[Year]

[Type the document title]

NOTE: This picture will be replaced with the NWACC logo, or a program specific photo.

Program Review Team Names

[Pick the date]

Contents

Program Overview

Begin with an introduction to the program, general information about NWACC and brief highlights from the report. Often, it is best to write the introduction after completing most of the report. Be sure to include the following:

- An introduction to the report;
- Date program began;
- Current program director;
- Additional context for external reviewers (ie. Location and information about NWACC, etc.);
- Highlight indicators of success that will be described in detail throughout the report, such as excellent graduation or retention rates, student demand, industry demand, outstanding faculty or achievements.

Program Learning Objectives

Outline each program learning objective. Why is it appropriate? Explain how each objective is measured/ assessed. Explain how the faculty and students are accomplishing the program's learning objectives.

Demand for the Program

Market and Industry Need

In this section of paragraphs, document market/industry demand for the program.

List the careers that can be secured with this credential. What are the labor market opportunities?

Provide results from a business/industry needs assessment.

What is the projected demand for graduates? Provide U.S. Department of Labor statistics that show projected growth for careers that can stem from this credential.

How does your advisory board help your program understand and adapt to changing market demand related to your discipline?

How have you adjusted courses, based on changing market/industry needs, to make students more competitive in the job market.

Briefly discuss student employment post-graduation/ job placement rates. More in-depth information on job placement rates will be included in the assessment section.

Student Demand

In this section of paragraphs, document <u>student demand</u> for the program/s. In addition to any other information that illustrates student demand, report the following:

How do you gauge student demand? What outside sources do you use to measure student demand, for example, do you have results from a student or community survey? Is there heavy enrollment at other nearby colleges? Is this program unique to the region or state?

Provide student enrollment numbers for the past five years; Note: this data will be provided by Institutional Research in the chart below.

Table 1. Enrollment Status 20XX – 20XX

Fall 2012	
Spring 2013	
Summer 2013	
Fall 2013	
Spring 2014	
Summer 2014	
Fall 2014	
Spring 2015	
Summer 2015	
Fall 2015	
Spring 2016	
Summer 2016	
Fall 2016	
Spring 2017	
Summer 2017	

Summarize this table in a narrative format. (Note: For any table, it is important to provide summary data after and/or before the table is presented. Never present a table without a narrative summary and analysis).

Trends in Retention and Graduation

Discuss trends in program retention rates; for the past three or more years, what percentage of students returned for their sophomore year (for two-year programs)? For one year certificate programs, what percentage of students returned the second semester for each of the past three years? Note: this information will be provided by Institutional Research but the analysis of this information will be completed by program staff.

Discuss trends in program graduation rates. Provide the number of graduates for the past three or more years and an analysis of the data.

How do your retention rates and number of graduates compare to other programs? Do you conduct exit interviews with students that leave the program to get a better idea of why those students failed to finish, and if so, what have you discovered?

Describe your strategies to recruit, retain, and graduate students.

Program Curriculum

Provide an outline for program curriculum (if your self-study is considering multiple programs, provide program curriculum for each). Include the sequence of courses. Be sure to list all required ADHE/ general education courses that are part of or pre-requisites to your program in addition to your program core courses.

Provide syllabi for discipline-specific (program core) courses and departmental objectives for each course (discuss the course/departmental learning objectives in this section and include all syllabi in an appendix).

For each course indicate the last semester/year it was offered.

Indicate all courses that are offered by distance learning on the curriculum outline. Provide detail on instructor-to-student and student-to-student interaction in your departmental distance learning courses.

Curriculum and Program Relevance

Discuss the currency/relevancy of program and course content compared to model programs and workplace trends. How does program and course content parallel current thinking/trends in the field/trade? Provide a comparison of your curriculum and course content to vanguard institutions. Provide citation from current research in your field, as well as trends in education, to show evidence that your program is utilizing such knowledge to improve the program.

Describe how students are introduced to experiences within the workplace and to professionals in the field.

Describe any capstone project. How does it contribute to program relevance?

How do your internal policies function to keep the curriculum current? Do you have faculty meetings to discuss curriculum changes that are needed and if so, how often? Does your faculty construct professional development plans that contribute to keeping curriculum relevant?

