Program Review
Program Assessment Report

Fall 2016 Review
November 1, 2016

**Prepared for the Academic Council, the Curriculum Committee, and the Vice-President for Education
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Overview

Instructional program review is an integral part of Northwest's overall institutional effectiveness initiative required by the Southern Association of Colleges and Schools (SACS) accreditation criteria. A self-study team made up of industry specialists, students, faculty, administrators, and a member of the Northwest Community Board of Trustees, conducts a program review using established criteria. The self-study report is the final product of the Instructional Program Review process. The self-study report documents the need, cost, and effectiveness of each program in order to answer the question, "Does the instructional quality of the program meet institutional standards?"

For purposes of instructional program review, a program is defined as any organizational unit within the college that provides instructional services.

Purpose and Goals

The purpose of the instructional program review and assessment is to provide a system for continuous improvement in instructional programs. Review and assessment procedures provide recognition of the accomplishments of an instructional program as well as identify interventions needed for improvement of the program.

1. To ensure the effectiveness of the College's instructional programs
2. To improve the quality of instructional programs
3. To provide data for such intervention decisions as those regarding staff needs, admissions requirements, and curricular additions or deletions
4. To provide a system of regular data collection and analysis
5. To determine how specific instructional programs serve the mission of the College and respond to student and community needs

Program Review Cycle

Each instructional program will be evaluated once in each five year period. Programs are reviewed by major functional areas and/or locations whenever possible. Instructional programs that are offered on multiple campuses, or through distance learning, will be assessed as a single unit.

Criteria for Evaluation

The Office of Institutional Research and Effectiveness will provide the instructional program coordinator for all instructional programs being reviewed during the current academic year with the following self-study materials:

1. *Program Strategic Plan Outcomes* – The instructional program's strategic planning outcomes as listed in the NWCC Strategic Plan, along with the data and analysis from the last five years' annual reviews.
2. *Program Learning Outcomes* – The instructional program's learning outcomes along with the data and analysis from the last five years' annual reviews.
3. *Enrollment* – Longitudinal enrollment information for the prior five (5) years.
4. *Student Success Rates* – Student success is determined by assessing:
   a. *For AA degree programs*: Retention, graduation and transfer of students to four-year institutions over the prior five (5) years.
   b. *For AAS degree and Certificate programs*: The state mandated follow-ups with program graduates and (if required) passage rates on state board exams, as reported on the annual Perkins Report, for the prior five (5) years.
5. *Instructor Qualifications* – Information on degrees and credentials of each instructor currently teaching a class in that instructional program, including full-time and adjunct faculty.

The instructional program coordinator should work with faculty members of program(s) under review to use the provided information to complete an analysis of their program. This analysis must include:
1. *SACS-COC Principles of Compliance Survey* – This survey guides the instructional programs through carefully reviewing the requirements as described in the Principles of Accreditation.
2. *SWOT Analysis* – Each program should identify the strengths, weaknesses, opportunities, threats related to the program.
3. *Overall Assessment and Recommendations* – This section provides a summation of the current status of the program based on the above analysis. The final assessment should include past progress, the current status, and future plans for the department. Recommendations from the faculty on ways to improve the instructional program should be included as well.

Both hard copies and electronic copies of all the supporting documents listed above are maintained by the Office of Institutional Research and Effectiveness.

Organization for Program Evaluation
An annual Instructional Program Review meeting will be held each academic year to provide the review committee an opportunity to discuss the documents, ask questions of the appropriate instructional program coordinators, and make any recommendations for the Academic Council for the improvement of the instructional programs.

The Office of Institutional Research and Effectiveness will produce a Program Assessment Report which includes committee recommendations for program improvement. The Program Assessment Report will be presented to the Vice President for Education, the Academic Council, and the Curriculum Committee for review.

