

Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:

Criminal Justice Technology

Section 1: Program Overview**Mission/Purpose:**

To provide students with extensive technical and professional knowledge in relation to the dynamic fields of employment within the Criminal Justice system.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

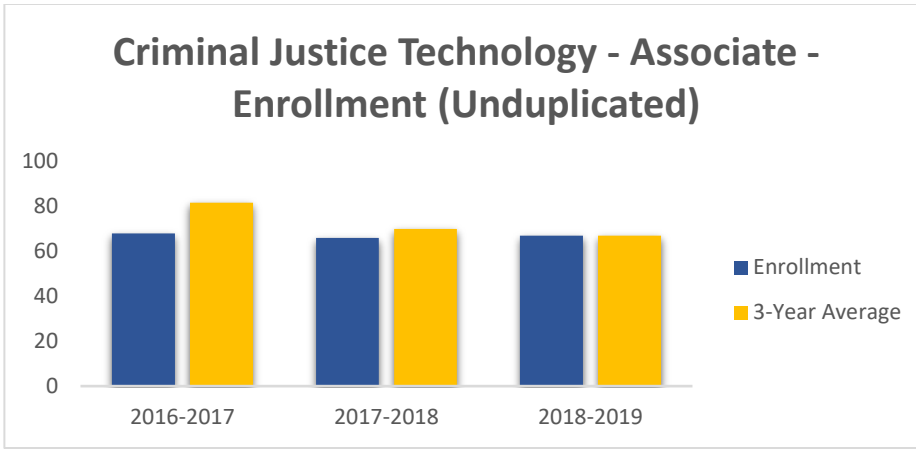
Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Criminal Justice Technology	A.A.S. Degree	A55180
Criminal Justice Technology/Management	Certificate	C55180

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Institutional goals identified that align with academic programs are: Institutional Goal 2: Ensure Program Excellence and Institutional Goal 3: Improve Student Success

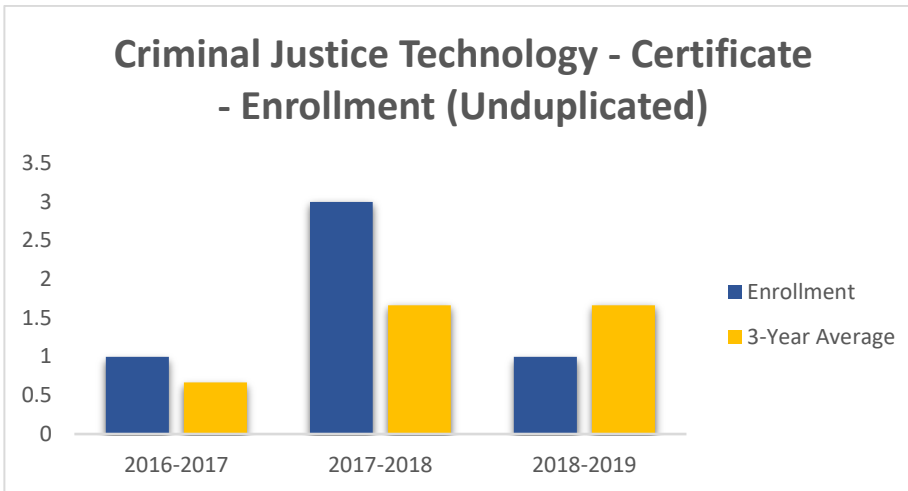
The Criminal Justice Technology program aligns with college goals 1 and 3, ensuring program excellence and improving student success by making the program available in both traditional and online formats to best fit student's needs.

Program Enrollment (Fall, Spring, Summer)

Program Enrollment - Associate (<i>unduplicated</i>)		
Year	Enrollment	3-Year Average
2016-17	68	82
2017-18	66	70
2018-19	67	67



Program Enrollment - Certificate (unduplicated)		
Year	Enrollment	3-Year Average
2016-17	1	1
2017-18	3	2
2018-19	1	2



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 remained consistent, which is beneficial to the program based on the societal impact and perception of the criminal justice profession. However, the decrease of enrollment within the degree is largely due to the decreased interest for pursuit of this profession. While program enrollment and growth is primary there is no clear relationship between students that are career oriented versus students that do enter the criminal justice profession but rather a different profession.