Do you have advisory board input on the relevancy of each course annually? Do you survey employers, faculty or alumni on the relevancy of each course annually? What are the results of these surveys and how often are they conducted?

(Standard Verbiage for Approval of new Courses- DONOT Delete)

The Curriculum Committee is a college-wide committee that reports to the Faculty Senate for the purpose of reviewing and recommending proposals concerning new courses for credit or non-credit; changes in title, number, description, prerequisites; and deletions after annual catalog review. The committee is comprised of members from each college division, and it meets monthly during the fall and spring semesters.

The committee utilizes an electronic process where faculty or deans initiate a change through a web form that is stored in a database, and the consequent approvals by the Curriculum Committee, Faculty Senate, and Chief Academic Officer are tracked using a time and date stamp. The information stored in this database is then used as the basis for any catalog or Banner revisions or updates.

(Standard Verbiage for Distance – Student to student and instructor to student interaction in distance learning- For programs offering classes through distance learning)

NWACC Distance Learning Department has required online course elements for all online classes taught. The Academic Division Deans or Department/Program chairs are responsible for reviewing all online courses in their division to ensure compliance with this standard. Required elements include course introductory material (welcome, syllabus, calendar, course materials), introduction of instructor and students, instructor contact information, and link to online resources and academic support.

Online instructors are required to provide a welcome letter and detailed explanation of materials and special requirements for the course. In addition, instructors must include an introduction of themselves in the Blackboard environment not by email. Each online course must include an interactive tool to encourage student to student interaction. This tool could be discussion questions, blog, public journals or other tool that promotes interaction among students.

Cultural Diversity and Interdisciplinary Ventures

Describe how the program, and specific courses within the program, support interdisciplinary initiatives.

Describe how the program promotes respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in

assignment of program responsibility and duties, in honors, awards, and scholarship recognition, and in recruitment.

What has your program done to address alternate delivery needs of students or potential students?

Program Faculty and Resources

Program Faculty

Provide the numbers of full-time and part-time faculty. Provide the average number of credit hours taught by full-time faculty in the current AY. Provide total credit hours being taught by full-time faculty during past AY and total credit hours taught by part-time faculty. Provide the faculty to program student ratio.

What unique talents, special skills or new techniques have individual faculty members developed within the last three years that were needed by the program to better serve students? Indicate academic credentials required for adjunct/ part-time faculty that are teaching major/program courses. Describe your requirements or procedures for training online and part-time faculty. Reference the appendix where you have compiled CVs for ALL full-time program faculty.

Describe the orientation process for faculty, including adjunct and part-time faculty. Note: some of the orientation for faculty is conducted outside your department, so Institutional Advancement will provide paragraphs relevant to all faculty that can be used in this section. The program director should add any program specific orientation activities.

(Standard Verbiage for Faculty Orientation- DONOT Delete)

The NWACC New Employee Orientation encompasses required HR orientation (1/2 day) that discusses and generates the required records needed for employment at this state institution. In addition, a day 2 orientation (additional ½ day) includes the following topics: technology orientation, Benton County Alert system, emergency response & safety, navigation of NWACC website and MNC, NWACC history & future, the unique role of

community colleges, your role as a state employee, compliance trainings, Title IX, student conduct, and e-mail etiquette and social media.

The New Faculty Welcome & In-Service Development Day (1 day) includes meeting the leadership team, workshop on learning college principles, designing a learning syllabus workshop, using Blackboard in face-two-face classes workshop, and tours of various academic student support services areas.

The faculty performance review is designed around demonstrating learning-centered best practices and its documentation in a teaching portfolio. The areas for review include class preparation, classroom climate, instruction, professionalism, and service to the community.

(Standard Verbiage for Faculty Evaluation- DONOT Delete)

The purpose of the Annual Faculty Performance Review is to improve achievement of Northwest Arkansas Community College's mission by ensuring that individual faculty objectives are consistent with our institutional goals and objectives. The goals of the review are to develop the faculty member's performance, identify areas of professional development and personal growth, recognize outstanding faculty performance, answer external demands for accountability, and improve communication among faculty members, administrators and students. This review process applies to all full-time faculty members at NWACC. All new faculty members will attend an orientation that includes an overview of the performance review plan. The Deans may use the same procedure or an alternate for part-time faculty.

