Program Outcomes Assessment Follow-Up
2023-2024 Program Outcome (PO) Year End Reporting Form

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Criminal Justice Technology – Forensic Science

Outcome #1: Enrollment *(unduplicated)*

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

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2024-2025 action items table below.)*
1	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 for the main Wayne Community College Facebook page has posted a few posts about the program and this has been successful at reaching numerous people. I have also recently gained access to the Public Safety Facebook page and have started to post more about the program on there in order to reach more people.
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, Senior night, and STEM events, thus far, which were community events that could recruit interested individuals into the program. I am scheduled to attend a high school (Eastern Wayne High School) in order to recruit high school students interested in the program.

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**
2020-2021	27
2021-2022	32
2022-2023	42

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	8	29.6%	7	21.9%	11	26.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	2.4%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	8	29.6%	10	31.3%	16	38.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	7.4%	6	18.8%	8	19.0%
Two or More Races, Female	3	11.1%	1	3.1%	0	0.0%
Unknown, Female	0	0.0%	1	3.1%	0	0.0%
Female Total	21	77.8%	25	78.1%	36	85.7%
African American, Male	2	7.4%	3	9.4%	3	7.1%
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	1	3.7%	2	6.3%	2	4.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	7.4%	1	3.1%	1	2.4%
Two or More Races, Male	1	3.7%	1	3.1%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	6	22.2%	7	21.9%	6	14.3%
Total	27	100.0%	32	100.0%	42	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	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	6	22.2%	0	0.0%	8	19.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	2.4%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	7	25.9%	0	0.0%	13	31.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	14.8%	0	0.0%	8	19.0%
Two or More Races, 18-24	3	11.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	20	74.1%	0	0.0%	30	71.4%
African American, 25-44	4	14.8%	0	0.0%	5	11.9%
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	7.4%	0	0.0%	5	11.9%
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	2.4%
Two or More Races, 25-44	1	3.7%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	7	25.9%	0	0.0%	11	26.2%
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%	1	2.4%
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%	1	2.4%
Total	27	100.0%	0	0.0%	42	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 with an additional 10 students added to the program this past year. This exceeded the target enrollment number.   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.

2024-2025 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	More targeted marking	Assessed by: Have our communications team take photos of labs and events to post on social media to the main college page. Post labs and events on the Public Safety social media page, as well.
2	Recruitment events	Assessed by: Attend high schools and participate in senior nights, STEM events, and other recruitment events.

Outcome #2: Retention

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

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2024-2025 action items table below.)*
1	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)	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. The curriculum was also updated this past year to provide a better flow through the program. Plans for the future include field trips and continuing to update the course materials.
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)	Not yet re-established. 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, but the interest has been minimal thus far.

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 2020 to Fall 2021	37.5%
Fall 2021 to Fall 2022	47.0%
Fall 2022 to Fall 2023	50.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 2023	
	N	%	N	%	N	%
African American, Female	0	0.0%	3	33.3%	4	28.6%
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	2	33.3%	2	22.2%	4	28.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	33.3%	3	33.3%	5	35.7%
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	4	66.7%	8	88.9%	13	92.9%
African American, Male	0	0.0%	1	11.1%	1	7.1%
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	1	16.7%	0	0.0%	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	1	16.7%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	33.3%	1	11.1%	1	7.1%
Total	6	100.0%	9	100.0%	14	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 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%	3	33.3%	2	14.3%
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	3	50.0%	2	22.2%	3	21.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	33.3%	3	33.3%	5	35.7%
Two or More Races, 18-24	1	16.7%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	6	100.0%	8	88.9%	10	71.4%
African American, 25-44	0	0.0%	1	11.1%	3	21.4%
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	0	0.0%	0	0.0%	1	7.1%
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%	1	11.1%	4	28.6%
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	6	100.0%	9	100.0%	14	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 has been steadily increasing and exceeding the target goal. The plan to further increase retention is to continue 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, and provide opportunities for field trips and conferences. 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.

2024-2025 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	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.
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 2022-23 Program Outcome Year-End Report:

Item #	Action Items: *(Action item identified in the 2022-23 program outcome year-end report.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2024-2025 action items table below.)*
1	Increase the number of articulation agreements (Assessed by: Reach out to colleges/universities and set up meetings to add articulation agreements)	Currently in progress. An articulation agreement 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 allows 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**
2021-2022	8
2022-2023	13
2023-2024	5

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	2	25.0%	2	15.4%	2	40.0%
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	3	37.5%	5	38.5%	2	40.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	25.0%	5	38.5%	1	20.0%
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	7	87.5%	12	92.3%	5	100.0%
African American, Male	0	0.0%	1	7.7%	0	0.0%
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	1	12.5%	0	0.0%	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	1	12.5%	1	7.7%	0	0.0%
Total	8	100.0%	13	100.0%	5	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2021-2022		2022-2023		2023-2024	
	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	1	12.5%	2	15.4%	1	20.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	50.0%	5	38.5%	1	20.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	25.0%	4	30.8%	1	20.0%
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	7	87.5%	11	84.6%	3	60.0%
African American, 25-44	1	12.5%	1	7.7%	1	20.0%
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	0	0.0%	0	0.0%	1	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	7.7%	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	1	12.5%	2	15.4%	2	40.0%
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	8	100.0%	13	100.0%	5	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 dropped this past year and, because of this, we did not meet our target, but did meet the standard. With the gradual future updates to the program, this number should 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.

2024-2025 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 completion	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_____ 11/6/2024

Department Chair, Dean, Director, and/or AVP / Date: _____Angie S. Blizzard_____ 11/6/2024