Wayne Community College
Program Review and Outcome Assessments, 2018-19

Institutional Goal 2: Ensure Program Excellence
Institutional Goal 3: Improve Student Success

Department Name: Business Administration – Operations Management

Mission/Purpose: The purpose of Operations Management is to educate individuals in the technical and managerial aspects of operations for manufacturing and service industries.

Degrees, Diplomas, and Certificates Offered:
- Business Administration/Operations Management Degree, AAS A25120G
- Business Administration/Operations Management Certificate C25120G
- Business Administration/Operations Management Process Improvement Certificate C25120GP

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals.
The Operations Management program mission statement aligns directly with the colleges' by providing educational training and services to the industries in Wayne and surrounding counties.

Activities to ensure curriculum currency (2015-16; 2016-17; 2017-18)
List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
Bus 110 Introduction to Business	Fall 2015/Added

Provide an overview of the significance of the program changes and improvements that occurred over the past three years
The Business department participated in a (BAP) Business Alignment Program driven by the Systems Office that ended its business in 2014. During the process the curriculum standard was changed and added BUS 110 to all business programs and concentrations. BUS 110 was added in the Operation Management program effective Fall 2015.

Advisory Committee: dates, summary of minutes, activities (2015-16; 2016-17; 2017-18)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2015-16	April 30, 2015	Discussion of the Advanced Manufacturing Center
2016-17	December 12, 2016	Discussion of job success in industry
2017-18	December 6, 2018	Discussion on curriculum changes & new things happening

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*
The advisory board meetings can be summarized by updates to members on upcoming curriculum changes and industry updates. The board provided input on certificate tracks and marketing ideas. Early discussion in the 2015-16 timeframe focused on the partnership to purchase the Dixie Trail facility and repurpose the facility

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to house the Engineering programs. Support was given to centralize the programs for marketing purposes and attraction to incoming industries considering Wayne county.

Analysis of trends in the field or industry
Provide narrative for analysis of trends in the field. *(Are there jobs available for your students? Is there new technology/equipment that needs to be added to your program?)*
The Bureau of Labor Statistics projects an 8% growth in the employment of operations management through 2022. The overall economic growth is contributing to the growth of jobs in the operations management profession. This has also been evident at the local area served by Wayne Community College. Our department has been asked to provide Operation Management graduates for various jobs in Wayne and surrounding counties.

<u>**Faculty Profile**</u>

List of Faculty and Status (2015-16; 2016-17; 2017-18)

Faculty / Name	Full-Time / Part-Time
Steven Thorne	Full-Time
Todd King	Full-Time
Ernie White	Full-Time
Kirk Keller	Full-Time

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
All faculty credentials have been verified for accuracy and completeness. The Operation Management faculty includes three full-time faculty and the Dean of the division who teaches one class per semester. The faculty members are adequate and full-time instructors develop all Operation Management courses.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Summer 2015		Fall 2015		Spring 2016	
		Contact	Credit	Contact	Credit	Contact	Credit
Kirk Keller	FT	9	6	19	18	20	18
Todd King	FT	14	8	9	5	11	7
Ernie White	FT	3	3	8	6	5	3

Faculty / Name	Full-Time Part-Time	Summer 2016		Fall 2016		Spring 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Kirk Keller	FT	7	6	21	20	19	19
Todd King	FT	7	4	14	8	8	5
Ernie White	FT	3	3	8	6	5	3

Faculty / Name	Full-Time Part-Time	Summer 2017		Fall 2017		Spring 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Kirk Keller	FT	8	5	21	20	1	1
Todd King	FT	7	4	12	8	17	14
Ernie White	FT	3	3	11	9	14	12

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Faculty Demographics (2015-16; 2016-17; 2017-18)

	# Employees	Avg. Years of Service	% of Classes Taught By
Full-Time	3	14	100%
Part-Time	0	0	0

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*
One hundred percent of operations management classes were taught by full time faculty with an average of 14 years of service. Currently the number of faculty is adequate to meet the needs of the current program. If additional programs are started they would require additional faculty.