The job market is strong for this profession as indicated in the employment opportunities section.

Program Budget Full-Time Equivalent (FTE)

Analysis of program budget full-time equivalent (BTFE) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

While enrollment numbers and FTE remain the primary gauge for program growth, the program sustains the ability to fund the full-time position currently and all part-time positions within the division. Budget FTE has increased over the last three years, from 38.28 in 2016-17 and 41.71 in 2017-18, to 45.80 in 2018-19.

Program Changes

Activities to ensure program changes (2016-17; 2017-18; 2018-19)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
Criminal Justice Technology	Delete Local Prerequisites from courses
Criminal Justice Technology - Correctional Services Management (C55180PX)	New Certificate Pathway Program (Effective FA2017)
Criminal Justice Technology - Correctional Services Management (C55180P)	New Certificate Program (Effective FA2017)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)*

Several courses changed included deleting the pre-requisites from CJC courses to align with the new RISE initiative. Changes to these courses has made it possible remove barriers for students who were seeking to complete their core requirements without having to complete their general education requirements prior to engaging in the common core of the program.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-17	FA2016/SP2017	Align programs with job skills
2017-18	FA2017/SP2018	Implementation of new certificate programs
2018-19	FA2018/SP2019	Implementation of new degree programs to provide a more broad opportunity for those seeking to become Public Safety Professionals

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 CJC/EM Joint Advisory Committee provides an annual review of the overall programs for Criminal Justice Technology and Emergency Management Technology to ensure that the students are being provided with the skills, knowledge, and opportunities to afford them sustainable employment upon completion of their degree or

certificate. A new Public Safety Administration program was approved by the curriculum committee for implementation in Fall 2020.

Analysis of trends in the field or industry (emerging needs)

Provide narrative for analysis of trends in the field. *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

New technology was added to both the CJC Technology and the Forensic program. Both programs provide instruction through digital composition for criminal investigations reports, sketches, diagrams, etc. A new planning objective was funded 2019-2020 for the program to purchase new cameras comparable with the types utilized in the professional field for crime scene documentation and photography. Cameras have been received and were utilized for part of Fall 2019 and Spring 2020.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes No

List of Faculty and Status (2016-17; 2017-18; 2018-19)

Faculty / Name	Full-Time / Part-Time	Total Years of Service
Duane Everhart	Full-time	15
Brad Lanier	Full-time (Deceased 2017)	5
Beverly Deans	Full-time	31
Lee Szatkowski	Part-time	30
Theresa Chiero	Part-time	17
Jeremy Mozingo	Full-time	2.5
Angie Blizzard	Full-time	15
Steven Powers	Part-time	21

There is one (1) full-time faculty member assigned to the CJC Technology & Forensic Science program, with 3 other faculty members that are able to assist with providing instruction within the program as needed. Several part-time instructors are contracted as needed to provide instruction based on the semester schedule. With the provision of having multiple full-time faculty members within the same division to assist with instruction and contracted part-time faculty, program support needs are met.

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Summer 2016		Fall 2016		Spring 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Duane Everhart	Full-time	6	6	9	9	17	16
Brad Lanier	Full-time	8	7	3	3		
Beverly Deans	Full-time			3	3	6	6
Lee Szatkowski	Part-time			3	3	6	6
Theresa Chiero	Part-time			3	3	3	3

Faculty / Name	Full-Time Part-Time	Summer 2017		Fall 2017		Spring 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Duane Everhart	Full-time	6	6	9	9	17	16
Beverly Deans	Part-time			3	3	3	3
Lee Szatkowski	Part-time			3	3	3	3
Theresa Chiero	Part-time			3	3	3	3
Jeremy Mozingo	Full-time	3	3	3	3	3	3

Faculty / Name	Full-Time Part-Time	Summer 2018		Fall 2018		Spring 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Duane Everhart	Full-time	6	6	12	12	20	20
Jeremy Mozingo	Full-time	5	4	3	3	3	3
Beverly Deans	Full-time			3	3	3	3
Lee Szatkowski	Part-time			3	3	3	3
Theresa Chiero	Part-time			3	3	3	3
Angie Blizzard	Full-time					3	3

