

**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:** Welding Technology

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

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

<b>Item #</b>	<b>Action Items:</b> (Action item identified in the 2022-23 program outcome year-end report.)	<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 2024-2025 action items table below.)
1	Schedule high school tours to come through shops and classrooms. (Assessed by: Compare numbers from previous years to see if enrollment is up)	High school tour numbers have continued to increase in 2023-2024. Tours are becoming more frequent, and enrollment continues to grow.
2	Follow up with local companies to find the needs and demands of their operations. (Assessed by: Once students get jobs, we will follow up with employers. We will verify that we are equipping them with the needed knowledge and skills.)	Constant contact is being made with the companies we get our students employed at. Employers are pleased with most of the students' skills. We frequently get calls asking if we have students who are ready to come to work.

**Baseline:** 37 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)  
**Standard:** 39 #  
**Target:** 41 #

**Program Enrollment**

<b>Program Enrollment (unduplicated)</b>	
<b>Academic Year (Fall, Spring, Summer)</b>	<b>Enrollment</b>
2020-2021	42
2021-2022	36
2022-2023	45

**All Levels**

### Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	2.8%	1	2.2%
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	2.4%	1	2.8%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.4%	1	2.8%	1	2.2%
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>4.8%</b>	<b>3</b>	<b>8.3%</b>	<b>2</b>	<b>4.4%</b>
African American, Male	5	11.9%	2	5.6%	6	13.3%
American Indian/Alaskan Native, Male	2	4.8%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	1	2.2%
Caucasian, Male	24	57.1%	21	58.3%	27	60.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	14.3%	7	19.4%	9	20.0%
Two or More Races, Male	2	4.8%	3	8.3%	0	0.0%
Unknown, Male	1	2.4%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>40</b>	<b>95.2%</b>	<b>33</b>	<b>91.7%</b>	<b>43</b>	<b>95.6%</b>
<b>Total</b>	<b>42</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>	<b>45</b>	<b>100.0%</b>

Ethnicity & Age Range Table

Ethnicity & Age Range	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	3	7.1%	2	5.6%	3	6.7%
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	1	2.4%	0	0.0%	1	2.2%
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>9.5%</b>	<b>2</b>	<b>5.6%</b>	<b>4</b>	<b>8.9%</b>
African American, 18-24	3	7.1%	1	2.8%	5	11.1%
American Indian/Alaskan Native, 18-24	1	2.4%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	19	45.2%	17	47.2%	19	42.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	9.5%	7	19.4%	8	17.8%
Two or More Races, 18-24	1	2.4%	2	5.6%	0	0.0%
Unknown, 18-24	1	2.4%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>29</b>	<b>69.0%</b>	<b>27</b>	<b>75.0%</b>	<b>32</b>	<b>71.1%</b>
African American, 25-44	2	4.8%	2	5.6%	2	4.4%
American Indian/Alaskan Native, 25-44	1	2.4%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	2.2%
Caucasian, 25-44	3	7.1%	2	5.6%	5	11.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	4.8%	1	2.8%	1	2.2%
Two or More Races, 25-44	1	2.4%	1	2.8%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>9</b>	<b>21.4%</b>	<b>6</b>	<b>16.7%</b>	<b>9</b>	<b>20.0%</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	0	0.0%	1	2.8%	0	0.0%
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>0</b>	<b>0.0%</b>	<b>1</b>	<b>2.8%</b>	<b>0</b>	<b>0.0%</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>42</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>	<b>45</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.)*

Based on the above data, enrollment has increased. Some possible factors that contribute to this increase could be economic changes, tours, and overall demand of the welding trade. I hope to continue this same path as time moves forward.

**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	Follow up with companies to find the needs and demands of their operations.	Once students get jobs, we will follow up with employers. We will verify that we are equipping the student with the needed knowledge and skills required for the job.
2	Keep welding simulators and equipment in proper working condition.	We will make sure each student has proper working equipment and a clean environment to ensure quality and success.

**Outcome #2: Retention**

**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	We will continue to work our students schedules out seamlessly, making it flow, and ensuring their needs are met. (Assessed by: Follow up with students, make sure their needs are met, and make sure the completion rate continues to increase.)	The schedule changes and the new flow of our classes have been great. Students are really enjoying how seamless class times are. We will continue to keep this practice in place to ensure time efficiency for our students.