Professional development activities of faculty (2015-16; 2016-17; 2017-18)
Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

The professional development activities have been completed and verified.

Student Demographics

Gender (A2512G/A25120G) *Unduplicated*			
Academic Year	Female	Male	Total
2015-2016	27	34	61
2016-2017	25	37	62
2017-2018	22	30	52

Gender (C2512G/C25120G) *Unduplicated*			
Academic Year	Female	Male	Total
2015-2016	3	1	4
2016-2017	0	2	2
2017-2018	1	2	3

Ethnicity (A2512G/A25120G) *Unduplicated*							
Academic Year	American Indian	African American	Asian or Pacific Islander	Hispanic	Caucasian	Other / Unknown / Multiple	Total
2015-2016	0	29	2	6	24	0	61
2016-2017	0	17	0	12	33	0	62
2017-2018	0	13	0	11	28	0	52

Ethnicity (C2512G/C25120G) *Unduplicated*							
Academic Year	American Indian	African American	Asian or Pacific Islander	Hispanic	Caucasian	Other / Unknown / Multiple	Total
2015-2016	0	1	0	1	2	0	4
2016-2017	0	0	0	0	1	1	2
2017-2018	0	1	0	0	1	1	3

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Age Groups (A2512G/A25120G) *Unduplicated*					
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	12	21	13	15	61
2016-2017	1	26	19	10	6	62
2017-2018	0	17	17	12	6	52

Age Groups (C2512G/C25120G) *Unduplicated*					
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	4	0	0	0	4
2016-2017	0	1	0	1	0	2
2017-2018	0	3	0	0	0	3

Provide narrative for analysis of student demographics. *(Are you satisfied with your program demographics? Do you have a diverse population of students?)*
The program enrollment is a good equal representation of both male and female across multiple ethnicities. Additionally, opportunities exist to increase the number of minority students in program enrollment. In order to help promote enrollment we have developed relationships with local industries and sought out organizations that value education and those that offer tuition reimbursement programs. Having a program be completely online allowing us to reach more potential students at the local level and beyond.

Program Enrollment (Fall, Spring, Summer)

Program Enrollment (A2512G/A25120G) *Unduplicated*		
Year	Enrollment	3-Year Average
2015-16	61	79
2016-17	62	69
2017-18	52	58

Program Enrollment (C2512G/C25120G) *Unduplicated*		
Year	Enrollment	3-Year Average
2015-16	4	5
2016-17	2	4
2017-18	3	3

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*
Enrollment has consistently stayed within a narrow fluctuation of students between the academic year of 2015-2016, having 61 students, and the academic year of 2017-2018, having 52 students. This fluctuation accounts for a 8.5% decrease in program enrollment over three years. We believe that many factors play into program enrollment year-to-year, such as graduation rates, retention rates, and economy to include the job market, which has been on an improving trend for several years. Additionally, we believe the program enrollment is relatively stable and we are continually working on recruitment initiatives, as well as, serving our current students in order to promote program success.
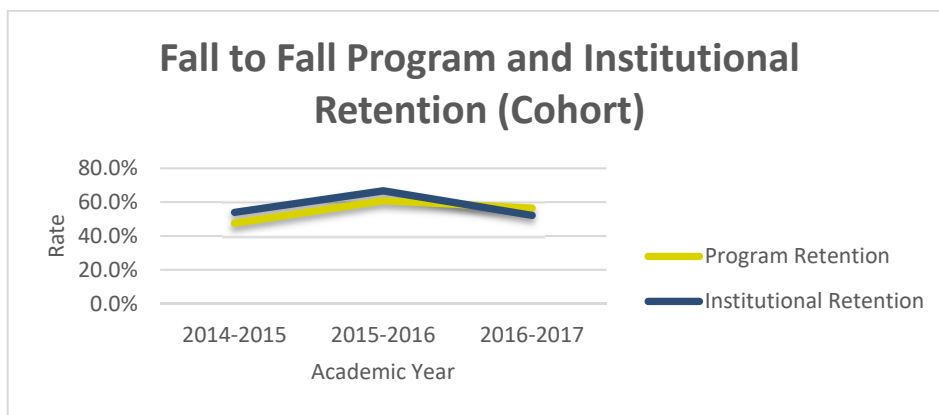
Program Outcomes