Professional Development

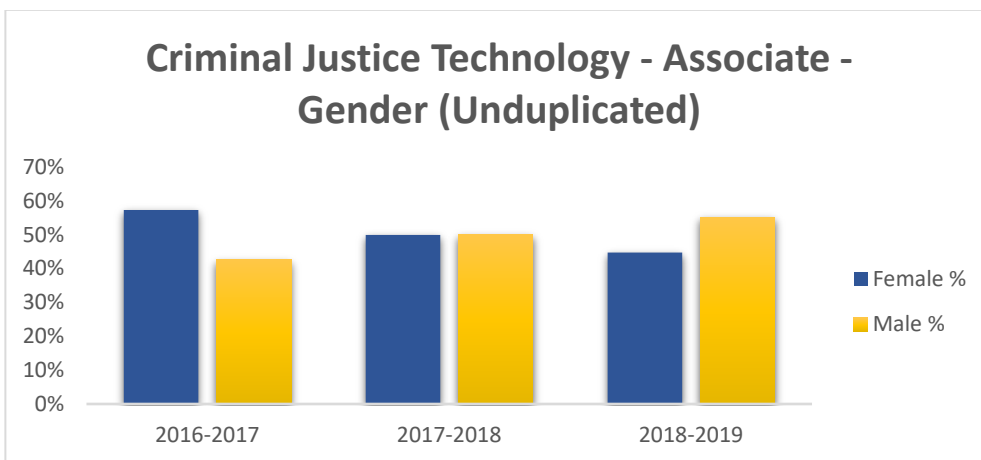
Professional development activities of faculty (2016-17; 2017-18; 2018-19)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

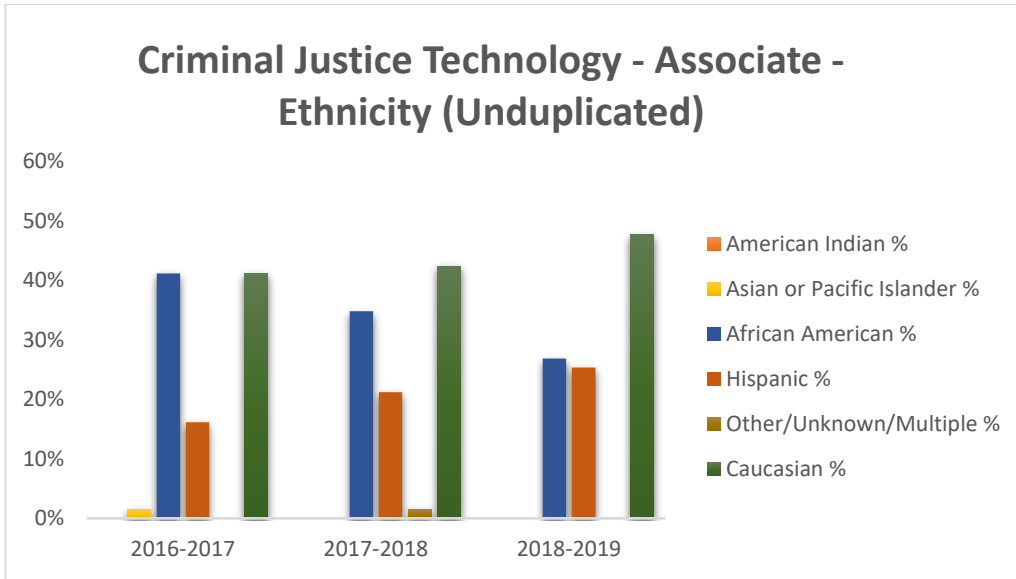
Yes No

Section 3: Student Demographics - Parent program (highest level only) data is provided.

