

**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: Criminal Justice Technology – Forensic Science

Outcome #1: Enrollment (unduplicated)

Action Items from Program Review:

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</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 2023-2025 action items table below.)</i>
1	More targeted marketing. (Assessed by: Have our communications team take photos of labs and events to post on social media)	Currently in progress. The communications team has taken photos and posted on the main Wayne Community College Facebook page about a forensic entomology lab (for Forensic Biology course) during Forensic Science Week. Other lab photos and posts have been made on the Wayne Community College Public Safety Facebook page to boost interest in the program.
2	Recruitment events. (Assessed by: Attend high schools and participate in senior nights, as well as other recruitment events.)	Currently in progress. Have attended Trunk or Treat and Senior night, thus far, which were community events that could recruit interested individuals into the program. Plans are to attend ECU night and other future recruiting events.

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

Standard: 26 #

Target: 28 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	25
2020-2021	27
2021-2022	32

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	9	36.0%	8	29.6%	7	21.9%
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	5	20.0%	8	29.6%	10	31.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	16.0%	2	7.4%	6	18.8%
Two or More Races, Female	0	0.0%	3	11.1%	1	3.1%
Unknown, Female	1	4.0%	0	0.0%	1	3.1%
Female Total	19	76.0%	21	77.8%	25	78.1%
African American, Male	1	4.0%	2	7.4%	3	9.4%
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	2	8.0%	1	3.7%	2	6.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	8.0%	2	7.4%	1	3.1%
Two or More Races, Male	1	4.0%	1	3.7%	1	3.1%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	6	24.0%	6	22.2%	7	21.9%
Total	25	100.0%	27	100.0%	32	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	2	8.0%	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	4.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	1	4.0%	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	4	16.0%	0	0.0%	0	0.0%
African American, 18-24	5	20.0%	6	22.2%	7	21.9%
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	4	16.0%	7	25.9%	12	37.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	24.0%	4	14.8%	6	18.8%
Two or More Races, 18-24	0	0.0%	3	11.1%	1	3.1%
Unknown, 18-24	1	4.0%	0	0.0%	1	3.1%
18-24 Total	16	64.0%	20	74.1%	27	84.4%
African American, 25-44	2	8.0%	4	14.8%	3	9.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	8.0%	2	7.4%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	3.1%
Two or More Races, 25-44	0	0.0%	1	3.7%	1	3.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	16.0%	7	25.9%	5	15.6%
African American, 45-64	1	4.0%	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%
45-64 Total	1	4.0%	0	0.0%	0	0.0%
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%	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	25	100.0%	27	100.0%	32	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 has gradually increased over the last few years, which allowed the target enrollment number to be met. The program is still newer and marketing strategies have been designed to increase awareness of the program. To continue to increase enrollment, more recruitment events will occur to further boost interest.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	More targeted marketing	Assessed by: Have our communications team take photos of labs and events to post on social media
2	Recruitment events	Assessed by: Attend high schools and participate in senior nights, as well as other recruitment events

Outcome #2: Retention**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</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 2023-2025 action items table below.)</i>
1	Revamp program. (Assessed by: Provide more updated labs/materials/equipment that apply to what is currently being used in real world applications, provide speakers in the field, and attend field trips/conferences.)	Currently in progress. So far, all materials needed for classes and labs have been sorted, organized, etc. This allowed for an inventory to be completed in order to assess what additional items were needed. A mini-grant was awarded for the program in order to update lab supplies. More materials and equipment will be procured in the future to keep up with current trends in the field. The labs and course materials have also been updated for the current courseload in order to keep materials up to date with real world applications. Numerous speakers have or are planned to speak to a variety of the classes, including various forensic scientists in multiple sub-disciplines of forensic science, a fire investigator, probation/parole officer, career exploration speaker from the career center, and a public speaker for the Wayne County Re-entry program who can speak to his own experiences about prison life and re-entry. Plans for the future include field trips, continuing to update the course materials, and to update the curriculum.
2	Criminal Justice / Forensic Science Club. (Assessed by: Get it back up and running to boost interest with students and provide opportunities for outreach and conferences.)	Currently in progress. I have been attempting to get the club back up and running. I currently have some students who are trying to gain interest in recruiting officers for the club.

