Program Review
Program Assessment Report

Fall 2020 Review
November 17, 2020

Prepared for the Instructional Affairs Council
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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 Commission on Colleges (SACSCOC) accreditation criteria. A self-study team made up of administrators, faculty, students, and a member of the Northwest Community Board of Trustees, conducts a program review using established criteria. The Program Assessment Report is the final product of the Instructional Program Review process. The Program Assessment Report documents the team's evaluation of the effectiveness of each program in order to answer the question, "Does the instructional quality of the program meet institutional standards?"

An instructional program is defined as a certificate or degree program approved by the faculty and the administration, for which academic credit is given, in accordance with the SACS-COC Core Requirement 9.1 description of a program. Programs are SYSTEM-WIDE and are not divided by campus.

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. The goals for this process are as follows:
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 Instructional Affairs 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 Instructional Affairs Council for review.

2020 Instructional Program Review

Committee Members
Dr. Matthew Domas, Vice President of Instruction
Dr. Don Jones, Dean of Lafayette Yalobusha Technical Center
Dr. Stephanie Mullins, Dean of Health Sciences
Dr. Keith Reed, Dean of DeSoto Center
Jean Ann Casey, Board of Trustees Member
Lacey Gentry, Director of Nursing Instruction
Debra Lenox, Program Lead for Respiratory Therapy
Sarah Henson, RN Student
Dr. David Rock, Dean of the School of Education, University of Mississippi
*Dwayne Casey, Associate Vice President of Workforce Solutions and Career Technical Education
*Dr. Carolyn Wiley, Associate Vice President of Academic Instruction & Institutional Effectiveness
Indicates they were not a member for programs in their area

Other Attendees
Dr. Michael Heindl, President
Jeff Horton, Vice President for Administration and Finance
Dr. Tonyalle Rush, Associate Vice President of Student Services & Enrollment Management
Dan Smith, Chief of Staff

Program Review Findings

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*
GENERAL EDUCATION	9	1
EARLY CHILDHOOD EDUCATION TECHNOLOGY	10	0
COSMETOLOGY	10	0

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.

One major theme was that the program goals and the metrics and benchmarks used to assess them need to be revisited and potentially revised for all the programs. The benchmarks seem unrealistic in some aspects. Overall, the committee was impressed with the success of each of the programs. Outstanding faculty in the programs was mentioned repeated by committee members. The committee looks forward to continued success and growth in enrollment in all of these programs.

PROGRAM: General Education

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission. (SACSCOC 9.1 CR)*	10	0	
2 Program Description *The program supports the stated mission and goals of the insitution and is accurately represented in the NWCC Bulletin. (SACSCOC 9.1 CR)*	10	0	
3 Admissions Policies *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. (SACSCOC 10.5)*	10	0	• Admission policies are consistent with stated mission of NWCC and enhance the possibility of student success.
4 Faculty Credentials *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member (SACSCOC 6.2)*	10	0	• Faculty credentials meet or exceed SACSCOC guidelines. NWCC is blessed with top-notch faculty.
5 Student Success *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. (SACSCOC 8.1 CR)*	7	3	• Improvement needed • NWCC must continue to monitor graduation and retention to identify improvements. • Meets expectation with the caution that benchmarks are unrealistic and need revision. • Retention numbers unrealistic. Model revision mentioned. • Student success first starts with their motivation to learn and to thrive. However, the course completion goals I feel would increase if the students had a close community of students and teachers. The students are able to thrive on the motivation of their peers but also seeing the instructors. • Student Success is one of the top priorities of NWCC and is not only stated in the Mission and Vision, but is also reinforced at every tier within the organization. The General College program is constantly re-evaluating processes and policies to ensure the greatest possible student success and transformation.
6 Program Learning Outcomes *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. (SACSCOC 8.2.a)*	10	0	• Overall SLOs are well stated and attainable. • Student learning outcomes meet or exceed desired percentages identified by institution.
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. (SACSCOC 7.1 CR*	7	3	• Review for achievable numbers? Granular!! Like it. • No use of results for improvement and benchmarks not realistic. • Need to be revised to be attainable. Maybe just adjust percentages. • The pre-health science pathway is a great game plan to help with retention in general studies. • Are desired percentages for PSPO for General Education realistic?
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.*	10	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	9	1	• Needs to be reviewed!