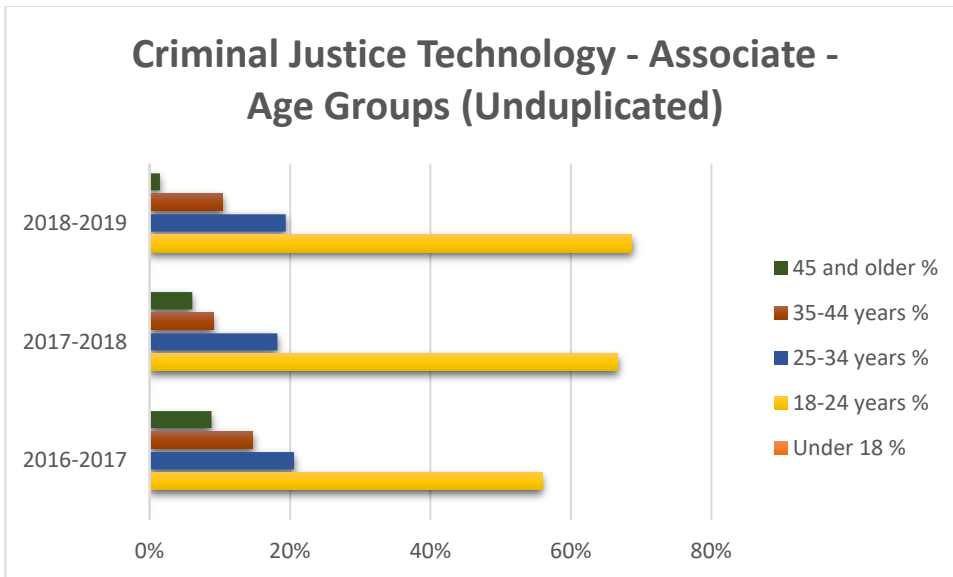
Gender (Associate - unduplicated)						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-17	39	57%	29	43%	68	100%
2017-18	33	50%	33	50%	66	100%
2018-19	30	45%	37	55%	67	100%



Ethnicity (Associate - unduplicated)	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%
Asian or Pacific Islander	1	1%	0	0%	0	0%
African American	28	41%	23	35%	18	27%
Hispanic	11	16%	14	21%	17	25%
Other/Unknown/Multiple	0	0%	1	2%	0	0%
Caucasian	28	41%	28	42%	32	48%
Total	68	100%	66	100%	67	100%



Age (Associate - unduplicated)	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	38	56%	44	67%	46	69%
25-34 years	14	21%	12	18%	13	19%
35-44 years	10	15%	6	9%	7	10%
45 and older	6	9%	4	6%	1	1%
Total	68	100%	66	100%	67	100%



Provide narrative for analysis of student demographics. (What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)

The program is showing a decrease in the African American population, female students, and in the 45 and older age group. The program is seeing an increase with the Hispanic and Caucasian populations, along with a rise in the age group of 18-24 year olds. The program does have a diverse population both in online classes and the traditional classes that are offered. The program has recruited in many areas such as career fairs, middle and high school visits at WCC, STEAM, and having the Criminal Justice Club active on and off campus, which has had the outcome of having new student join the Criminal Justice Club. New flyers were also created and are being passed out at events.

Section 4: Program Outcomes

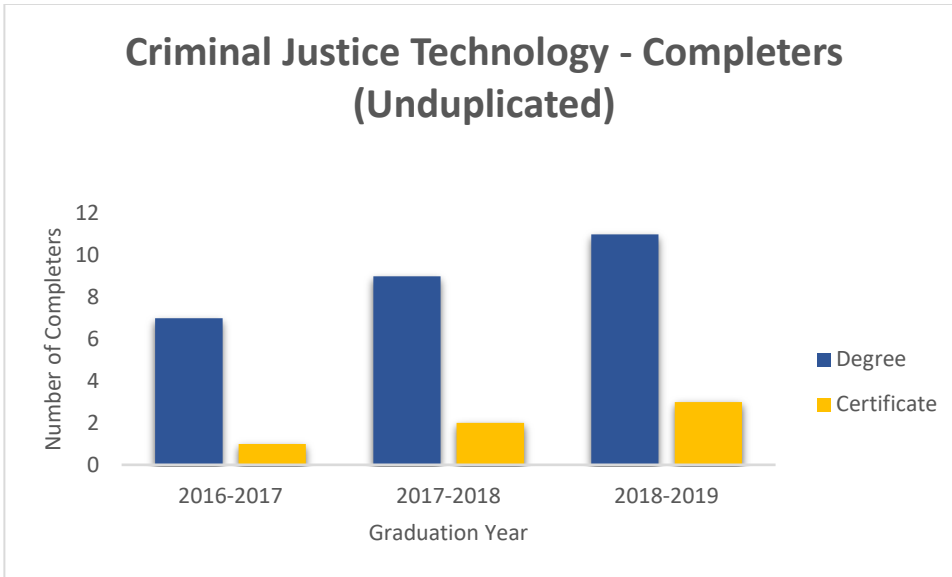
Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 11 # (Average of total completers for the last three years – 2016-17; 2017-18; 2018-19)

