

Wayne Community College Service Review - 2024-25

Name of Service: Apprenticeship and Career Development

Section 1: Service Overview

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

Please provide your current mission/purpose statement.

Currently the department does not have a mission/purpose statement

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

Purposed Mission Statement:

The Office of Apprenticeship and Career Services supports Wayne Community College's mission by providing accessible, high-quality apprenticeship and career pathways that meet the educational, training, and workforce needs of our community. We connect students with industry-aligned learning opportunities that prepare them for meaningful careers and strengthen the economic vitality of Wayne County and the region.

Describe how the service unit's mission aligns with the College's vision, mission, core values, and/or strategic goals. Identify which Institutional Goal(s) best align(s) with your service unit and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

The Office of Apprenticeship and Career Services align most closely with the following WCC Institutional Goals:

1. Institutional Goal 1: Access and Student Success

Our office expands access to earn-and-learn programs, removes barriers to participation, and supports student persistence and completion through paid training, mentorship, and credential pathways.

2. Institutional Goal 2: Program Excellence and Innovation

Apprenticeship and career services programs are built in partnership with industry, ensuring relevance, quality, and innovation aligned with regional workforce needs.

3. Institutional Goal 3: Workforce and Economic Development

This is the strongest alignment. The purpose of our office is to strengthen the region's workforce by creating pipelines that connect education, training, and employment. We support employer recruitment, retention, and upskilling efforts while preparing students for high-demand, family-sustaining careers.

4. Institutional Goal 4: Institutional Quality and Effectiveness

Through data collection, evaluation, and continuous improvement, our office contributes to institutional

effectiveness and enhances WCC's role as a leader in workforce education. As part of the QEP this year, our department will undergo several focused goals over the next few years. These include increased career counseling appointments with students, individualized career assessments and moving to a more students focused area on campus. With all of these implemented, our office will have successfully fulfilled the college's mission while increasing awareness of our services available to students.

Section 2: Service Functions

Provide narrative of service functions and/or processes. *(Describe the functions or processes of your service unit. How are these processes documented?)*

Employer & School Engagement Coordinator: To engage employers with campus and students by promoting use of College Central Network (CCN) and inviting them to campus to meet directly with students or learn how our office can support their organization with qualified candidates to fill positions. Also, connect with WCPS in identifying specific areas, mainly CTE, to raise awareness of how WCC can support their career goals but also to visit schools to educate students on career pathways. This involves a focused area of middle school events and assisting teachers to have employers in their classrooms. With this position being new, the processes do not have as much historical data but tracking now includes any employer contact, school engagement and student meetings.

Apprenticeship & Work-Based Learning Specialist: The Apprenticeship & WBL Specialist maintains records to ensure compliance with multiple local and state entities. These records include but are not limited to WBL class documents (agreements, timesheets, insurance forms, etc.) as well as Apprenticeship Standards and participating employer files (work processes, related instruction, wage scales, etc.). The Apprenticeship & WBL Specialist also assists in executing events on campus related to both areas including the SEED pre-apprenticeship program, apprenticeship recognition and award ceremonies, class presentations related to WBL courses and employer engagement events such as Wayne Works Board meetings and attending community meetings.

Does everyone in your department have the tools and resources they need to be successful in their current role(s)? Please explain what additional resources may be necessary.

Employer & School Engagement Coordinator: Currently, the essential tools and resources are in place; however, a more comprehensive and modern system for tracking work-based learning (WBL), apprenticeships, and employer engagement is needed. Our current platform, College Central Network, is dated and primarily focused on job postings, which limits its effectiveness for broader employer and student engagement. Additionally, a new system that supports integrated data tracking would reduce the need for multiple spreadsheets and streamline our processes.

Apprenticeship & WBL Specialist: Yes, the basic resources needed for the role are available. As a department, we continue to explore the need for an updated employer and student engagement platform, as mentioned above. We are reviewing several software solutions that could consolidate WBL, apprenticeship management, and employer engagement into one system. This exploration is ongoing as we work to identify the most efficient and scalable option.

Internal unit effectiveness data *(Do you internally track data applicable to your service unit, such as the number of customers served? Please provide tables/charts if applicable.)*

Employer & School Engagement Coordinator: Yes, data has been tracked since my start date of February 2, 2025. Spreadsheet linked below will continually be updates throughout the year.