Retention

Baseline: 55% (*Average of last three years – 2014-15; 2015-16; 2016-17, fall-to-fall program retention*)
**Standard:** 57%
Target: 59%

Data/Results:

Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2014-2015	63	9	21	29	47.6%	4	54.0%
2015-2016	51	8	23	17	60.8%	3	66.7%
2016-2017	46	4	22	20	56.5%	0	52.2%

Fall-to-Spring

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2015-2016	51	3	32	12	68.6%	3	74.5%
2016-2017	46	0	34	12	73.9%	0	73.9%
2017-2018	42	2	30	12	76.2%	0	76.2%

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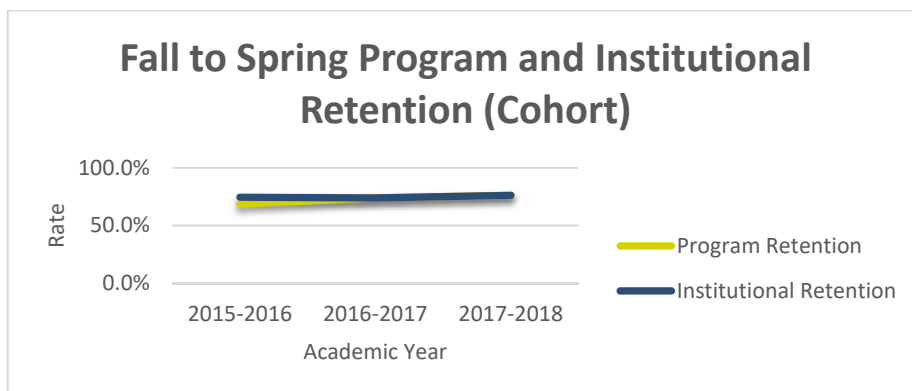
Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of* _fall to fall_ *retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

The program fall to fall retention has maintained a higher rate than the institutional retention rate. We are satisfied with the retention rate and attribute the increase course engagement and intrusive advising.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New program retention standard and target was set based on the three-year baseline data from 2014-15, 2015-16, and 2016-17 fall to fall retention.

Completions

Baseline: 9 *(Average of last three years – 2015-16; 2016-17; 2017-18)*
Standard: 10
Target: 11

Data/Results:

Number of Graduates (Completions) *Unduplicated*				
	Degree	**Diploma**	**Certificate**	**Total**
2015-16	5		1	6
2016-17	6		2	8
2017-18	11		1	12

Provide narrative for analysis of completions. *(Are you satisfied with your completion rates? How might you increase your completion rates?*

The programs number of completers has increased from 2015 to 2018. The increase is related to advising documents and adequate student education during advising meetings. The number of completers is not proportional to the numbers of students do to the fact that a large number of the program enrollment are part-time working adults.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New completion standard and target was set based on the three-year baseline data from 2015-16, 2016-17, and 2017-18.

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Job Placement / Employment *(to be provided by program)*

Baseline: 7 (*Average number employed for the last three years – 2015-16; 2016-17; 2017-18*)
Standard: 8
Target: 9

Data/Results:

Employment Demand						
Year	Graduates	# Employed (within 1 Yr)	# Seeking More Education (within 1 Yr)	% Employed & Seeking More Education	Unknown	Other/Comments
2015-16	6	2	4	100.0%		
2016-17	8	6	2	100.0%		
2017-18	12	10	2	100.0%		

Provide narrative for analysis of job placement rates. *(Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?)*

This degree is focused on promotion seeking working adults that are looking to upgrade their skills and advance in their current job. To increase this rate, the department will continue to develop relationships among employers in local industry specifically with the advisory committee.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New employment demand standard and target was set based on the three-year baseline data from 2015-16, 2016-17, and 2017-18.