Standard: 13 #

Target: 15 #

Number of Completers (unduplicated)				
	Degree	Diploma	Certificate	Total
2016-17	7	0	1	8
2017-18	9	0	2	11
2018-19	11	0	3	14



Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

The Technology Program is seeing far more degree completers than the certificate program. To increase the number of completers within the certificate program it will be necessary to increase advertising of the certificate programs, which are related to management within the Criminal Justice and Corrections field. Steps have been taken to have Law Enforcement Agencies more involved with Wayne Community College’s Criminal Justice Program. This is being done by having students interact with officers (i.e. officers serving as guest speakers) and also with an agreement with agencies allowing current students to ride with officers when applicable. By taking these steps I have seen students more excited about joining the criminal justice field, thus increasing their desire to complete the program.

Provide narrative for analysis of completer 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?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The standard was met for 2018-2019, but the target was not met. The program will maintain the current standard and target to provide a more accurate review of the data to determine if the standard and target need to be increased. It is the goal of the program to see a minimum of a 5% increase over the next academic year.

Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Implement a partnership with local agencies and officer to have more direct	June 30, 2021	Review student and employer data and surveys to determine if the

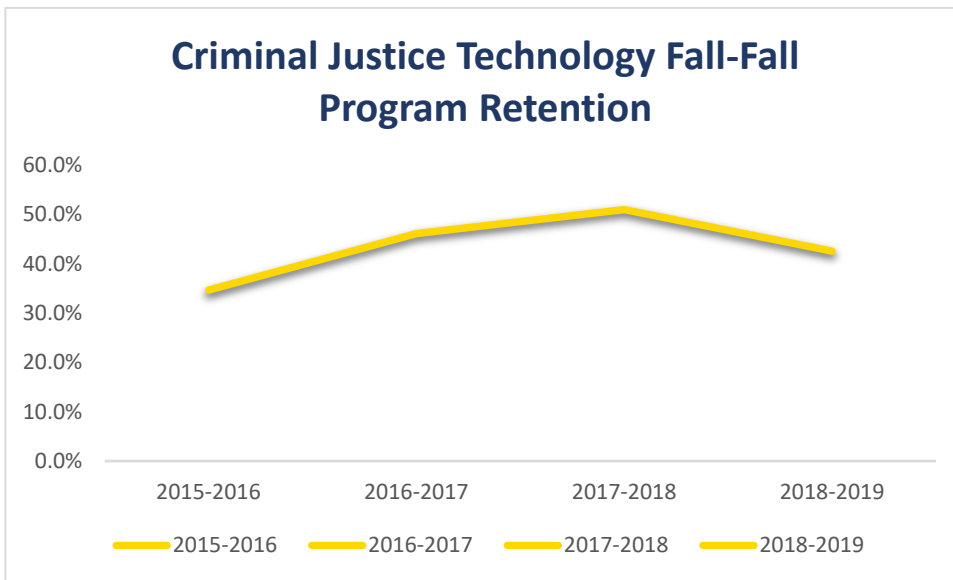
	involvement with the program core and the students enrolled within the program.		partnerships with local agencies have had an impact on student completion.
2	N/A		

Outcome #2: Retention

Baseline: 46.6 % (Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)
Standard: 60 %
Target: 70 %

Fall-to-Fall

Year	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
2015-2016	49	8	9	26	6	34.7%
2016-2017	52	5	19	25	3	46.2%
2017-2018	49	8	17	21	3	51.0%
2018-2019	54	8	15	29	2	42.6%



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 retention.)

