

**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:** Turfgrass Management Technology

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

**Action Items from Program Review:**

Item #	Action Items: (Action item identified in the 2021-22 program review.)	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 2023-2025 action items table below.)
1	I have coordinated with golf coaches at local high schools to recruit at local golf matches in the spring of the year. (Assessed by: Compare numbers from previous years to see if recruitment is up. Ask newly enrolled students their reason(s) for applying to the program.)	Set up at the Lane Tree Golf Course and worked with potential students as a recruitment tool. Talked one-on-one with approximately 12 potential students. This recruitment activity was a success. Met and talked with two local high school student at Rosewood and Wayne Christian. We will track over the next two years to see if those we met with enroll in the program once they graduate from high school.
2	To use social media to advertise the turfgrass Program more effectively to reach the younger generation. (Assessed by: Compare numbers from previous years to see if recruitment is up. . Ask newly enrolled students their reason(s) for applying to the program.)	We post on Facebook every couple of weeks showing the students’ work. Our students recently participated in field trips to Pinehurst Golf Course, ECU Football Field, and Kinston Wood Duck Stadium, which were “posts” on Facebook and received a lot of “likes”.

**Baseline:** 25 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)

**Standard:** 26 #

**Target:** 27 #

**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	24
2020-2021	23
2021-2022	24

**All Levels**

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

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	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	1	4.2%	2	8.7%	1	4.2%
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	1	4.2%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>2</b>	<b>8.3%</b>	<b>2</b>	<b>8.7%</b>	<b>1</b>	<b>4.2%</b>
African American, Male	1	4.2%	1	4.3%	0	0.0%
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	17	70.8%	19	82.6%	23	95.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	8.3%	1	4.3%	0	0.0%
Two or More Races, Male	1	4.2%	0	0.0%	0	0.0%
Unknown, Male	1	4.2%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>22</b>	<b>91.7%</b>	<b>21</b>	<b>91.3%</b>	<b>23</b>	<b>95.8%</b>
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>23</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	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	1	4.2%	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>1</b>	<b>4.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	1	4.2%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	13	54.2%	14	60.9%	19	79.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	4.2%	0	0.0%	0	0.0%
Two or More Races, 18-24	1	4.2%	0	0.0%	0	0.0%
Unknown, 18-24	1	4.2%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>17</b>	<b>70.8%</b>	<b>14</b>	<b>60.9%</b>	<b>19</b>	<b>79.2%</b>
African American, 25-44	0	0.0%	0	0.0%	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	2	8.3%	4	17.4%	3	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.2%	1	4.3%	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%
<b>25-44 Total</b>	<b>3</b>	<b>12.5%</b>	<b>5</b>	<b>21.7%</b>	<b>3</b>	<b>12.5%</b>
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	3	12.5%	3	13.0%	2	8.3%
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%
<b>45-64 Total</b>	<b>3</b>	<b>12.5%</b>	<b>3</b>	<b>13.0%</b>	<b>2</b>	<b>8.3%</b>
African American, 65+	0	0.0%	1	4.3%	0	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%
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>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.3%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>23</b>	<b>100.0%</b>	<b>24</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.)*

We've maintained our enrollment at 24. Our social media recruitment focus has been successful in advertising the programs' benefits and successes. Recently, one of our graduate was hired at Pinehurst #2 (US Open Course) and will be part of the US Open, Summer 2024.

**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	I have coordinated with golf coaches at local high schools to recruit at local golf matches in the spring of the year.	Compare numbers from previous years to see if recruitment is up. Ask newly enrolled students their reason(s) for applying to the program.
2	To use social media to advertise the turfgrass Program more effectively to reach the younger generation.	Compare numbers from previous years to see if recruitment is up. . Ask newly enrolled students their reason(s) for applying to the program.

**Outcome #2: Retention****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	Provide more online course offerings (Assessed by: Coordinate with Department Chair; report in the outcome follow-up the course(s) offered in the online method of instruction.)	The students prefer online courses but the courses are set as hybrid, because the way the program is set the preferred method is either face to face or hybrid. We will not continue this action item moving forward.
2	Advising students (Assessed by: Advise students the importance of completing the credentials before entering the workforce.)	We meet with each advisee, one on one, sharing their program outline with them and enrolling them in the courses they need according to their program plan.