Baseline: 29.5 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

Standard: 31 %

Target: 32 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	13.6%
Fall 2020 to Fall 2021	37.5%
Fall 2021 to Fall 2022	47.0%

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	1	33.3%	0	0.0%	3	33.3%
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%	2	33.3%	2	22.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	33.3%	2	33.3%	3	33.3%
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	2	66.7%	4	66.7%	8	88.9%
African American, Male	0	0.0%	0	0.0%	1	11.1%
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	0	0.0%	1	16.7%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	33.3%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	1	16.7%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	33.3%	2	33.3%	1	11.1%
Total	3	100.0%	6	100.0%	9	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	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	3	33.3%
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	0	0.0%	3	50.0%	2	22.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	66.7%	2	33.3%	3	33.3%
Two or More Races, 18-24	0	0.0%	1	16.7%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	2	66.7%	6	100.0%	8	88.9%
African American, 25-44	0	0.0%	0	0.0%	1	11.1%
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	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	0	0.0%	1	11.1%
African American, 45-64	1	33.3%	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%
45-64 Total	1	33.3%	0	0.0%	0	0.0%
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%	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	3	100.0%	6	100.0%	9	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.)*

The retention rate for the 2019-2020 year dropped significantly compared to the other years due to the COVID pandemic. Otherwise, the retention rate has been steadily increasing and exceeding the target goal. The plan to further increase retention is to revamp the program to provide more hands-on materials and labs that apply to real-life applications in the field, provide speakers in different sub-disciplines in the field, provide opportunities for field trips and conferences, and to update the curriculum. The plan is also to get the Criminal Justice club back up and running and include Forensic Science in that club in order to boost interest.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Revamp program	Assessed by: Provide more updated labs/materials/equipment that apply to what is currently being used in real world applications, provide speakers in the field, attend field trips/conferences, and update the curriculum
2	Criminal Justice/Forensic Science Club	Assessed by: Get it back up and running to boost interest with students and provide opportunities for outreach and conferences

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	Increase the number of articulation agreements. (Assessed by: Reach out to colleges/universities and set up meetings to add articulation agreements.)	Currently in progress. The final stages are occurring with Mars Hills University in order to have Criminal Justice Technology students seamlessly transfer over to their Bachelor's program in Criminal Justice. This articulation agreement would also allow for many of the Forensic Science courses to transfer over. Future plans are to find targeted Forensic Science programs at 4 year universities that would allow for articulation agreements.
2	Increase awareness of pathways after degree competition. (Assessed by: Update website, gain articulation agreements, provide speakers, etc.)	Currently in progress. Numerous speakers have or are planned to speak to a variety of the classes, including various forensic scientists in multiple sub-disciplines of forensic science, a fire investigator, probation/parole officer, career exploration speaker from the career center, and a public speaker for the Wayne County Re-entry program who can speak to his own experiences about prison life and re-entry. A new articulation agreement with Mars Hill University would allow for Forensic Science students to transfer over some of their credits into the Criminal Justice Bachelor's program. Plans for the future are to continue bringing in speakers from various disciplines, gaining more targeted articulation agreements for Forensic Science students, and updating the website.

Baseline: 4 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Standard: 5 #

Target: 6 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2020-2021	1
2021-2022	8
2022-2023	13

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%	2	25.0%	2	15.4%
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%	3	37.5%	5	38.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	100.0%	2	25.0%	5	38.5%
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%
Female Total	1	100.0%	7	87.5%	12	92.3%
African American, Male	0	0.0%	0	0.0%	1	7.7%
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	0	0.0%	1	12.5%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	1	12.5%	1	7.7%
Total	1	100.0%	8	100.0%	13	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%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	12.5%	2	15.4%
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	0	0.0%	4	50.0%	5	38.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	100.0%	2	25.0%	4	30.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	100.0%	7	87.5%	11	84.6%
African American, 25-44	0	0.0%	1	12.5%	1	7.7%
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	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	7.7%
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	0	0.0%	1	12.5%	2	15.4%
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%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
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%	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	1	100.0%	8	100.0%	13	100.0%

Provide narrative for analysis of completers. (Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)

The completer rate for the 2019-2020 year dropped significantly compared to the other years due to the COVID pandemic. Otherwise, the completer rate did increase steadily afterward, which allowed for the target goal to exceed expectations. With the gradual future updates to the program, this number should continue to increase. Students will learn that if they want to continue on to a forensic based career, then continuing on to a Bachelor's program is the best route for success to obtain a career in most forensic lab sub-disciplines. If students want to move onto crime scene type careers, the Associate's degree is typically a good start for qualifications, but some agencies are moving toward Bachelor's degrees as the minimum requirements. The goal is to increase the number of articulation agreements with universities in the area to allow for a seamless transition for students.

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	Increase the number of articulation agreements	Assessed by: Reach out to colleges/universities and set up meetings to add articulation agreements
2	Increase awareness of pathways after degree competition	Assessed by: Update website, gain articulation agreements, provide speakers, etc.

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 11/9/2023

Department Chair, Dean, Director, and/or AVP / Date: Angie S. Blizzard 11/9/2023