

Program Review Report of Findings

**Fall 2014 Review
October 7, 2014**

**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

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

Goals

1. To ensure the effectiveness of the College's 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 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.

Criteria for Evaluation

The program(s) under review must provide the following documents to the Committee:

- Enrollment – Longitudinal enrollment information must be obtained for each across the prior five (5) years.
- Performance – This is gauged by assessing post-NWCC enrollment performance of students from each major. In academic divisions, this is determined by examining transfer performance of students at four-year institutions over the prior five (5) years. Career-Technical programs should look to the state mandated follow-ups with program graduates and (if required) passage rates on state board exams. This should be compiled for the prior five (5) years.
- Curriculum Alignment – Each Board member will receive a copy of the Northwest Bulletin with course descriptions and curricular components. Academic programs should provide current articulation agreements and Career-Technical programs should provide any program certifications from the state.

- Student Learning Outcomes – A general analysis of SLO performance per course over the past three (3) years.
- SACS Principles Compliance Survey
- Instructor Qualifications
- SWOT (Strengths/Weaknesses/Opportunities/Threats) – Using the data gathered above identify the SWOTs of the program.
- Final Assessment/Recommendations/Outcomes – This section provides a summation to the Board of the current status of your program based on the above analysis.

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

The program review process will be managed by the Director of Institutional Research and Effectiveness who will coordinate the reviews and findings of the review committees.

A Program Review Committee will be composed of:

1. Appropriate Deans
2. Appropriate Program Directors/Supervisors
3. Two (2) faculty members
4. Four (4) additional members chosen from the student population, faculty, administration, members of the Board of Trustees, advisory committee members, or individuals from the community

The findings and recommendations of the review committee will be presented to the Vice President for Educational Affairs, the Executive Council, and the Curriculum Committee. The report of findings will then be forwarded to the Academic Council for review.

Fall 2014 Program Review

Committee Members

Dr. Matthew Domas, Associate Vice-President for Educational Affairs
 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
 Phyllis Johnson, Dean of eLearning
 John Mixon, Director of Fine Arts
 Danita Denison, Instructor of Cosmetology
 Jerry Barrett, NWCC Board of Trustees Member
 Adam Pugh, NWCC Board of Trustees Member
 Lisa Sanders, Lieutenant Detective, Senatobia Police Department
 Christopher Simpson, Production Manager, Carlisle Syntec
 John Lewis, NWCC Student

Program Review Findings

This Program Review Report of Findings summarizes the evaluation of the following programs conducted during the Fall 2014 semester. The programs reviewed include:

- Languages and Communications Division
 - Communications
 - Communications: Journalism & Public Relations
 - Liberal Arts
- Social Sciences Division
 - Criminal Justice
 - General College
 - Psychology
 - Pre-Social Work
- Civil Engineering Technology
- Heating, Air Conditioning, & Refrigeration Technology
- Precision Manufacturing & Machining Technology
- Automotive Technology
- Commercial Truck Driving
- Collision Repair Technology
- Welding & Cutting

The following table summarizes the Program Review Committee’s findings for each of the programs reviewed.

Table 1 - Summary of Findings

<i>Program Name</i>	<i>Continue Without Conditions</i>	<i>Continue With Conditions</i>
Languages and Communications Division (all programs)	X	
Social Sciences Division (all programs)	X	
Civil Engineering Technology	X	
Heating, Air Conditioning, & Refrigeration Technology	X	
Precision Manufacturing & Machining Technology	X	
Automotive Technology	X	
Commercial Truck Driving	X	
Collision Repair Technology	X	
Welding & Cutting		

A copy of the findings signed by each committee member is on file in the Office of Institutional Research and Effectiveness. The following are 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.

Languages and Communication Division

- Discontinue the Public Relations major – moving towards marketing
- Need a writing center – DeSoto center students do have access to the UM Writing Center. There is already one online, but students need guidance to find online resources
- As suggested, a writing center would enhance the success rate of English comp students. This could also help students across other academic/technical areas as well
- Hope to offer occupational Spanish for Nursing and Criminal Justice – could this be offered online?
- Hope to change ENG0113 to ENG0123 so there doesn't appear to be a gap
- Don't do DE/DC to just increase enrollment
- More orientation with Dual enrollment instructors is needed
- Great department

Social Sciences Division

- Social work program under review
- Tutoring use of smart classroom technology by faculty mentors
- Full-time position in geography needed
- Better advising with suggestions from Dr. Strong
- Remediation programs for students
- Greater collaboration between all campuses
- Great program

Civil Engineering Technology

- Needs more space to conduct surveys – because liability on taking students off campus
- Wants to develop partnership with industry to improve quality of students
- Double the space and number of students by next program review – there is adequate space and equipment for another instructor.
- Can we create an industry group for this program?
- Work on recruiting
- Utilize farm area for outdoor survey lab
- Consider the 30-45-60 option
- Look for tuition assistance options
- Look at reasons why females are not succeeding in this program
- The classroom is on the 2nd floor with no elevator. Most instruction in a lab setting is done outside on city streets and the range

Heating, Air Conditioning, & Refrigeration Technology

- Issue with lack of space, prevents taking on bigger projects, but about to move into bigger area for Tech III renovation
- Pre-interview of students to encourage or discourage participation
- Grow sponsorship program for 2nd year students

Precision Manufacturing & Machining Technology

- Students not completing AAS because of Speech
- Team teaching is a strength
- Work towards new CNC equipment
- Recruit more non-traditional students

- Consider 30-45-60 option

Automotive Technology

- Moved from folder to tracking online
- Does not believe 30-45-60 will allow us to keep NATEF accreditation which is a requirement of Chrysler partnership – thus this program will not move to that curriculum model
- Changing to ASE industry test instead of CPAS
- Need bigger facility to teach students
- With new advancements in Auto technology the school needs new tools and adequate facilities to keep up, online instruction can help with this.
- Partnerships with dealerships & shops can help exposure while keeping cost down for NWCC
- The labs are not easily handicap accessible

Commercial Truck Driving

- Needs an additional instructor for testing and training – there is a possible conflict of interest with the instructor also serving as the evaluator for state testing
- Competition because of time between classes – recommends staggering classes, which would require an additional instructor
- Offer night and week-end programs

Collision Repair Technology

- Move away from CPAS to industry exam
- Concerned about for-profit competition
- Industry hiring prior to graduation pulls students out of the program too soon
- Needs more space and better lighting – issues are being addressed with Tech III renovations
- Having students buy tools at the beginning of the program is a good idea

Welding & Cutting

- Consider a night program to increase enrollment
- Increase size of shop for sufficient space to teach – new building will help that
- Need a night program – possibly a new instructor