Wayne Community College
Program Review – 2021-2022

Name of Program: Emergency Management Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Emergency Management Technology Program is to provide quality education to enhance the technical and professional knowledge of emergency responders to preserve life, protect property and the environment.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No changes.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.
    Goal 1: Increase Student Access
    Goal 2: Ensure Program Excellence
    Goal 3: Improve Student Success
    Goal 4: Ensure Institutional Quality

The Emergency Management Technology program relates to the College's goals. Goal 1, by offering an open enrollment program, accessible to all students. Goal 2, by continuing to pursue student resources and seek the current technology and trends within the program. Goal 3, by continuing to advise students to complete the program and assist students that need job placement.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Emergency Management
Certificate	Emergency Management- Management
Certificate	Emergency Management- EMS Management
Certificate	Emergency Management- Fire Service Management
Certificate	Emergency Management- Law Enforcement Management
Certificate	Emergency Management- Public Safety

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
No changes	N/A

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, program degrees, certificates, diplomas, and/or delivery methods?)*

None

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	No meetings held due to COVID restrictions	Not applicable.
2020-2021	No meetings held due to the position vacancy	Not applicable.
2021-2022	No meetings held due to the position vacancy and discussions of the continuation of the program.	Not applicable.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

Not applicable.

Program discussions resulted in the continuation of the program, but to reduce the cost of program while focusing on increasing the enrollment. Another program change resulted in the program coordinator position, changing the position from a 12 month contract to a 9 month contract.

Program Review, 2021-22

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **30** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 32 #
Target: 35 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	36
2019-2020	23
2020-2021	32

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	1	2.8%	1	4.3%	1	3.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	3.1%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	5.6%	4	17.4%	6	18.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.8%	1	4.3%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	4	11.1%	6	26.1%	8	25.0%
African American, Male	3	8.3%	1	4.3%	5	15.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.8%	1	4.3%	0	0.0%
Caucasian, Male	28	77.8%	14	60.9%	18	56.3%
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%	1	4.3%	1	3.1%
Male Total	32	88.9%	17	73.9%	24	75.0%
Total	36	100.0%	23	100.0%	32	100.0%

Program Review, 2021-22

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	1	3.1%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	2	5.6%	0	0.0%	1	3.1%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	1	4.3%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	2	5.6%	1	4.3%	2	6.3%
African American, 18-24	3	8.3%	2	8.7%	2	6.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.8%	1	4.3%	0	0.0%
Caucasian, 18-24	8	22.2%	4	17.4%	5	15.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.8%	0	0.0%	0	0.0%
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	13	36.1%	7	30.4%	7	21.9%
African American, 25-44	1	2.8%	0	0.0%	2	6.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	3.1%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	18	50.0%	10	43.5%	17	53.1%
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%	1	4.3%	1	3.1%
25-44 Total	19	52.8%	11	47.8%	21	65.6%
African American, 45-64	0	0.0%	0	0.0%	1	3.1%
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	2	5.6%	4	17.4%	1	3.1%
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	2	5.6%	4	17.4%	2	6.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	36	100.0%	23	100.0%	32	100.0%

Program Review, 2021-22

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.)*

Program enrollment indicates that the majority of students are white male, ages 18-24. Program enrollment reflects the employment for the Emergency Medical Services and Fire Services.

Identify Enrollment 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	Increase recruitment activities	Schedule meetings with community partners to recruit potential students; report recruitment activities in follow-up report

Program Review, 2021-22

Outcome #2: Retention

Baseline: **52.5** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **54.5** %
Target: **56.5** %

Year	Program Retention Rate
2018-2019	38.5%
2019-2020	46.7%
2020-2021	72.2%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	2	28.6%	1	7.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	0	0.0%	2	28.6%	1	7.7%
African American, Male	1	10.0%	1	14.3%	2	15.4%
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	9	90.0%	4	57.1%	9	69.2%
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%	1	7.7%
Male Total	10	100.0%	5	71.4%	12	92.3%
Total	10	100.0%	7	100.0%	13	100.0%

Program Review, 2021-22

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	1	7.7%
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%	1	7.7%
African American, 18-24	1	10.0%	1	14.3%	0	0.0%
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	3	30.0%	3	42.9%	1	7.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
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	4	40.0%	4	57.1%	1	7.7%
African American, 25-44	0	0.0%	0	0.0%	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	6	60.0%	2	28.6%	8	61.5%
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%	1	7.7%
25-44 Total	6	60.0%	2	28.6%	10	76.9%
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%	1	14.3%	1	7.7%
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%	1	14.3%	1	7.7%
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	10	100.0%	7	100.0%	13	100.0%

Program Review, 2021-22

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.)*

Program retention has increased over the last three years. Continue to engage with the students and stressing the importance of successful completion.

Identify Retention 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	Continued advising	Schedule and connect with students enrolled in the program will result in continued retention; encourage students to apply for scholarships to remain enrolled

9

Program Review, 2021-22

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

Baseline: **8** # *(Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)*
Standard: **9** #
Target: **10** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	4
2020-2021	8
2021-2022	12

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	8.3%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	2	25.0%	1	8.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	0	0.0%	2	25.0%	2	16.7%
African American, Male	0	0.0%	2	25.0%	1	8.3%
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	4	100.0%	4	50.0%	9	75.0%
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	4	100.0%	6	75.0%	10	83.3%
Total	4	100.0%	8	100.0%	12	100.0%

Program Review, 2021-22

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	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%	0	0.0%
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	0	0.0%	1	12.5%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	1	12.5%	0	0.0%
African American, 25-44	0	0.0%	1	12.5%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	8.3%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	75.0%	4	50.0%	9	75.0%
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	3	75.0%	5	62.5%	10	83.3%
African American, 45-64	0	0.0%	1	12.5%	1	8.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	25.0%	1	12.5%	1	8.3%
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	25.0%	2	25.0%	2	16.7%
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	4	100.0%	8	100.0%	12	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?)*

Program completers have increased over the last three years. A result of the completions is because of the new program coordinator's interest in students and seeing them complete the program. Continue engagement with students, encouraging them to complete the program.

Identify Completer 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	Continued advising	Schedule and connect with students enrolled in the program will result in continued retention; encourage students to apply for scholarships to remain enrolled

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program*, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

Not applicable.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)
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 (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	Not applicable.	Not applicable.
2020-21	Not applicable.	Not applicable.
2021-22	Not applicable.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

No additional equipment, supplies, and/or software is needed for the program. Program Coordinator seeks online resources to try to keep student's fees at a minimum.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

No additional faculty is needed.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

The program is completely online, therefore, no facility needs are needed.

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

Referring student to Foundation and/or Financial Aid for scholarship availability. No other student resources are needed.

Program Review, 2021-22

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 events. Another strength is the increasing of enrollment and retention.

A program weakness is that there are no articulation agreements with other institutions.

Opportunities exist to establish partnerships with 4 year institutions, marketing of certificate program to inservice professionals as a means for career advancement and increasing technology utilization to provide a quality online program.

Program Review, 2021-22

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

Angie Blizzard, Dean of Public Safety
Caroline Ratliff, Emergency Management Coordinator

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: _____*Dorothy Moore*_____ 1/17/2023

Dean, Director, or AVP / Date: _____*Angie S. Blizzard*_____ 1/17/2023

Administrator Approval / Date: _____*Dr. Brandon M. Jenkins*_____ 1/17/2023

Program Review, 2021-22