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided and provide an assessment of the data.)*
The regional trend for labor market data shows a decrease in the region, however the state and national level shows an increase. AAS and BS degrees make up 61.1% of the labor market represented by this data set. Regionally only 2 educational institutions provide a degree in Business Administration/Operations Management: Wayne Community College and University of Mount Olive. Nationally the labor market demonstrates a 2.3% increase in jobs that have a median range of $28.22 per hour.

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Licensure and Certification Passing Rates (if applicable)

Baseline: XX% (*Average of last three years; identify last three licensure years*)
Standard: XX%
Target: XX%

Data/Results: *Not applicable to the Business Administration-Operations Management program.*

Licensure / Certification Exam – Title

Year	# Tested	% Passing
2010-11		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Not applicable.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

Not applicable.

Third-Party Credentials (if applicable) *Not applicable*

Baseline: XX# (*Average number of completers for the last three years – 2015-16; 2016-17; 2017-18*)
Standard: XX#
Target: XX#

Data/Results:

Third-Party Credentials

Year	Credentials for Program of Study	# Tested	# Completers
2015-16	**Not applicable**		
2016-17	**Not applicable**		
2017-18	**Not applicable**		

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that needs to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

Not applicable

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Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

Not applicable.

Course Success

Analysis of student success in courses (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of student success in courses. *(Ex – Are more students successful in online courses versus traditional? Are students more successful in certain courses?)*

Analysis of student success in distance learning courses (2015-16; 2016-17; 2017-18)

Course Success Rates by Method of Instruction				
Semester	**Department**	**Course Number**	**% Success**	**Method of Instruction**
Fall 2015	BA/OMT	ISC-121	76%	Internet
Fall 2015	BA/OMT	ISC-210	70%	Internet
Fall 2015	BA/OMT	OMT-110	76%	Internet
Fall 2015	BA/OMT	OMT-135	80%	Internet
Fall 2015	BA/OMT	OMT-156	85%	Internet
Fall 2015	BA/OMT	OMT-218	90%	Internet
Fall 2015	BA/OMT	OMT-222	70%	Internet
Fall 2015	BA/OMT	OMT-260	100%	Internet
Fall 2016	BA/OMT	ISC-121	56%	Internet
Fall 2016	BA/OMT	ISC-210	76%	Internet
Fall 2016	BA/OMT	OMT-110	53%	Internet
Fall 2016	BA/OMT	OMT-135	74%	Internet
Fall 2016	BA/OMT	OMT-156	53%	Internet
Fall 2016	BA/OMT	OMT-218	74%	Internet
Fall 2016	BA/OMT	OMT-222	59%	Internet
Fall 2016	BA/OMT	OMT-260	100%	Internet
Spring 2016	BA/OMT	ISC-121	91%	Internet
Spring 2016	BA/OMT	OMT-110	88%	Internet
Spring 2016	BA/OMT	OMT-112	76%	Internet
Spring 2016	BA/OMT	OMT-222	59%	Internet
Spring 2016	BA/OMT	OMT-260	83%	Internet
Spring 2016	BA/OMT	OMT-222	86%	Web Support/Assisted
Summer 2016	BA/OMT	ISC-121	80%	Internet
Summer 2016	BA/OMT	ISC-220	83%	Internet
Summer 2016	BA/OMT	OMT-222	70%	Internet
Fall 2017	BA/OMT	ISC-121	85%	Internet
Fall 2017	BA/OMT	ISC-210	83%	Internet

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Fall 2017	BA/OMT	OMT-110	58%	Internet
Fall 2017	BA/OMT	OMT-135	82%	Internet
Fall 2017	BA/OMT	OMT-156	64%	Internet
Fall 2017	BA/OMT	OMT-218	80%	Internet
Fall 2017	BA/OMT	OMT-222	73%	Internet
Fall 2017	BA/OMT	OMT-260	100%	Internet
Spring 2017	BA/OMT	ISC-121	92%	Internet
Spring 2017	BA/OMT	OMT-110	88%	Internet
Spring 2017	BA/OMT	OMT-112	71%	Internet
Spring 2017	BA/OMT	OMT-222	83%	Internet
Spring 2017	BA/OMT	OMT-260	86%	Internet
Spring 2017	BA/OMT	OMT-222	100%	Web Support/Assisted
Summer 2017	BA/OMT	ISC-121	79%	Internet
Summer 2017	BA/OMT	ISC-220	87%	Internet
Spring 2018	BA/OMT	ISC-121	83%	Internet
Spring 2018	BA/OMT	OMT-110	58%	Internet
Spring 2018	BA/OMT	OMT-112	71%	Internet
Spring 2018	BA/OMT	OMT-222	77%	Internet
Spring 2018	BA/OMT	OMT-260	89%	Internet
Spring 2018	BA/OMT	OMT-222	92%	Traditional
Summer 2018	BA/OMT	ISC-121	86%	Internet
Summer 2018	BA/OMT	ISC-220	100%	Internet
Summer 2018	BA/OMT	OMT-218	86%	Internet

