which attributes to a greater number being successful.

**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	Increase the number of students taking the WELL workshops at NC Works.	Assessed by the number of students enrolled.

**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	Increase the number of sections offered at DART Center. (Assessed by: # of sections offered.)	In 2022-2023 there were 19 face-to-face courses offered at DART. The number increased in 2023-2024 to 37 face-to-face courses being offered at DART. This action item was successful.

**Baseline:** 111 # *(Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)*  
**Standard:** 115 #  
**Target:** 120 #

Sections Offered– Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Sections Offered
2021-2022	72
2022-2023	63
2023-2024	58

**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?)*

The number of sections offered in 2023-2024 decreased slightly from 2022-2023. There were several courses that did not make this year or that we did not have an instructor to teach. We lost two full-time instructors in the summer of 2023 which limited the number of courses we could offer.

**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	Increase the number of sections offered that are bilingual courses.	(Assessed by the number of bilingual courses offered.)