The Academic Deans have primary responsibility for conducting the performance reviews of all full-time faculty members in their respective units and will follow the proposed format process for conducting the review. The faculty duties and responsibilities are divided into three primary areas: Instruction, Professional Development and Service to the college. The performance review forms further divide Instruction into the following

categories: Planning/Preparation of content, Instruction/Teaching, and Organizing the Environment.   The Professionalism and Reflection category and the Service to College category are used to evaluate the faculty member's performance across all three primary areas of responsibility. Each faculty member provides examples, verbally during the review, of learning-driven evidence to support each criterion listed under each category on the form.

Describe the institutional support available for faculty professional development in teaching, research, and service. Note: These paragraphs will be the same for most programs and provided by Institutional Advancement; the program director should add details on any program specific support or requirements for professional development activities.

(Standard Verbiage for Faculty Support- DONOT Delete)

Faculty development endeavors to support, retain, and demonstrate valuing faculty through professional development offerings and resources including:

- New Faculty Welcome & In-Service Development Day
- New Employee Orientation (Day 1 & 2)
- Celebrate Learning for Faculty (2x yearly)
- Conversations on Student Learning (1x monthly)
- Book Discussion Group (meets 2x monthly)
- Webinars (periodically throughout the semester)
- Workshops (periodically throughout the semester)
- Title III sponsored workshops that support college initiatives (past workshops include rubric development, On-Course workshops, learning communities workshop, etc.)
- Provide a professional development collection (located in library) that includes professional books, films, webinar recordings, etc. for faculty to check out and use towards their professional growth and well-being
- Provide access to iStream (League of Innovation) professional development website
- Provide funding (through an application process) to faculty to attend external professional development events (administered by a faculty advisory committee named the Faculty Development Committee). Individual, group, and institutional awards are available.
- Provide a periodic newsletter (Faculty Development News)
- Provides access to a number of articles from the POD Network (Professional and Organizational Development Network in Higher

Education) and other electronic resources through access of the faculty development folder in the k-drive

- Provide a faculty "voice" on development of professional development programs for faculty through the new faculty senate committee, Committee on Faculty Enrichment Initiatives
- On-going Blackboard training for faculty is provided by Distance Learning in multiple formats.
- A Faculty Development website is provided with information and resources (http://www.nwacc.edu/web/facultydevelopment).

In the past, NWACC has offered a formalized year-long new faculty orientation and mentoring program, however, that was suspended last year by Dr. Galloway (as interim VP) so he could explore what each division is already doing to help faculty acclimate to the college.

Describe the professional development activities of all full-time program faculty over the past two years. Include all of the following: graduate work, research and publications, all NWACC professional development opportunities, licensures or certifications achieved, all conferences and workshops for each faculty member. This might be summarized in a paragraph and details for each faculty member documented in an appendix. Include institutional financial support provided for the activities.

Describe, for full time faculty, committee service, student club/ activity/ project or scholarship work, new programming/ courses introduced/ approved, new program/ course technology implemented or innovated, any outside boards (industry specific) or professional associations. Describe faculty outside employment in fields related to your degree.

Other Program Resources

Provide an assessment of the availability, adequacy, and accessibility of campus and departmental resources. How much space does your program utilize for instruction? Is more needed? What equipment does your program utilize and how does it compare to that used in the workforce? How does technology used by your program compare to model programs and the workplace? Some possible indicators: comparison to vanguard institutions, age of equipment, manufacturers/ vendors used at NWACC versus those used in the workplace.

What support does your program receive from the student services division or any other academic programs/ departments? Describe student access to learning assistance labs or tutoring. Does your program have close relationships with area businesses/ industry that contribute to student learning? What library holdings are specific to your program?

<mark>(Standard Verbiage for Student Services- DONOT Delete)</mark>

The Academic Success Center offers instructional programs that reinforce academic success and promote student responsibility in life-long learning by creating more opportunities for faculty and academic support departments to discuss academic trends (good and bad).   They foster campus-wide collaborative relationships for the purposes of becoming more deliberate in designing standards that motivate and encourage students to be more intentional about their study habits.   Those initiatives include responsible for strategic planning and marketing for three tutor centers, distance learning tutoring, and campus computer labs; explore evidence-based opportunities to improve program effectiveness; facilitate academic achievement workshops, co-collaborator on enrollment management and retention initiatives; promote other learner support services; serve on college-wide committees dedicated to developing programs, policies, and services conducive to promoting a productive academic environment.