Provide narrative for analysis of student success in distance learning courses. *(Are distance education course success rates equivalent to the success rates for other methods of instruction?)*

Courses offered in the first and second semester of the curriculum program are offered in a variety of formats including: Traditional, web-assisted, and internet. As students move into the third and fourth semesters, most courses are only offered as internet courses. The entry level courses have students across multiple disciplines. As students' progress through the program the persistence and success rates increase. These course are only offered online. Students grow into successful online learners.

Analysis of Program Learning Outcomes (PLO) (2015-16; 2016-17; 2017-18)
- Document PLO cycle for the next four years (2018-19, 2019-20, 2020-21, and 2021-22) in the table below.
- File program learning outcome reports for the past three years (2015-16, 2016-17, and 2017-18) in the Program Review Attachment folder.
- Document changes to the program learning outcomes and/or assessment cycle.

Assessment Cycle	Program Learning Outcomes
2018-19 End of Fall Semester	PLO3
2019-20 End of Spring Semester	PLO 1
2020-21 End of Fall Semester	PLO 2
2021-22 End of Fall Semester	PLO 3

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Other Assessments

Analysis of graduate survey data (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of program-specific graduate survey data. *(What did you learn from the results? What did your graduates indicate needed to be revised within your program?)*

A graduate survey is administered to all college graduates at the time the student applies for graduation with the advisor. The survey addresses student satisfaction with all aspects of Wayne Community College, student goal attainment, and employment. 100% of the students responded that they were very satisfied to satisfied with the quality of the program, quality of the instruction, and quality of the academic advising. 100 % of the graduates also responded that they completely or partially accomplished their goals while attending Wayne Community College.

Analysis of employer survey data (2015-16; 2016-17; 2017-18)
Provide narrative for analysis of program-specific employer survey data. *(What did employers indicate needs improvement within your program (equipment, facilities, program offerings/certificates?)*
All committee members indicated their overall satisfaction with Wayne Community College graduates/students as very satisfied. Upon successful completion of the Wayne Community College requirements for a degree, diploma, or certificate, the graduate should be able to accomplish the Program Learning Outcomes of applying generally accepted accounting principles to business transactions, marketing, deciding the appropriate style of business management in real world situations, applying concepts of operations project planning and management, selecting appropriate practices in operations management to manage a project, and applying accepted quality and lean initiatives to effectively control a process.

External Reviews

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

Not Applicable

Resources

Program facilities - location and adequacy
Provide narrative for program facilities adequacy and/or needs.
All the classrooms usually seat between 24-30 students, which provides adequate space. Each classroom is equipped with an instructor computer, projector equipped with sound and video capabilities, and a projection screen. Certain classrooms are equipped with a document camera and smart podium. This equipment allows instructors to display all of the necessary information needed and use different teaching methods to create sustainable and engaging learning environments for students.

Library resources
Provide narrative for program library resources. *(Are library resources adequate for your program?)*
Along with classroom resources at the disposal of the Business Administration and Operations Management program, the library and online NC Live resources are available. Students are made aware of these resources and are able to use them at their discretion.

