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: Automotive Systems Technology - ATEP

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	Increased awareness of the career needs (Assessed by: Social media presence, encouraging our manufacturer partners to increase awareness, host events for high school teachers so that they are aware of our offerings. Assessment comes from seeing enrollment increase.)	We are confident that the recruitment techniques are successful and we intend to continue with those going forward.
2	Increased recruitment activities. (Assessed by: Continue to encourage WCC to hire additional recruiters that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment comes from seeing enrollment increase.)	We will continue to encourage WCC to hire more recruiters who have the ability to target various populations in order to bring them into the program.

Baseline: **44** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **48** # (six per each- Nissan, Ford, Stellantis, non-mfg specific X 2 (1st year and 2nd year))
Target: **50** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	46
2020-2021	44
2021-2022	49

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	2.2%	0	0.0%	1	2.0%
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	4.5%	2	4.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.2%	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%
Female Total	2	4.3%	2	4.5%	3	6.1%
African American, Male	7	15.2%	6	13.6%	12	24.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	2.3%	0	0.0%
Caucasian, Male	23	50.0%	19	43.2%	20	40.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	13	28.3%	13	29.5%	12	24.5%
Two or More Races, Male	0	0.0%	1	2.3%	1	2.0%
Unknown, Male	1	2.2%	2	4.5%	1	2.0%
Male Total	44	95.7%	42	95.5%	46	93.9%
Total	46	100.0%	44	100.0%	49	100.0%

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	2	4.3%	1	2.3%	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	2	4.3%	1	2.3%	0	0.0%
African American, 18-24	4	8.7%	4	9.1%	9	18.4%
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	16	34.8%	15	34.1%	16	32.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	11	23.9%	12	27.3%	12	24.5%
Two or More Races, 18-24	0	0.0%	1	2.3%	1	2.0%
Unknown, 18-24	1	2.2%	2	4.5%	1	2.0%
18-24 Total	32	69.6%	34	77.3%	39	79.6%
African American, 25-44	4	8.7%	1	2.3%	3	6.1%
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	5	10.9%	4	9.1%	6	12.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	6.5%	1	2.3%	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%
25-44 Total	12	26.1%	6	13.6%	9	18.4%
African American, 45-64	0	0.0%	1	2.3%	1	2.0%
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	2.3%	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%
45-64 Total	0	0.0%	2	4.5%	1	2.0%
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%	1	2.3%	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%	1	2.3%	0	0.0%
Total	46	100.0%	44	100.0%	49	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.)*

Enrollment is steady. We believe recruitment activities that we have repeated over the years (high school visits, instructor workshops, career day events, etc.) have left a legacy and are still paying off for our programs.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increased awareness of the career needs	Social media presence, encouraging our manufacturer partners to increase awareness, host events for high school teachers so that they are aware of our offerings. Assessment comes from seeing enrollment increase.
2	Increased recruitment activities.	Continue to encourage WCC to hire additional recruiters that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment comes from seeing enrollment increase.

Outcome #2: Retention

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	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data. (Assessed by: We will see the retention data better and more accurately reflect the associate degree retention.)	The admissions process has not displayed any improvement in the process; thus, the data continues to be inaccurate.
2	Increase awareness of the career fields that directly compete with our programs (Assessed by: We will continue to push for better wages within the automotive sector and encourage employers to be involved with the NC Apprentice program.)	The employers we work with have been made aware of the wage disparities and have agreed to improve. We believe there has been some improvement in this area. The Apprenticeship NC program has currently not gained any traction in our program area.

Baseline: **50.2** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **60** %
Target: **70** %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	60.0%
Fall 2020 to Fall 2021	56.4%
Fall 2021 to Fall 2022	46.0%

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%	1	5.3%
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%	1	4.5%	1	5.3%
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%
Female Total	0	0.0%	1	4.5%	2	10.5%
African American, Male	2	9.5%	3	13.6%	3	15.8%
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	12	57.1%	8	36.4%	5	26.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	28.6%	8	36.4%	7	36.8%
Two or More Races, Male	0	0.0%	1	4.5%	1	5.3%
Unknown, Male	1	4.8%	1	4.5%	1	5.3%
Male Total	21	100.0%	21	95.5%	17	89.5%
Total	21	100.0%	22	100.0%	19	100.0%

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	1	4.8%	0	0.0%	4	21.1%
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%	7	36.8%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	1	5.3%
Unknown, Under the age of 18	0	0.0%	0	0.0%	1	5.3%
Under the age of 18 Total	1	4.8%	0	0.0%	13	68.4%
African American, 18-24	1	4.8%	3	13.6%	3	15.8%
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	42.9%	8	36.4%	2	10.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	23.8%	7	31.8%	0	0.0%
Two or More Races, 18-24	0	0.0%	1	4.5%	0	0.0%
Unknown, 18-24	1	4.8%	1	4.5%	0	0.0%
18-24 Total	16	76.2%	20	90.9%	5	26.3%
African American, 25-44	1	4.8%	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	9.5%	1	4.5%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.8%	1	4.5%	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	4	19.0%	2	9.1%	0	0.0%
African American, 45-64	0	0.0%	0	0.0%	1	5.3%
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%
45-64 Total	0	0.0%	0	0.0%	1	5.3%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	21	100.0%	22	100.0%	19	100.0%