[Employer & School Engagement Reports](#)

Apprenticeship & WBL Specialist:

Student appointments are currently infrequent, but tracking is expected to increase over time. Apprentices, pre-apprentices, and WBL enrollment numbers are tracked, and the upcoming iPad system will allow monitoring of all student visits, whether scheduled or walk-in.

Provide narrative for analysis of trends or emerging needs that contribute to maintaining service relevance.
(Environmental changes that may affect the service unit. How well is the service unit responding to the current and emerging needs of the community? How can the service unit respond to these trends? What resources might your service unit need to be more effective?)

Employer & School Engagement Coordinator: At present, environmental factors have not significantly impacted this position; however, emerging needs within the community continue to shape our work. The addition of a Career Exploration course for 5th–8th grade students within Wayne County Public Schools has increased the demand for early career awareness activities. In response, the Office is strengthening relationships with WCPS educators, actively participating in the Wayne Works Business Advisory Board, and coordinating career exploration events that support this new curriculum. These efforts ensure that our services remain relevant and aligned with evolving K–12 initiatives. Additional resources, such as expanded staffing or technology to manage increased engagement activity, may be needed as interest and programming grow.

Apprenticeship & WBL Specialist: While environmental changes have not directly affected this role to date, several emerging trends are shaping the direction of our services. The Office’s relocation to a more student-accessible space is expected to increase foot traffic and expand our overall impact. Additionally, community and employer needs continue to evolve, requiring ongoing communication and customized apprenticeship solutions. Because apprenticeship programs must reflect current workforce demands, this role continually engages with existing and prospective employer partners to assess talent shortages, identify new occupational areas, and adapt programs accordingly. To remain responsive, the unit may benefit from enhanced employer engagement tools, data-tracking systems, and staffing capacity to support program expansion.

Provide an overview of significant changes and improvements that occurred over the past three years. (2022-23; 2023-24; 2024-25 – Fiscal Year, July 1-June 30) (What were the service unit's goals and rationale for expanding and improving the services for students, faculty, staff, and community?)

Year	Identified Areas for Improvement	Implementation of Improvements / Summary
2022-23	Move WBL to Office of Apprenticeship with the Wayne Business & Industry Center	Work-Based Learning (WBL) was moved from the Computer and Technologies Division to the Apprenticeship Coordinator's office to streamline processes and better align WBL with apprenticeship programming.
2023-24	Business & Industry Center dissolved	The Wayne Business and Industry Center at WCC was restructured and absorbed into the Continuing Education and Workforce Development Division. As part of this transition, the Office of Apprenticeship and Career Services was established to meet the workforce needs of our students by providing coordinated work-based learning opportunities and apprenticeship pathways.
2024-25	Creation of new department	In 2024–2025, the Office of Apprenticeship and Career Services is in the Walnut Building. As part of the restructuring, three new positions were created: Executive Director of Apprenticeship and Career Services, Employer & School Engagement Coordinator, and Apprenticeship & WBL Specialist. The department also includes a Career Services Counselor and an NC Career Coach—a grant-funded position focused on supporting Goldsboro High School and Eastern Wayne High School.

Please provide additional narrative if applicable.

Office of Apprenticeship and Career Services (2022–2025)

From 2022 to 2025, Wayne Community College undertook a series of strategic changes to strengthen apprenticeship, work-based learning (WBL), and career services, aligning them more closely with the workforce needs of students and the region.

In **2022–2023**, WBL was moved from the Computer and Technologies Division to the Apprenticeship Coordinator's office. This change was made to streamline processes, better integrate WBL with apprenticeship programming, and provide a more cohesive approach to student workforce preparation.

In **2023–2024**, the College restructured the Wayne Business and Industry Center, absorbing it into the Continuing Education and Workforce Development Division. As part of this transition, the **Office of Apprenticeship and Career Services** was established to serve the workforce needs of students by providing coordinated work-based learning opportunities and apprenticeship pathways.

By **2024–2025**, the Office was relocated to the Walnut Building, reflecting its expanded role and visibility within the College. The restructuring also led to the creation of three new positions to support the Office’s mission: **Executive Director of Apprenticeship and Career Services, Employer & School Engagement Coordinator, and Apprenticeship & WBL Specialist**. The department is further supported by a **Career Services Counselor** and an **NC Career Coach**, a grant-funded position focused on Goldsboro High School and Eastern Wayne High School.

These changes collectively enhanced the College’s ability to provide high-quality, industry-aligned work-based learning and apprenticeship opportunities, strengthen relationships with local employers and schools, and ensure that students are prepared for meaningful careers while supporting regional economic growth.