**Baseline:** 70.9 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*  
**Standard:** 74 %  
**Target:** 76 %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	54.8%
Fall 2021 to Fall 2022	52.0%
Fall 2022 to Fall 2023	62.5%

**All Levels**

### Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Summer 2021		Fall 2021 to Summer 2022		Fall 2022 to Summer 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	1	5.9%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	7.1%	1	5.0%
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>1</b>	<b>5.9%</b>	<b>1</b>	<b>7.1%</b>	<b>1</b>	<b>5.0%</b>
African American, Male	1	5.9%	0	0.0%	3	15.0%
American Indian/Alaskan Native, Male	1	5.9%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	1	5.0%
Caucasian, Male	9	52.9%	7	50.0%	12	60.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	17.6%	3	21.4%	3	15.0%
Two or More Races, Male	1	5.9%	3	21.4%	0	0.0%
Unknown, Male	1	5.9%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>16</b>	<b>94.1%</b>	<b>13</b>	<b>92.9%</b>	<b>19</b>	<b>95.0%</b>
<b>Total</b>	<b>17</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Summer 2021		Fall 2021 to Summer 2022		Fall 2022 to Summer 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%
<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%	2	10.0%
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	9	52.9%	6	42.9%	9	45.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	17.6%	3	21.4%	4	20.0%
Two or More Races, 18-24	1	5.9%	2	14.3%	0	0.0%
Unknown, 18-24	1	5.9%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>14</b>	<b>82.4%</b>	<b>11</b>	<b>78.6%</b>	<b>15</b>	<b>75.0%</b>
African American, 25-44	1	5.9%	0	0.0%	1	5.0%
American Indian/Alaskan Native, 25-44	1	5.9%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	5.0%
Caucasian, 25-44	1	5.9%	1	7.1%	3	15.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	7.1%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	7.1%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>3</b>	<b>17.6%</b>	<b>3</b>	<b>21.4%</b>	<b>5</b>	<b>25.0%</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	0	0.0%	0	0.0%	0	0.0%
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>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</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>17</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>20</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.)*

The retention rates of the welding program are great. This may be due to seamless class scheduling, giving real world projects for students to complete, and communicating with students about their goals to make sure we meet them.

**2024-2025 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	We will continue to work our students schedules out seamlessly, making it flow, and ensuring their needs are met.	Follow up with students, make sure their needs are met, and make sure the completion rate continues to increase.
2	We will continue to encourage students to work towards finishing with a diploma by giving new and interesting projects in hopes of keeping their attention.	Make sure students are completing their work with quality. We will also make sure students remain interested by following up with them and making sure needs are met.



**Outcome #3: Completers (unduplicated by highest level of attainment)**

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

Item #	Action Items: (Action item identified in the 2022-23 program outcome year-end report.)	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 2024-2025 action items table below.)
1	Communicate with students the importance of completing the diploma (Assessed by: Compare numbers from previous years to see if retention increases.)	This action may be one of the most beneficial things that we do with our students. We are honest with them, and we always make sure that we meet them where they are at. This action will continue moving forward.
2	Help advise CCP students better (Assessed by: Compare numbers from previous years to see if retention increases)	We continue to have more CCP students each semester. We make sure CCP students can be a part of a few intro classes which leads them into pursuing the welding technology diploma. We will continue this action.

**Baseline:** 26 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

**Standard:** 28 #

**Target:** 30 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2021-2022	25
2022-2023	33
2023-2024	40

**All Levels**

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

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	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	4.0%	2	6.1%	1	2.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	4.0%	1	3.0%	1	2.5%
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>8.0%</b>	<b>3</b>	<b>9.1%</b>	<b>2</b>	<b>5.0%</b>
African American, Male	1	4.0%	2	6.1%	3	7.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	3.0%	1	2.5%
Caucasian, Male	14	56.0%	19	57.6%	27	67.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	20.0%	6	18.2%	7	17.5%
Two or More Races, Male	3	12.0%	2	6.1%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>23</b>	<b>92.0%</b>	<b>30</b>	<b>90.9%</b>	<b>38</b>	<b>95.0%</b>
<b>Total</b>	<b>25</b>	<b>100.0%</b>	<b>33</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	1	4.0%	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%	1	3.0%	1	2.5%
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%	1	3.0%	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>1</b>	<b>4.0%</b>	<b>2</b>	<b>6.1%</b>	<b>1</b>	<b>2.5%</b>
African American, 18-24	0	0.0%	1	3.0%	1	2.5%
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	12	48.0%	16	48.5%	23	57.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	20.0%	6	18.2%	8	20.0%
Two or More Races, 18-24	2	8.0%	2	6.1%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>19</b>	<b>76.0%</b>	<b>25</b>	<b>75.8%</b>	<b>32</b>	<b>80.0%</b>
African American, 25-44	0	0.0%	1	3.0%	2	5.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	3.0%	1	2.5%
Caucasian, 25-44	3	12.0%	4	12.1%	3	7.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	1	4.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>5</b>	<b>20.0%</b>	<b>6</b>	<b>18.2%</b>	<b>6</b>	<b>15.0%</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	0	0.0%	0	0.0%	1	2.5%
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>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>2.5%</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>25</b>	<b>100.0%</b>	<b>33</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>