Fall 2016 Program Review

Committee Members
Dr. Matthew Domas, Associate Vice-President for Education
David Campbell, District Dean for Career Technical and Workforce Education
Jeremy Isome, Dean of DeSoto Center
Dr. Jack Butts, Dean of Lafayette-Yalobusha Technical Center
Elizabeth Dickerson, Career Technical Instructor
Deborah Thompson, Career Technical Instructor
Dr. Daryl J. Scoggin, Board of Trustees Member
Dr. Carrie Skelton, Board of Trustees Member
Annalee Connor, Student

Program Review Findings

This Program Review Report of Findings summarizes the evaluation of the following programs conducted during the Fall 2016 semester.

The following table summarizes the Program Review Committee's results for each program reviewed in terms of the Overall Program Assessment on the Program Review rubric.

Table 1 - Summary of Findings

Program Name	Meets Expectations	Needs Improvement
Surgical Technology	8 (73%)	3 (27%)
Cardiovascular Technology	10 (91%)	1 (9%)
Respiratory Therapy	11 (100%)	0 (0%)
Funeral Service Technology	11 (100%)	0 (0%)
Emergency Medical Technology	11 (100%)	0 (0%)
Early Childhood Education Technology	10 (91%)	1 (9%)

Attached are the Program Review Rubric summaries, with committee comments and recommendations, for each program. The supporting documents containing specific information for each of the evaluation criteria are on file in Office of Institutional Research and Effectiveness.

Overall, several themes emerged from this review process. First, there seems to be a disconnect between students' expectations and the reality of the fields. One program, Respiratory Therapy, has found success in bridging this gap by requiring students to shadow someone in the field. It is a recommendation of the committee that other programs consider this approach to bridge the gap in students' expectations and the reality of the careers they are pursuing to help prevent dropouts. Another concern was the accreditation of the programs. The committee sees value in each of these programs being accredited with the various national or state agencies that support these fields, when possible. Resources should be made available, if possible, to allow for the accreditation efforts of these programs. In addition to resources for accreditation, many of these allied health programs require additional resources for labs and to allow students to participate in simulations prior to their clinical experience. This will help bridge the gap between the classroom experience and the clinical experience. Lastly, several programs reported needed additional support finding clinical sites and building relationships with possible clinical sites. The committee recommends providing such support as needed.

PROGRAM: SURGICAL TECHNOLOGY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	10	1	• Admissions policies are fine, but we need to move AST certification.
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	11	0	• Additional certification. Expend out further to acquire additional resources. • Look at reasons for enrollment decline.
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	8	3	
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	8	3	• Obtain national certifications. • Not enough time for instructor to do what is needed. • Believe that the program lead is aware of the changed required to move this program forward, and resources will need to be provided to do so. • An additional instructor would help with the clinical setting and allow lead instructor more time for additional clinical sites and AST accreditation. • In order to increase enrollment, more faculty is needed; consider AST certification to expand site possibilities and level playing field with other schools. • Program needs to be an appropriately resourced in order to obtain AST certification. Develop a plan ASAP to acquire AST certification. • Need for AST certification and additional staff. (Adjunct for clinicals)

PROGRAM: CARDIOVASCULAR TECHNOLOGY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	11	0	
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	9	2	• I believe continuing education for the instructors would greatly benefit the program. • Questionable still as the field is changing. Need additional training to compete. • Ricky needs to add CV credentials. • Resources need for professional development.
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	8	3	• Despite the numbers, it seems students are satisfied and have good success rates even after the program. • This may be due to students leaving to nursing. • Acquire certification to promote increased enrollment. Offer pre-test to acquire better quality of student. • Students are either completing or choosing other opportunities. • Graduation rate needs to be addressed.
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	1	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	10	1	• Continuing education for instructors will help enhance student learning. • Needs more physical space and simulation.