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

Provide narrative for analysis of program retention 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?)

Narrative

The data shows that retention has improved from 34.7% to 51.0%. Students tend to get burned out from pursuing their degree and don't see the end results approaching them. By increasing current criminal justice professionals coming to the college and interacting with the students is showing a positive impact on the student's attitudes in pursuing their dream of attaining their degree. Criminal justice professionals interact by talking with students and giving them hope and a positive attitude in one day being a colleague in the criminal justice field. Taking field trips that pertain to their current class is also a positive benefit that needs to be taken advantage of. This allows the student to actually see how things operate in the real world. With the recent negative presentation of the profession in the media, it is the hope that these types of exposure will allow the student to see the positive side of the profession and increase their completion of the program and help recruit their friends. In addition, adjunct faculty with negative feedback are being addressed to increase student satisfaction. Finally, updating course material is in process so that students are getting the most current information and resources are being utilized.

Program retention yielded an increase from 2016-2017 to 2017-2018, however with the change of interest based on media representation of the criminal justice professionals there was a 8.4% decrease in retention for 2018-2019. Marketing strategies to enhance the overall strengths and opportunities of engaging in the criminal justice profession will be an Action Plan for the next program cycle.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Updating course material as courses are being offered to students.	Fall 2021	Will be based on Measurable Data retrieved from the Office of Institutional Effectiveness referencing retention rates.
2	Provide students more opportunities to interact with current Criminal Justice Professionals.	Fall 2021	Will be based on Measurable Data retrieved from the Office of Institutional Effectiveness referencing retention rates.

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

Baseline: 9 # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: 12 #

Target: 15 #

Year	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-17	8	7	1
2017-18	11	8	3
2018-19	14	12	2

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

Students are finding jobs within the criminal justice field. The profession has an overall shortage of professionals due to tenure officers retiring faster than departments are able to fill the positions. North Carolina itself has

enacted a new rule that lets officers retire after 25 years instead of 30 years of service. Officers within these departments are wanting to seek their education for promotional opportunities when they present themselves. This program should take advantage of this opportunity and provide the opportunity for these officers to obtain their goals and provide an online educational opportunity for officers that can't attend traditional classes due to their work schedules. When providing this opportunity to the working criminal justice professional some of the course work needs to be geared towards leadership to provide them with the knowledge to become a successful leader in the criminal justice profession.

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)*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Job Placement / Employment Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Provide more opportunities for the working criminal justice professional to pursue their degree online.	Fall 2021	Will be based on Measurable Data retrieved from the Office of Institutional Effectiveness, student and employer feedback referencing job placement rates.
2	N/A		

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

According to the U.S. Bureau of Labor Statistics the employment is projected to grow 5% from 2018 to 2028. Even though crime rates seem to be dropping the need to improve upon public safety will have officers in high demand to meet these goals. The need for officers will vary and be shown in certain locations dependent upon department budgets. Applicants will be faced with having other applicants with better opportunities due to education, military experience, and lateral transfers. The educational requirements will vary from agency to agency with some requiring a high school diploma to some requiring a college degree. The statistics showed that the median annual salary was \$65,170 in May 2019. The lowest 10% earn less than \$37,710 and the highest 10% earned more than \$109,620.

Bureau of Labor Statistics, U.S. Department of Labor *Occupational Outlook Handbook, Police and Detectives*. Retrieved April 4,2020 from <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-1>

Licensure and Certification Passing Rates (if applicable)

Baseline: n/a % (Average of last three years; identify last three licensure years)
Standard: n/a %
Target: n/a %

Licensure / Certification Exam – Title – Not applicable

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

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

Not applicable.

Provide narrative for analysis of licensure and certification passing rates 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?)

Not applicable.