The Academic Success Center Program has engage students through:

- Study skills workshops
- Supplemental Instruction
- Academic Achievement workshops in collaboration with faculty
- Spearheaded several technology pilots: Advisor/TutorTrac, Online Tutoring, PaperCut, ASC Help Desk on Intranet, and NWACC app "Keyword Project"
- Faculty Development Workshops: Test-Writing Strategies and Cornell Method Note-taking: Purpose and Practice
- Academic Achievement workshops in collaboration with faculty (Be Brain Fit and specialized academic review sessions)
- Technology enhancements such as SmartBoards, Kindles, Success Planner with the support of PACE and Perkins, and Title III grants

- The ASC Tutor Program is a College Reading and Learning Association (CRLA) certified training program.
- Support LSS Programs such Career Pathway, First Year Experience, Upward Bound, LIFE, Orientation, SOAR, Wellness, as well as collaborations will all Academic Divisions, Distance Learning, IT, Institutional Research, Library, Public Relations/Marketing.

NWACC Recruitment Activities:

The Admissions Office has 2 areas of focus for recruitment activities. 1) The off-campus events- meant to introduce prospective students to the college, enrollment process, and financial aid options. 2) The on-campus events meant to introduce a prospective student to the areas of academic study, campus resources, and the college environment.

Our off-campus recruitment activities include college fairs, day visits to high schools, special presentations to technical classes, and community presentations on admissions and financial aid information. Our on-campus recruitment activities include campus visits, Senior Days, and individualize campus days aimed at specific populations of students (such as Return to Learn aimed at non-traditional students, degree specific tours and demonstrations, Home School student days, LIFE summer program targeting under-represented student, specifically Hispanic/Latino)

(Standard Verbiage for NWACC Library- DONOT Delete)

The Pauline Whitaker Library offers a wide variety of collections and services to support the academic programs of Northwest Arkansas Community College (NWACC).

Six full-time and three-part time professional librarians provide research assistance to students and faculty in the Library and via telephone, email, chat and text. Other services include customized information literacy instruction to support the learning objectives of particular assignments, classes, and professional development groups. As well as 2 small group study rooms. Study spaces for individuals include several options accessible to learners with disabilities.

The Library is equipped with a 25 pc's, 2 scanners, and 2 McIntosh computers for public use, and a 25 station hands-on technology lab that can be reserved for computerized testing and information Literacy instruction. The Library circulates iPads, laptops, and Kindles for student use in the library. Faculty, and students with Faculty permission, may check out technology for longer periods of time and off-campus use.

To meet a range of scheduling needs, the Library is open Monday through Thursday from 7:30 a.m. to 8:00 p.m.; Friday from 7:30 a.m. to 5:00 p.m., and Saturday from 9:00 a.m. to 3:00 p.m. during fall and spring semesters. Hours are reduced during the summer and between-semester breaks. Striving to serve learners at all NWACC locations during all regularly scheduled class times, the Library responds to special requests by adjusting operating hours, visiting NWACC satellite campuses, and sending resources to other NWACC locations whenever feasible.

The Library offers an extensive array of print, media, and online collections with over 40,000 physical items, over 27,000 ebooks, and 70 databases. Learners can search the Library's online catalog, accessible from the Library's homepage at http://www.nwacc.edu/library, for books, media, and periodicals. To accommodate the demanding schedules of local students and faculty, off-site learning environments (such as clinical experiences for the nursing program), and our distance education courses, the Library provides ebooks and database subscriptions accessible 24/7 from any location via the library's website. The Library also maintains a Professional Development Center featuring resources specifically selected to support faculty and staff growth.

The Library's physical acquisitions budget is determined each fiscal year based on Student Semester Credit Hours and the average cost of materials in a given subject area. Journal and Database collections are determined annually based on accreditation requirements, cost, and use.

Collection development is a joint venture. Librarians utilize professional review resources such as *Booklist* and *Choice* to make material selections and solicit title requests and recommendations from teaching faculty. The identification and removal of outdated holdings is also a collaborative effort between faculty and librarians. The actual removal of materials from the

collection sometimes lags behind schedule due to the time-consuming physical processing and paperwork involved, all of which must be approved beforehand by the state of Arkansas for auditing purposes.