PROGRAM: RESPIRATORY THERAPY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	11	0	• I also like that this program requires time with a respiratory therapist. Write a letter before admission.
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	10	1	• Add Tessa's credentials in RT. • Be sure to add Tessa's RT certification.
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	10	1	• Acquire addition or upgrade equipment. • Adding a fee for purposes of testing is a good idea.
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	11	0	• Investigate adding fee to tuition. • I would be sure to find out more about Concord so you will be able to justify why ours is better.

PROGRAM: FUNERAL SERVICE TECHNOLOGY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	11	0	• The ACT score being lowered to 16 would, I believe increase enrollment. I agree that is not an indicator of success if the score is 18+. • If other programs have a 16 ACT entry, it may be beneficial for increasing enrollment to lower NWCC's to 18. • Recommended changes in admissions are worth pursuing.
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	11	0	• Add licenses to Xitracs.
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	9	2	• Plan to increase graduation rate.
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	10	1	• Align PLOs with ABFSE aims and objectives.
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	9	2	• This is due to prior staff, Ms. Hopper is in process of updating these. • Complete FY15 follow-up
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	11	0	• Ms. Hopper is very enthusiastic about the future of the program. This excitement is contagious and und her administration I think, the program will flourish. • Ask for the embalming simulator on your 2017-18 Status Report. Happy that Angela is now in charge! • Continue improvement during and after transition. Continue building industry relationships. • Consider purchasing the embalming simulator for student training. • Provide resources for Syndaver. Need to open dorms to FST students from out of state.

PROGRAM: EMERGENCY MEDICAL TECHNOLOGY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	11	0	• Consider revising to clean up enrollment to maintain true numbers and increase graduation rate.
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	11	0	
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	9	2	• Work to increase registry examination completion. Revise admission. • Concerned about graduation rates. • Consider redoing your outcomes to split to show how many have the class successful versus passing the test.
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	• Work to clean up outcomes to not double documentation.
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	11	0	
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	11	0	• Report EMT B and Paramedic graduation rates separately. • Note: This instructor's belief in the importance of this program was very impressive!! • Work to clean up outcomes to not double documentation.

PROGRAM: EARLY CHILDHOOD EDUCATION TECHNOLOGY

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.*	11	0	
2 Program Description *The program is accurately represented in the NWCC Bulletin.*	11	0	
3 Admissions Policies (CS 3.4.3) *The program's admission policies are consistent with the institution's admission policies. If a program has different admission policies from other programs they are clearly stated.*	11	0	• Consider revising open admissions policy.
4 Faculty Credentials (CS 3.7.1) *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member*	10	1	• Re-evaluate and provide further developmental training.
5 Student Success (FR 4.1) *The program evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, transfer, course completion, and job placement rates; or state licensing examinations.*	6	4	• Research reasons for decline in job placement and put plans in place. • Expand lab experience to cover all stages of child care and development. • I believe that this is due to students realizing that there is more to the job than they initially felt. • Concerned about declining grad rate and enrollment. • Retention, Graduations rates
6 Program Learning Outcomes (CS 3.3.1.1) *The program identifies expected program specific student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	8	3	• I would think in order to be a successful student you would need some clinical experience in a child care setting. • Re-write PLO's to align more with assessments. Program competencies to be reviewed. • Don't like the "no action necessary" although hitting all benchmarks, should slow.
7 Program Strategic Plan Outcomes *The program identifies expected program specific strategic planning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.*	10	1	• Work to re-align for success and improve placement. • Some thoughts toward continuous improvement.
8 SACS-COC Compliance *The program coordinator indicates that the program is in compliance with the SACS-COC standards and policies evaluated on the SACS-COC compliance survey.*	11	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	10	1	• I agree with the recommendations that the instructors and students need relationships with childcare providers. • Exposure to various child prep centers is a wonderful idea because it gives students real-lie scenarios. • Work on plans to expand clinic experiences. Look into reasons for declining enrollment. • May need to reorganize course offerings to allow time for lab time at outside facilities. • Continue to look at ways to improve graduation rates.