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Planning Objectives (2015-16; 2016-17; 2017-18)
- Verify previous year's prioritized planning objectives end-of-year status reports are filed in Program Review Planning Objective EOY (End of Year) Status Reports folder.
- Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year	Objective(s) Submitted	Use of Results
2015-16	No Objective for BA/OMT	N/A
2016-17	No Objective for BA/OMT	N/A
2017-18	No Objective for BA/OMT	N/A

Overall analysis of the strengths of the program
Provide narrative for analysis of the strengths of the program.
The majority of the Business Administration-Operations Management degree is offered online, and the majority of our graduates are placed in jobs within their field or encouraged to continue their education.   In reviewing the individual course successes of Business Administration-Operations Management courses, there has been significant improvement. This can be attributed to tactics implemented and personal attention provided to students in both seated and online courses to help students to succeed.   These methods include increases in the use of technology in both seated and online classes, lecture videos, and early alert progress report initiated and follow-up. Another strength of the Business Administration-Operations Management department includes the diverse industry background of the instructors.

Overall analysis of the weaknesses of the program
Provide narrative for analysis of the weaknesses of the program.
In reviewing the specific areas of potential improvement, the department views these as both weaknesses and areas of opportunity. At this time, the department tracks our graduates in a database; however, there is no further follow up with graduates once they proceed to further their education or the work place.   In addition, in trying to help our students succeed, the department has made extensive use of the early alert progress report system; however, the focus is on a negative view such as low grades, low attendance, assignments not completed, etc.   Having said that, the department should also focus on the positive aspects of the course such as completing assignments, doing well on an assignment, doing well on a test, etc.   The idea of both negative and positive reinforcements is widely used in the industry; therefore, it would be beneficial for the faculty to adopt the same approach. The final weakness noted are some areas regarding student demographics. The department recruits traditional students extensively as opposed to nontraditional students.

Recommendations
- Complete 2018-2019 Program/Service Review/Outcome Assessment Recommendation Worksheet to address action items from program review and outcome analysis with target date; and methods to assess action items.
- File Review/Outcome and Assessment Recommendation Worksheet in Recommendation and Follow-Up folder.
- Recommendation follow-up reports to be addressed spring semester following review year (2019-20 and 2020-21).

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Recommendations from Program Review and Outcome Assessments
Business Administration – Operations Management

2018-2019 Program Review and Outcome Assessments Recommendations
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Outcome *(Identify projected outcomes as a result of your program/service review.)*	Target Date *(Identify your projected target date for completion of action items.)*	Actions/strategies to achieve outcomes and how you will assess the action/strategy
Retention – Inform students of the benefits of staying in the program. Baseline= 55% Standard = 57% Target = 59%	Spring 2020	Dedicate part of OMT 110, Intro to Operations Mgmt. to explain the benefits of program completion and how that will affect the students long term earnings goal. Spend time explaining the services available through WCC's Student Services to make students aware of available resources. We will then compare retention rates and assess this strategy.
Completions – Update certificates and add a diploma to the program to allow more paths to completion Baseline= 9 Standard = 10 Target = 11	Ongoing	Program pathways have been updated and is being stressed to new or potential students. Classes are being offered geared toward specific certificates. We will review completion rates during the first two years of the change compared to the previous two years.
Job Placement – Continue visiting and speaking to area employers to strengthen the bond with WCC. Baseline= 7 Standard = 8 Target = 9	Ongoing Spring 2019	Visit local employers, as well as invite them to visit our labs and meet our students. Opening the lines of communication allows us to hear of job opportunities and builds trust, when we recommend a student for employment. By being able to contact our alumni, we can get valuable feedback, as well as having a "person inside" when facilities are searching for employees.
Licensure/Certification Passing Rates (if applicable) – Not applicable.	N/A	N/A
Third-Party Credentials (if applicable) – Add new NC3 certificates as training and equipment become available.	Fall 2020	Cross train instructors in order to integrate various NC3 certificates into more classes. We can compare certificate completions at the end of each semester

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Approvals

- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Service Review and Outcome Assessment and Recommendations as submitted.

DocuSigned by:

Dorothy Moore
C63EA9C7DD30473

5/7/2020

IE Acceptance / Date: _____

DocuSigned by:

Patty Pfeiffer
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5/7/2020

Administrator Approval / Date: _____

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