Section 3: Service Outcomes

Career Services

Outcome #1: Offer individualized career services to assess student interests, skills, and aspirations. (QEP Goal 1; SLO 1.2; Action Items #1&2)

Baseline: 3.6 (#) (Average # of visits - August, September, October 2024)
Standard: 3.78 (#) Increase by 5% annually over the next five years
Target: 3.96 (#) Increase by 10% annually over the next five years

Year (annually from November to November)	# of visits
2024-25	Unavailable
2025-26	
2026-27	

WCC Student Satisfaction Survey, Fall 2025
I am satisfied with the resources and services provided by Career Services.

	Fall 2025	
Choice	Count	Percent
Strongly Agree	49	31.01%
Agree	102	64.59%
Disagree	5	3.16%
Strongly Disagree	2	1.27%

Provide narrative for analysis of (offer individualized career services). (How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)

Tracking individualized career services helps us identify student needs and guide improvements in outreach and support. We will expand promotion through social media and events, increase classroom presentations on WBL, host additional apprenticeship information sessions for employers, and strengthen industry partnerships. Using this data, the Office can enhance personalized guidance and improve student access to WBL and apprenticeship opportunities.

2025-2026 Action Items: QEP details all action items

Item	Action Items (What actions can be taken to increase the success of the outcome in your service unit?)	Assessment of Action Items (How will you assess the results of action items?)
1	Move Career Services to a student friendly location.	Career Services will be moved on campus to a more student friendly location and advertise the new location.

Career Services

Outcome #2: Introduce specialized workshops focused on resume writing, interview preparation, and job search strategies. *(QEP Goal 1; SLO 1.3; Action Item #1)*

Baseline: 7.3 (#) (Average # of attendance - August, September, October 2024)
Standard: 8.03 (#) Increase by 10% annually over the next five years
Target: 8.395 (#) Increase by 15% annually over the next five years

Year (annually from November to November)	# of attendees
2024-25	Unavailable
2025-26	7 (2025 Feb-Sept)
2026-27	

WCC Student Satisfaction Survey, Fall 2025

I am satisfied with the resources and services provided by Career Services.

	Fall 2025	
Choice	Count	Percent
Strongly Agree	49	31.01%
Agree	102	64.59%
Disagree	5	3.16%
Strongly Disagree	2	1.27%

Provide narrative for analysis of (specialized workshops). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

Tracking attendance and feedback from specialized workshops—such as **résumé writing, interview skills, WBL and apprenticeship readiness, soft skills, job search strategies, and employer-led industry sessions**—helps us identify which topics are most valuable to students. This data allows us to refine workshop offerings, adjust scheduling, and strengthen marketing to increase participation. By aligning workshops more closely with student needs and employer expectations, the Office can improve engagement and overall service effectiveness.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase the success of the outcome in your service unit?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Series of workshops to include but not limited to: resume writing, interview skills, dress for success	Attendance and survey of participants

Career Services

Outcome #3: Career Services will offer one-on-one counseling services appointments for job search and employability skills. (QEP Goal 1; SLO 1.3; Action Item #2)

Baseline: 5 (#) (Average # of attendance - August, September, October 2024)
Standard: 6 (#) Increase by 20% annually over the next five years
Target: 6.25 (#) Increase by 25% annually over the next five years

Year (annually from November to November)	# of visits
2024-25	Unavailable
2025-26	13 (Feb-Sept 2025)
2026-27	

WCC Student Satisfaction Survey, Fall 2025

I am satisfied with the resources and services provided by Career Services.

	Fall 2025	
Choice	Count	Percent
Strongly Agree	49	31.01%
Agree	102	64.59%
Disagree	5	3.16%
Strongly Disagree	2	1.27%

Provide narrative for analysis of (job search and employability skills appointments). (How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)

Tracking job search and employability skills appointments helps identify the most common student needs and when demand is highest. This data will guide improvements in outreach, workshop development, and scheduling to ensure students receive timely support. By aligning services with these trends, the Office can strengthen student readiness for WBL, apprenticeships, and employment.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase the success of the outcome in your service unit?)	Assessment of Action Items (How will you assess the results of action items?)
1	Work with IT to come online with the Queueless platform used in other student service areas to allow students to schedule individual appointments with Career Services	Information will be tracked through the Queueless platform

Career Services

Outcome #4: Host industry specific events . (*QEP Goal 2; SLO 2.1; Action Item #1*)

