Wayne Community College
Program Review – 2021-2022

Name of Program: Business Administration – Operations Management

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 purpose of Operations Management is to educate individuals in the technical and managerial aspects of operations for manufacturing and service industries.

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

No.

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**

Goal 1: The Business Administration Operations Management Program ensures student access by offering certificates, and degree programs in a variety of formats. The first semester courses are offered as traditional daytime, hybrid evening and online courses. This variety of program offerings accommodates students with a variety of schedules and learning styles. The variety of formats allows students to schedule courses in a manner that best suits their work and life schedules.

Goal 2: The Business Administration Operations Management Program strives to ensure program excellence. The faculty of the program continuously review program retention and student success in the program courses to determine what worked well in the course any necessary improvements. Other efforts to ensure program excellence include professional development and building relationships with industry partners to ensure the program reflects current industry needs and trends.

Goal 3: In addition to reviewing student success in the program courses, the faculty of the Business Administration Operations Management Program have incorporated various techniques and updates to courses to improve student success rates. The faculty updates courses in a manner to improve course rigor and maintain the standards set by the industry in which students seek employment.

Goal 4: By achieving the previously mentioned goals toward student access, program excellence and student success; we are contributing to the goals related to institutional quality.

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
Business Administration/Operations Management, AAS	Associate
Business Administration/Operations Management	Certificate
Business Administration/Operations Management	Process Improvement Certificate

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
NONE	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	09/14/19	Soft skills. All need more maintenance personnel.
2020-2021	12/07/21	Strong employment opportunities. Apprenticeship possibilities.
2021-2022	05/04/22	Student Showcase in WLC

(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?*

Local industries are satisfied with our students that are being employed. The main complaint is that there are not enough of them. This point is being emphasized during our recruiting activities. We are also planning program revisions to allow more lab time and concentrate on the skills sets to better serve local industry. Tying the student

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showcase with the advisory board meetings allows the members to interact with our students and see some of their work. There were students that received job offers during the showcase.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **36** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: __38__ #
Target: __40_ #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	42
2019-2020	37
2020-2021	29

Enrollment by Ethnicity, Gender, and Age

	2018-2019		2019-2020		2020-2021	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	5	11.9%	6	16.2%	6	20.7%
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	9	21.4%	8	21.6%	4	13.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	7.1%	1	2.7%	0	0.0%
Two or More Races, Female	1	2.4%	1	2.7%	2	6.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	18	42.9%	16	43.2%	12	41.4%
African American, Male	7	16.7%	4	10.8%	3	10.3%
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	14	33.3%	14	37.8%	11	37.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	7.1%	3	8.1%	3	10.3%
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	24	57.1%	21	56.8%	17	58.6%
Total	42	100.0%	37	100.0%	29	100.0%

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%	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	3	7.1%	2	5.4%	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	8	19.0%	7	18.9%	1	3.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.4%	0	0.0%	1	3.4%
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	12	28.6%	9	24.3%	2	6.9%
African American, 25-44	8	19.0%	8	21.6%	9	31.0%
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	12	28.6%	11	29.7%	9	31.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	11.9%	4	10.8%	1	3.4%
Two or More Races, 25-44	1	2.4%	1	2.7%	1	3.4%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	26	61.9%	24	64.9%	20	69.0%
African American, 45-64	1	2.4%	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	3	7.1%	4	10.8%	5	17.2%
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%	1	3.4%
Two or More Races, 45-64	0	0.0%	0	0.0%	1	3.4%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	9.5%	4	10.8%	7	24.1%
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	42	100.0%	37	100.0%	29	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.)*

My enrollment decreased. A major factor of this decline was due to COVID outbreak. I plan to work with the office of communications to create new flyers and social media advertisements. I am pleased with the diversity in male and female students in the program.

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	Work with the office of communication to create recruitment materials	Enrollment numbers
2		

Program Review, 2021-22

Outcome #2: Retention

Baseline: **54.4** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **__56__** %
Target: **_58___** %

Year	Program Retention Rate
2018-2019	54.3%
2019-2020	50.0%
2020-2021	58.8%

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	3	15.8%	2	14.3%	1	10.0%
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	4	21.1%	2	14.3%	3	30.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	5.3%	1	7.1%	0	0.0%
Two or More Races, Female	1	5.3%	1	7.1%	1	10.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	9	47.4%	6	42.9%	5	50.0%
African American, Male	3	15.8%	2	14.3%	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	7	36.8%	5	35.7%	4	40.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	7.1%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	1	10.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	52.6%	8	57.1%	5	50.0%
Total	19	100.0%	14	100.0%	10	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%	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	2	10.5%	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	5	26.3%	1	7.1%	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	7	36.8%	1	7.1%	0	0.0%
African American, 25-44	4	21.1%	4	28.6%	1	10.0%
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	5	26.3%	4	28.6%	3	30.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.3%	2	14.3%	1	10.0%
Two or More Races, 25-44	1	5.3%	1	7.1%	1	10.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	11	57.9%	11	78.6%	6	60.0%
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	1	5.3%	2	14.3%	4	40.0%
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	5.3%	2	14.3%	4	40.0%
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	19	100.0%	14	100.0%	10	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.)*

The retention rates for female students is slightly less than that of male students. I have continued to have great communication with my students through email, text messages, and phone calls to share information about registration and other important information.

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	Increase student communication through emails, texts, phone calls, and face-to-face meetings	Increased retention
2		

Program Review, 2021-22

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

Baseline: **9** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: _10___ #
Target: __12__ #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	11
2020-2021	8
2021-2022	9

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	3	27.3%	1	12.5%	2	22.2%
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	18.2%	0	0.0%	2	22.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	9.1%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	1	12.5%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	6	54.5%	2	25.0%	4	44.4%
African American, Male	2	18.2%	1	12.5%	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	3	27.3%	4	50.0%	3	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	12.5%	1	11.1%
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	5	45.5%	6	75.0%	5	55.6%
Total	11	100.0%	8	100.0%	9	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	1	9.1%	1	12.5%	1	11.1%
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	1	9.1%	1	12.5%	1	11.1%
African American, 25-44	5	45.5%	2	25.0%	3	33.3%
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	3	27.3%	1	12.5%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	9.1%	1	12.5%	1	11.1%
Two or More Races, 25-44	0	0.0%	1	12.5%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	9	81.8%	5	62.5%	4	44.4%
African American, 45-64	1	9.1%	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%	2	25.0%	4	44.4%
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	9.1%	2	25.0%	4	44.4%
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	11	100.0%	8	100.0%	9	100.0%

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Program Review, 2021-22

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?)*

Completion results are very mixed and I think my number in completers is always going to be random. The reason it's this way is because lots of my students are already working, and work schedules affect when students take classes. A student on track to complete this degree or certificate may skip a semester and not complete it until the next semester or the next year.

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	Communication with students to complete degree or certificate	Number of students completing program
2		

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.)*

No other assessments are used at this time.

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	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

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

None

Program Review, 2021-22

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

None

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

Facilities are adequate

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

Services are adequate for my students' needs.

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

The greatest strength for my program is that it is a totally online degree program. A weakness is that the program is totally online and students may miss the engagement portion of being in class. This is an opportunity to find new ways to connect with online students.

Review prepared and submitted by: *(Please list name(s) and titles)*
Steven Thorne – BA/OMT instructor.

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.

11/28/2022
IE Acceptance / Date: _____Dorothy Moore_____

11/28/2022
Dean, Director, or AVP / Date: _____Dr. Ernie White_____

1/13/2023
Administrator Approval / Date: _____Dr. Brandon M. Jenkins_____