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	n/a	n/a	n/a
2	n/a	n/a	n/a

Third-Party Credentials (if applicable)

Baseline: ____ # (Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)
Standard: ____ #
Target: ____ #

Third-Party Credentials

Year	Credentials for Program of Study	# Tested (duplicated)	# Passed
2016-17			
2017-18			
2018-19			

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

Not applicable

Provide narrative for analysis of third-party credentials 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?)*

Not applicable

Identify Third-Party Credentials Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	N/A		
2			

Program Success Rate (all delivery methods) *(Program Success Rate tab)*

Baseline: 71 % *(Average % program success students for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: 75 %
Target: 82 %

Semester	Program Enrolled Students	Program Success Students	Program Success Rate
2016-17	231	153	66%
2017-18	241	182	76%
2018-19	245	175	71%

Provide narrative for analysis of student success in program courses. *(Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

Courses offered in the first and second semesters of the curriculum program are offered in a variety of formats including traditional, web-assisted, hybrid, and internet. As students move into the third and fourth semesters, most courses are only offered as internet courses, while others are offered in traditional, hybrid and online formats.

Based on the data provided by the Office of Institutional Effectiveness, the success rates for traditional courses are lower than hybrid and internet courses for those courses offered in the various learning formats.

Provide narrative for analysis of student success in program courses 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?)*

New student success in program courses standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. Data reflects an increase in program course success rate via internet delivery. All program specific courses are offered online or in a traditional format. Student success rate in internet general education does show a declining trend which suggests students struggling with those courses. Face to face and hybrid general education course success is not remarkably higher. In comparison between a full internet versus a hybrid class, it appears that our success rate is very similar. In fact, it appears that the students in strictly on-line classes do a little better than those in a hybrid class.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Updating course material within courses that are being offered to current and future students.	Fall 2021	Will be based on Measurable Data retrieved from the Office of Institutional Effectiveness referencing Student Success rates.
2	N/A		

Section 5: Other Assessments

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. Additionally, do you have program survey data, self-assessment, or other assessment used to evaluate the program.

None

Identify External Review Action Items (if applicable)

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	N/A		
2			

Resources

Program Facilities - location and adequacy

Provide narrative for program facilities adequacy and/or needs.

The program needs additional classroom space dedicated to a learning lab for crime scene processing, trace evidence, investigative photography, and other courses that require a lab component. At the current time, there is no space identified for a specialized criminal justice-related learning lab with the necessary components to provide students a more realistic approach to the criminal justice profession involving forensic and investigative processes.

Academic / Student Support Services

Provide narrative for academic / student support services. (Are services adequate for your program?)

Student services through Academic and Student Support Services is adequate for the students enrolled in the Criminal Justice Technology Program. Library services are adequate for research and completion of assignments and the Academic Skills Center provides students an opportunity for student success through the tutorial services offered.

Planning Objectives (2016-17; 2017-18; 2018-19)

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
2016-17	None submitted	n/a
2017-18	Dedicated classroom lab space	Hold, not approved.
2018-19	Digital High Spec Cameras – Forensic Science & CJC Technology; Dedicated classroom lab space	Approved, Purchased, and In Use Hold, Not approved

Environmental Factors

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Program strength is experienced faculty and relevance of program to current profession objectives.

Weaknesses are in enrollment and completion, technology usage in internet delivery for online classes, and a dedicated learning crime scene laboratory that will benefit multiple programs on campus, i.e. Criminal Justice, Forensic Science, Detention Officer Training, Basic Law Enforcement Training, Law Enforcement In-Service Training, Emergency Medical Science, and Fire Services.

Opportunities – Develop partnerships with local agencies and officers to enhance the knowledge base of students through exposure and shadowing criminal justice professionals.

Section 6: Recommendation Follow-Up – Status Report

Recommendation follow-up status reports to be addressed spring semester following review year (2020-21 and 2021-22).

Review prepared and submitted by: *(Please list name(s) and titles)*

D. Michael Smiley, Criminal Justice Technology, Program Coordinator/Instructor

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment as submitted.
- 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 Review and Outcome Assessment and Recommendations as submitted.

Dean Acceptance / Date: Beverly Deans 8/10/2020

IE Acceptance / Date: Dorothy Moore 8/10/2020

Administrator Approval / Date: Patty Pfeiffer 8/10/2020