Baseline: 1 (#) (Unable to establish baseline)
Standard: 6 (#) 6 events each year
Target: 10 (#) 10 events each year

Year (annually from November to November)	# of events
2024-25	5
2025-26	
2026-27	

Provide narrative for analysis of (industry specific events). (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

With the institutional restructure and the creation of the Office of Apprenticeship and Career Services, the Director of Career Services, Employer & School Engagement Coordinator, and Apprenticeship & WBL Specialist are now able to collaborate more effectively to design and deliver employer-engagement events. This structure supports unified planning and creates opportunities to showcase Wayne Community College’s experiential learning options, including Work-Based Learning (WBL) and apprenticeships.

Together, the team can develop industry-specific events—such as targeted job fairs, employer panels, and sector-focused networking sessions—that connect students with local workforce needs while helping employers learn about the benefits of partnering with WCC.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Industry specific events – job fairs, employer panels, sector focused networking sessions	Through sign-in sheets and follow-up surveys to receive employer feedback on the value of the event.

Career Services

Outcome #5: Increase account registration in an internal career networking platform to include employers and students. (*QEP Goal 2; SLO 2.1; Action Item #2*)

Students

Baseline: 2,192 (#) (Students)
Standard: 2411.2 (#) Increase by 10% annually over the next five years
Target: 2520.8 (#) Increase by 15% annually over the next five years

Employers

Baseline: 330 (#) (Employers)
Standard: 363 (#) Increase by 10% annually over the next five years
Target: 379.5 (#) Increase by 15% annually over the next five years

Year (annually from November to November)	# of student accounts	# of employer accounts
2024-25	431	61
2025-26		
2026-27		

Provide narrative for analysis of (account registrations). (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

To improve effectiveness at WCC, the Career and College Network (CCN) should increase student awareness, streamline navigation, and strengthen employer participation. Enhanced outreach, faculty integration, and clearer pathways for employers to post WBL, apprenticeship, and job opportunities will help CCN better support Wayne Community College's workforce development mission.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Increase student outreach through classroom visits, campus events, and integration of CCN into ACA and CTE courses.	Track student logins and profile completion rates to measure engagement growth.
2	Enhance platform visibility by promoting CCN through QR codes, emails, social media, and the WCC website.	Monitor employer account creation and job/WBL/apprenticeship postings to gauge employer participation.
3	Improve user experience by streamlining navigation and adding clear sections for jobs, WBL, and apprenticeships.	Collect student and employer feedback through short surveys on ease of use and satisfaction.

Apprenticeship & WBL Specialist

Outcome #1: Increase enrollment in Work-Based Learning opportunities. (*QEP Goal 2; SLO 2.2; Action Item #1*)

Baseline: 145 (#) (*Student enrollment for curriculum and continuing education – 2023-24*)
Standard: 159.5 (#) Increase by 10% annually over the next five years
Target: 166.75 (#) Increase by 15% annually over the next five years

WBL Enrollment	Year (annually from November to November)		
	2024-25	2025-26	2026-27
WBL-111	52		
WBL-112	32		
WBL-121	19		
WBL-122	1		
WBL-131	9		
WBL-132			
WBL-211			
WBL-221			
WBL-231			

Provide narrative for analysis of (WBL and APP enrollment). (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

Analysis of Work-Based Learning (WBL) and Apprenticeship enrollment provides valuable insight into student interest, employer demand, and program growth. By monitoring enrollment trends each semester, the Office of Apprenticeship and Career Services can identify which programs are consistently filling, which areas need targeted outreach, and where additional employer partners may be needed. This data will guide improvements in marketing, employer engagement, and student advising to ensure that opportunities align with local workforce needs. Moving forward, we plan to enhance communication with faculty, increase classroom presentations, and strengthen employer outreach to expand WBL and apprenticeship options. We also intend to use enrollment data to refine recruitment strategies, ensure equitable access for all students, and adjust programming based on emerging industry needs. Through ongoing analysis, the service unit will be better positioned to grow participation and improve overall effectiveness.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Host events by division for employers to learn about WBL program and opportunities	Surveys of participants

Section 4: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your service, to include self-assessments, focus groups, or other tools used to evaluate the service? If so, please explain how information collected from the(se) assessments will be used to improve the service unit. You may also attach supporting information/documentation to this review.

Participants surveys will be conducted for career services events and workshops.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	No planning objective submitted.	Not applicable.
2024-25	No planning objective submitted.	Not applicable.