**Baseline:** 64.7 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

**Standard:** 66 %

**Target:** 68 %

<b>Fall to Fall</b>	<b>Retention Rate</b>
Fall 2019 to Fall 2020	61.1%
Fall 2020 to Fall 2021	71.4%
Fall 2021 to Fall 2022	90.0%

**All Levels**

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	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	0	0.0%	2	13.3%	1	5.6%
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%
<b>Female Total</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>13.3%</b>	<b>1</b>	<b>5.6%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
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	90.9%	13	86.7%	17	94.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	9.1%	0	0.0%	0	0.0%
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%
<b>Male Total</b>	<b>11</b>	<b>100.0%</b>	<b>13</b>	<b>86.7%</b>	<b>17</b>	<b>94.4%</b>
<b>Total</b>	<b>11</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	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>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	54.5%	9	60.0%	15	83.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
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%
<b>18-24 Total</b>	<b>6</b>	<b>54.5%</b>	<b>9</b>	<b>60.0%</b>	<b>15</b>	<b>83.3%</b>
African American, 25-44	0	0.0%	0	0.0%	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	2	18.2%	3	20.0%	1	5.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	9.1%	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%
<b>25-44 Total</b>	<b>3</b>	<b>27.3%</b>	<b>3</b>	<b>20.0%</b>	<b>1</b>	<b>5.6%</b>
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	2	18.2%	3	20.0%	2	11.1%
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%
<b>45-64 Total</b>	<b>2</b>	<b>18.2%</b>	<b>3</b>	<b>20.0%</b>	<b>2</b>	<b>11.1%</b>
African American, 65+	0	0.0%	0	0.0%	0	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%
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>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>11</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

**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.)*

Our retention increased by 18.7% in 2021-22 from the previous year. Traditionally our retention is between 68-70%. Our focus in retaining students is holding activities with the students, making the program fun. Activities we've held are: softball game between Turfgrass and Forestry programs, cookouts, and other activities throughout the fall and spring semesters.

**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	Advising students	Advise students the importance of completing the credentials before entering the workforce.



**Outcome #3: Completers (unduplicated by highest level of attainment)****Action Items from Program Review:**

<b>Item #</b>	<b>Action Items:</b> (Action item identified in the 2021-22 program review.)	<b>Results / Use of Results:</b> (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.)
1	Advising students (Assessed by: Advise students the importance of completing the credentials before entering the workforce.)	Meet with advisees one on one to ensure they are meeting graduation requirements.
2	Constant contact with employers (Assessed by: Ensure graduates are employed in their field of study)	We ensure that our graduates have jobs at the time of graduation. We also track where are graduates are being hired. Being the secretary for the Eastern North Carolina Turfgrass Association ensures we have the connections with potential employers.

**Baseline:** 12 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

**Standard:** 13 #

**Target:** 14 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2020-2021	12
2021-2022	14
2022-2023	17

**All Levels**

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	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	16.7%	2	14.3%	1	5.9%
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%
<b>Female Total</b>	<b>2</b>	<b>16.7%</b>	<b>2</b>	<b>14.3%</b>	<b>1</b>	<b>5.9%</b>
African American, Male	0	0.0%	0	0.0%	2	11.8%
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	83.3%	12	85.7%	14	82.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
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%
<b>Male Total</b>	<b>10</b>	<b>83.3%</b>	<b>12</b>	<b>85.7%</b>	<b>16</b>	<b>94.1%</b>
<b>Total</b>	<b>12</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>17</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	11	78.6%	0	0.0%
Caucasian, 18-24	8	66.7%	0	0.0%	11	64.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
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	8	66.7%	11	78.6%	11	64.7%
African American, 25-44	0	0.0%	0	0.0%	1	5.9%
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	2	16.7%	1	7.1%	3	17.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	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	2	16.7%	1	7.1%	4	23.5%
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	2	16.7%	2	14.3%	1	5.9%
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	2	16.7%	2	14.3%	1	5.9%
African American, 65+	0	0.0%	0	0.0%	1	5.9%
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%
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	0	0.0%	0	0.0%	1	5.9%
Total	12	100.0%	14	100.0%	17	100.0%

**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?)*

We increased our graduates by 3 from the previous year. In addition, we've exceeded our standard and target as set in the program review.

As we stated above in our action item results, we ensure our graduates have employment upon graduation.

#### **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	Advising students	Advise students the importance of completing the credentials before entering the workforce.
2	Constant contact with employers	Ensure graduates are employed in their field of study

#### **Approvals**

- 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.
- 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 11/20/2023

Department Chair, Dean, Director, and/or AVP / Date: Gabriel Mitchell 11/20/2023