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.)*

By the percentages, retention is not where we would like it to be. We believe there are 3 primary reasons for this:

1 - Students enter the program unaware of the differences between Automotive Systems Technology- GM ASEP and Automotive Systems Technology- ATEP. During the admissions process, the students are not made aware of the differences in the programs and are placed in either of the two majors as if they are interchangeable so when the students are sorted in the spring semester to the correct program by the Automotive Faculty, the retention data becomes flawed. Changes suggested- try to sort the students out before the IE department gets the data. Councilors need to understand how our programs work and guide the students to the correct major prior to the data being collected.

2- Students that are grossly unprepared for the technical aspects and requirements of the programs tend to drop out after the second semester (Spring) after they have declared the associate degree as their major. Although they are completers of the Certificate, their majors show they are dropouts. Changes suggested- do not collect data for ATEP associate degree enrollment and retention for Fall-to-Fall. Change it Spring-to- spring.

3- Students change careers or enter other disciplines requiring a similar skill set. Students tell us when they want to change careers that they are able to achieve better pay in a shorter time period in certain other fields of work. Due to the economic climate, many fields of work are offering sign-on bonuses and other competitive wages without the investment that college requires. It is common for students to discover this after they have started our programs at WCC. Changes suggested- continue to encourage our employers to offer competitive wages to our students as they complete WBL and subsequently, a competitive starting wage upon graduation.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data. We will see the retention data better and more accurately reflect the associate degree retention	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data. We will see the retention data better and more accurately reflect the associate degree retention
2	Increase awareness of the career fields that directly compete with our programs We will continue to push for better wages within the automotive sector. During Advisory Committee meetings, we will encourage the employers to set a minimum starting wage to compete with other	Increase awareness of the career fields that directly compete with our programs We will continue to push for better wages within the automotive sector. During Advisory Committee meetings, we will encourage the employers to set a minimum starting wage to compete with other industries.

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

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	Change the way the students are coded upon entry (Assessed by: If the students are correctly coded, a higher number of them will show as completers. (See retention narrative)	Nothing has changed here. We will continue to suggest that the data collection point be changed.
2	Increase student awareness of the importance of obtaining the degree. (Assessed by: Students who value the degree will show as completers.)	We have seen the students put forth more effort to finish the program on time. This includes "doubling up" in math and English if required.

Baseline: **30** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **40** #
Target: **48** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2020-2021	27
2021-2022	27
2022-2023	30

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%	1	3.7%	1	3.3%
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	3.7%	1	3.7%	1	3.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	3.3%
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%
Female Total	1	3.7%	2	7.4%	3	10.0%
African American, Male	2	7.4%	5	18.5%	5	16.7%
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	14	51.9%	9	33.3%	10	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	9	33.3%	9	33.3%	10	33.3%
Two or More Races, Male	1	3.7%	1	3.7%	1	3.3%
Unknown, Male	0	0.0%	1	3.7%	1	3.3%
Male Total	26	96.3%	25	92.6%	27	90.0%
Total	27	100.0%	27	100.0%	30	100.0%

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%	2	6.7%
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%	2	6.7%
African American, 18-24	1	3.7%	3	11.1%	4	13.3%
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	11	40.7%	7	25.9%	6	20.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	8	29.6%	9	33.3%	8	26.7%
Two or More Races, 18-24	1	3.7%	1	3.7%	1	3.3%
Unknown, 18-24	0	0.0%	1	3.7%	1	3.3%
18-24 Total	21	77.8%	21	77.8%	20	66.7%
African American, 25-44	1	3.7%	3	11.1%	1	3.3%
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	4	14.8%	3	11.1%	5	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.7%	0	0.0%	1	3.3%
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	6	22.2%	6	22.2%	7	23.3%
African American, 45-64	0	0.0%	0	0.0%	1	3.3%
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%
45-64 Total	0	0.0%	0	0.0%	1	3.3%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	27	100.0%	27	100.0%	30	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 completion. How might you increase the number of completers in your program?)*

Based on the percentages, program completion is not where we would like to see it. We believe this is a result of:

1- the flawed data from the retention reports. Please reference the rational in the retention narrative.

2- Students are losing interest in completing the non-automotive coursework (not valuing the degree). Several students each year want to come in, complete the Automotive courses and get to work. The benefits of the degree don't seem to be of value to some of them.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Assist students in the registration process each semester to ensure that they are registering for the correct classes and not dropping or being dropped.	Monitor completion data.
2	Encourage students to keep a copy of their graduation plan with them each semester so that they can see their progress	Students will be more knowledgeable when it is time to register for classes each semester.

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_____ 11/20/2023

Department Chair, Dean, Director, and/or AVP / Date: _Brian Kevin Jordan_____ 11/21/2023