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: Automotive Systems Technology – GM-ASEP

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	Increased awareness of the career needs (Assessed by: Social media presence, encouraging our manufacturer partners to increase awareness, host events for high school teachers so that they are aware of our offerings. Assessment comes from seeing enrollment increase.)	We are confident that the recruitment techniques are successful and we intend to continue with those going forward. Our enrollment for this past year has remained good.
2	Increased recruitment activities. (Assessed by: Continue to encourage WCC to hire additional recruiters that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment comes from seeing enrollment increase.)	We will continue to encourage WCC to hire a recruiter that can target various populations for recruitment into our programs. We do not have a recruiter that can target populations of people that are career oriented toward Automotive.

Baseline: **28** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **24** # (12 students per class as suggested by General Motors X2 (1st year and 2nd year)
Target: **30** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2020-2021	28
2021-2022	29
2022-2023	27

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	1	3.6%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	1	3.4%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	2	6.9%	1	3.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.6%	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	2	7.1%	3	10.3%	1	3.7%
African American, Male	2	7.1%	3	10.3%	3	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	18	64.3%	17	58.6%	16	59.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	21.4%	5	17.2%	6	22.2%
Two or More Races, Male	0	0.0%	1	3.4%	1	3.7%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	26	92.9%	26	89.7%	26	96.3%
Total	28	100.0%	29	100.0%	27	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	1	3.6%	2	6.9%	2	7.4%
American Indian/Alaskan Native, 18-24	0	0.0%	1	3.4%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	16	57.1%	17	58.6%	13	48.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	21.4%	5	17.2%	6	22.2%
Two or More Races, 18-24	0	0.0%	1	3.4%	1	3.7%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	23	82.1%	26	89.7%	22	81.5%
African American, 25-44	2	7.1%	1	3.4%	1	3.7%
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	1	3.6%	2	6.9%	4	14.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.6%	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	4	14.3%	3	10.3%	5	18.5%
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	1	3.6%	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	3.6%	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	28	100.0%	29	100.0%	27	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 is steady. We believe recruitment activities that we have repeated over the years have left a legacy and is paying off.

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	Increased awareness of the career needs	Social media presence, encouraging our manufacturer partners to increase awareness, host events for high school teachers so that they are aware of our offerings. Assessment comes from seeing enrollment increase.
2	Continue our recruitment activities.	Continue to encourage WCC to hire additional recruiters that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment comes from seeing enrollment increase.

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	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data. (Assessed by: We will see the retention data better and more accurately reflect the Associate Degree retention)	The admissions process has not displayed any improvement in the process, thus the data continues to be flawed. We believe this is due to the Admissions Department being unaware of the differences in the programs and unwillingness to deviate from current admissions practices.
2	Increase awareness of the career fields that directly compete with our programs (Assessed by: We will continue to push for better wages within the automotive sector. During Advisory Committee meetings, we will encourage the employers to set a minimum starting wage to compete with other industries.)	Our employers have been made aware of the wage disparities and have promised to improve. We believe there has been some movement. Students report that the wages are more consistent however there is still work to be done. The Apprenticeship NC program has not gained any traction in our program areas.

Baseline: **51.7** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **60** %
Target: **70** %

Fall to Fall	Retention Rate
Fall 2020 to Fall 2021	39.1%
Fall 2021 to Fall 2022	52.0%
Fall 2022 to Fall 2023	56.5%

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%	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%	1	9.1%	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%	1	9.1%	1	7.7%
African American, Male	1	11.1%	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	6	66.7%	8	72.7%	7	53.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	22.2%	1	9.1%	4	30.8%
Two or More Races, Male	0	0.0%	1	9.1%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	9	100.0%	10	90.9%	12	92.3%
Total	9	100.0%	11	100.0%	13	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	1	11.1%	0	0.0%	1	7.7%
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	6	66.7%	9	81.8%	7	53.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	22.2%	1	9.1%	4	30.8%
Two or More Races, 18-24	0	0.0%	1	9.1%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	100.0%	11	100.0%	12	92.3%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
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	7.7%
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	7.7%
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	9	100.0%	11	100.0%	13	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.)* Retention has improved over the last 3 years. We believe there are 3 primary reasons that retention data may not reflect enrollment improvements:

Students enter the program unaware of the differences between Automotive Systems Technology- GM ASEP and Automotive Systems Technology- ATEP. During the admissions process, the students are not made aware of the differences in the programs and are placed in either of the two majors as if they are interchangeable so when the students are sorted in the spring semester to the correct program by the Automotive Faculty, the retention data becomes flawed. Changes suggested- try to sort the students out before the IE department gets the data. It would be nice if the Councilors could understand how our programs work and guide the students to the correct major prior to the data being collected.

Students that are grossly unprepared for the technical aspects and requirements of the programs drop out after the first semester (Fall) after they have declared the Associates Degree as their major. Although they are completers of the Certificate, their majors show they are drop outs. Changes suggested- do not collect data for GM ASEP Associates Degree enrollment and retention for Fall-to-Fall. Change it Spring-to- spring.

Students change careers or enter other disciplines requiring a similar skill set. Students tell us when they are wanting to change careers that they are able to get financial reward quicker in certain other fields of work. Changes suggested- due to the economic climate, many fields of work are offering sign-on bonuses and other competitive wages without the investment in college. It is commonplace for students to discover this after they have started our programs at WCC. Changes suggested- continue to encourage our employers to offer competitive wages to our students as they complete WBL and subsequently, a competitive starting wage at graduation.

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	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data.	We will see the retention data better and more accurately reflect the Associate Degree retention
2	Increase awareness of the career fields that directly compete with our programs	We will continue to push for better wages within the automotive sector. During Advisory Committee meetings, we will encourage the employers to set a minimum starting wage to compete with other industries.

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	Change the way the students are coded upon entry (Assessed by: If the students are correctly coded, a higher number of them will show as completers. (See retention narrative)	Nothing has changed here. We will continue to suggest that the data collection point be changed.
2	Increase student awareness of the importance of obtaining the degree. (Assessed by: Students who value the degree will show as completers.)	We have seen the students put forth more effort to finish the program on time.

Baseline: **3** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **20** #
Target: **24** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2021-2022	6
2022-2023	5
2023-2024	3

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	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%	0	0.0%	0	0.0%
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%	0	0.0%	0	0.0%
African American, Male	0	0.0%	0	0.0%	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	5	83.3%	4	80.0%	2	66.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	16.7%	1	20.0%	1	33.3%
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	6	100.0%	5	100.0%	3	100.0%
Total	6	100.0%	5	100.0%	3	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	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	3	50.0%	3	60.0%	2	66.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	16.7%	1	20.0%	1	33.3%
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	66.7%	4	80.0%	3	100.0%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
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	2	33.3%	1	20.0%	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	2	33.3%	1	20.0%	0	0.0%
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	6	100.0%	5	100.0%	3	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?)*

Based on the numbers, program completers are poor.
We believe this is a result of:
1- the flawed data from the retention reports.
Please reference the rational in the retention narrative.
2- Students are losing interest in completing the non-automotive coursework (not valuing the degree). Several students each year want to come in, complete the Automotive courses and get to work. The Degree doesn't seem to be of value to some of them.

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	Assist students in the registration process each semester to ensure that they are registering for the correct classes and not dropping or being dropped.	Monitor completion data
2	Encourage students to keep a copy of their graduation plan with them each semester so that they can see their progress	Students will be more knowledgeable when it is time to register for classes each semester.

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_____ 11/18/2024

Department Chair, Dean, Director, and/or AVP / Date: ___Brian Kevin Jordan_____ 11/18/2024