PROGRAM: Early Childhood Education Technology

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.* *(SACSCOC 9.1 CR)*	9	1	• Mission statement could be more program specific. • I do not see a mission statement on the website. what was verbalized was in accordance with NWCC mission.
2 Program Description *The program supports the stated mission and goals of the insitution and is accurately represented in the NWCC Bulletin.* *(SACSCOC 9.1 CR)*	10	0	
3 Admissions Policies *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.* *(SACSCOC 10.5)*	10	0	• Program admission requirements are consistent with overall NWCC published policy.
4 Faculty Credentials *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member* *(SACSCOC 6.2)*	10	0	
5 Student Success *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.* *(SACSCOC 8.1 CR)*	8	2	• Program tracks ___ _____. Would like to see increase in success. Maybe opportunities to reach out to those who leave program for jobs. Come back and take classes online. • Retention needs improvement. Possibly set a benchmark to best identify strategy for improvement. • Because a degree is not required for job placement, the program may want to market how the program completion sets them apart. Are there additional tool sets that might be implemented in the program (mental health education, special needs, community involvement) to consider? • Graduation/completion rates are low (35% or lower for 4 of 5 years included in this review). Suggest setting measurable goals for completion and retention. Placement level of 2 or 3 is lower than 50% for 4 of 5 years as well.
6 Program Learning Outcomes *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.*	9	1	• New SLOs needed. • It might be helpful to defined benchmarks to accurately assess outcome obtainment. • PrePac has been slightly below 80% FY17 and FY18 (2 years consecutive years).
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.* *(SACSCOC 7.1 CR)*	8	2	• Benchmarks • Don't understand PSPO3. Goals/Benchmarks needed in the other three. • With the decline in education enrollment across the state, recruitment efforts for early childhood development are essential. On line education trends are critical to implement. • Future plans include greater partnership with University of Mississippi throughout our region.
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*	10	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	10	0	• Continue to investigate online options and other options to increase enrollment. • Positive community/faculty comments about center. Children are happy, learning, and it greatly helps meet the needs of many students and faculty.

PROGRAM: Cosmetology

CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	COMMENTS
1 Program Mission *Program mission directly aligns to NWCC mission.* *(SACSCOC 9.1 CR)*	10	0	• Mission statement could be program specific and or better stated. • Does this need to be website for accreditation?
2 Program Description *The program supports the stated mission and goals of the insitution and is accurately represented in the NWCC Bulletin.* *(SACSCOC 9.1 CR)*	10	0	
3 Admissions Policies *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.* *(SACSCOC 10.5)*	10	0	
4 Faculty Credentials *Faculty qualifications are directly and specifically linked to the courses assigned to the faculty member* *(SACSCOC 6.2)*	10	0	
5 Student Success *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.* *(SACSCOC 8.1 CR)*	9	1	• Interested to see how new faculty will impact success. Appears to have dropped in 2018. • Amazing retention rates! • Great passage rates in Ashland. Hopefully with instructor change at Senatobia, student success will increase. • Graduation rates need improvement.
6 Program Learning Outcomes *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.* *(SACSCOC 8.2.a)*	10	0	• PLO 4 and 5 assessment need improvement.
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.* *(SACSCOC 7.1 CR)*	8	2	• Strategic outcomes could use benchmarks but with such good results I understand why they are not present. • To continue with student success, encourage update of hair bowl equipment, counter tops, etc. • PSPO's are adequate. Program must work to increase completion rate. • Performance on state licensure exam was less than 70% in FY 18 and less than 80% for 2 of 4 years.
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.*	10	0	
9 Overall Program Assessment *Program assessment data is used by faculty in the program to guide program changes.*	10	0	