What resources (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Please justify the need.

- 1. **Integrated Tracking System:**
 - a. **Justification:** A new software platform to manage employer engagement, work-based learning (WBL), apprenticeships, and student meetings is essential. This system would streamline data management, improve reporting and analytics, reduce reliance on spreadsheets, and enhance communication between staff, students, and employer partners.
- 2. **Updated Office Furniture:**
 - a. **Justification:** New, ergonomic furniture is needed to create a functional, comfortable, and professional work environment for staff and visitors. Updated furniture will support productivity, collaboration, and provide a welcoming space for students and employers engaging with the Office.
- 3. **Technology Upgrades:**
 - a. **Justification:** Laptops, tablets, and presentation equipment will enable staff to conduct virtual employer meetings, classroom presentations, and community outreach effectively. Reliable technology is critical for maintaining communication and engagement with students and employers, especially for hybrid or remote interactions.
- 4. **Marketing and Outreach Materials:**
 - a. **Justification:** Brochures, banners, and digital marketing tools are needed to promote apprenticeship and WBL opportunities to students, schools, and employers. Enhanced visibility will increase participation, strengthen employer partnerships, and raise awareness of the College’s workforce programs.
- 5. **Professional Development and Training:**
 - a. **Justification:** Staff will benefit from ongoing training in apprenticeship program management, employer engagement, data tracking systems, and workforce trends. Professional development ensures that the team remains current on best practices and can effectively support both students and employers.

6. Meeting and Collaboration Spaces:

- a. **Justification:** Designated spaces for employer meetings, student advising, and team collaboration will support efficient operations and enhance the experience for students and community partners.

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

1. **Director of Apprenticeship and Career Services:** Filling the Executive Director position is critical to provide leadership, strategic direction, and oversight for the Office of Apprenticeship and Career Services. This role ensures alignment with Wayne Community College's mission, manages employer and community partnerships, oversees program development, and supports student success through work-based learning and apprenticeship opportunities.
2. **NC Career Coach (Grant-Funded Position):** Hiring the NC Career Coach is essential to maintain and expand services for high school students at Goldsboro High School and Eastern Wayne High School. This position supports student career exploration, apprenticeship readiness, and transitions to college and workforce pathways, ensuring that students are fully prepared for postsecondary success and workforce entry.

Provide narrative for your service unit's facility needs over the next three years. If facilities are adequate, please confirm.

In the fall of 2025, the Office of Apprenticeship and Career Services relocated to the 2nd floor of the Wayne Learning Center, placing it at the hub of student activity and enhancing accessibility for advising, employer engagement, and career services. The current facilities are adequate for daily operations; however, anticipated growth in apprenticeships, work-based learning, and employer partnerships may require additional meeting and collaboration spaces, private advising areas, and flexible spaces for workshops and career events over the next three years.

Provide narrative for analysis of the service unit's strengths, weaknesses, and opportunities.

The Office of Apprenticeship and Career Services demonstrates several key **strengths**. Staff maintain strong internal communication and collaboration, creating a cohesive and efficient team. The Office is highly engaged both on campus and with other College departments, supporting cross-departmental initiatives and enhancing student and employer interactions. Additionally, established relationships with students, employers, and community partners allow the Office to provide effective, student-centered work-based learning and apprenticeship programs.

However, the Office faces some **weaknesses**. Student awareness of available services remains limited, which can impact participation in programs and events. Attendance at events has also been lower than desired, highlighting a need for increased outreach and engagement strategies.

The Office has significant **opportunities** to expand its impact. Strengthening and broadening relationships with local employers can create new apprenticeship and work-based learning placements. The Office's strong rapport with Wayne County Public Schools (WCPS) can be leveraged to increase student engagement, awareness, and access to career pathways.

Potential **threats** include limited funding or resources, which could restrict program growth, staffing, or technology improvements. Low student engagement, fluctuating employer participation, competition from other programs, and rapidly changing workforce needs may also challenge the Office’s ability to maintain high-quality, relevant programming.

Review prepared and submitted by: *(Please list name(s) and titles)*
Kristie Sauls, Interim Executive Director of Apprenticeships & Career Services
Kaitlyn Dean, Employer & School Engagement Coordinator
Kaelyn Kornegay, Apprenticeship & WBL Specialist

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. 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. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	<u>12/12/2025</u>
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	<u>12/12/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>12/12/2025</u>