Lists of specific collections, formats, and services are available in support of academic programs, such as number of physical items, ebooks, databases, etc., as well as library instructional services provided to academic areas. Please allow a minimum of two weeks for library staff to gather data and run reports.

Provide a full list of all program purchases for the past three years. Provide a program specific budget for the past AY (possibly in an appendix).

Instruction via Distance Technology

This section should only be completed if 50% of your program is delivered/ offered electronically. Note: If this section is required, notify Institutional Research and it will be prepared according to the ADHE guidelines for this section.

==(Standard Verbiage for Distance Learning Programs- DONOT Delete)==

Distance learning programs at NWACC are fully integrated with the academic divisions, and are established, organized, funded, and managed by the respective Division Deans. The policies for distance-delivered curriculum are the same as those that cover traditional courses and programs. NWACC currently uses Blackboard Learn 9.1., which is hosted and maintained by Blackboard, Inc., but will be switching to Canvas by Instructure in May of 2018. The Director of Distance Learning schedules regular system updates and maintenance with Blackboard Managed Hosting to keep the system up-to-date with current technologies.

All NWACC students have a unique username and password that is used to access all the technology systems of the college. The college's IT department maintains strict security protocols as mandated by the Arkansas Department of Information Systems [per yearly audit]. The Blackboard hosted system uses secure encryption technology with all data passed between systems, and uses the same authentication system as the college.

Distance learning students have access to the same support services as on campus students, although delivered as appropriate to distant students. This includes all student services, as well as an online tutoring program, online access to the Writing Center and other academic support programs.

> ➤ Advising is managed with an online appointment system, with advisors meeting in person or by telephone with students. Email advising is also possible, and Skype and/or Adobe Connect is also available.
> ➤ Course registration is done completely online through the web interface of the student information system.
> ➤ The college uses the online FAFSA system for student applications for financial aid. Individual consultations with the Financial Aid office can be handled over the phone, via email, or in person.
> ➤ Course withdrawal is done completely online through the web interface of the student information system.
> ➤ An email account is assigned to each NWACC student upon admission, and can be accessed through a web interface.
> ➤ Library resources are available online, along with a live librarian chat service to provide individualized support.
> ➤ Technology support is provided by the Student Tech Support Help Desk, and distance learning students are also provided special 24/7 tech support by Distance Learning department staff.

NWACC maintains a Student Technology Support Help Desk during the week, providing password resets and other general services. Distance Learning provides after-hours Blackboard support via email, and ~~has a dedicated support position that~~ responds to student tech support emails evening and weekends.

The Distance Learning Department provides a ~~Blackboard Boot Camp~~ a training course to all new online students, which includes a general orientation to online learning. This is automatically delivered online within the Blackboard system, appearing on their Blackboard course list. New

distance learning students can also attend face-to-face ~~boot camp~~ training sessions held during the week preceding each new term.

Faculty course load, number of credit hours taught, compensation and intellectual property policies for faculty who teach distance learning courses are covered under the same policies as determined by the Faculty Senate and NWACC administration.

Program Assessment

Program Learning Outcomes

Reiterate your program learning objectives. Explain how each learning objective is assessed. <u>Provide specific outcome data on each program learning objective and place supporting evidence (survey results, course assessments, etc.) in an appendix. Provide an analysis of the results for each program learning objective</u>. <u>The outcome data needs to be based on at least three years of data collection.</u> <u>Be sure to detail all course learning objectives that feed into program learning objective where applicable.</u> Do NOT include raw data from course assessment.

Include an appendix with *aggregate* assessment data for each course (that is, if you have three sections of a course, provide the combined assessment data). Note: our internal assessment tool (TracDAT) will be very instrumental in this section of your program self-study. It allows you to correlate each course learning objective to one or more program learning objectives which makes assessment of each program learning objective much easier. If you need assistance or training on TracDat, contact Institutional Research.

Student Satisfaction and Employment

How are student course evaluations used? Provide some examples.

Provide and discuss aggregate results from student surveys.

Provide and discuss aggregate results from alumni surveys.

How have student and alumni surveys/ input affected the curriculum?

Discuss student employment trends. Provide the job placement rates for program graduates for the past three years. Provide the names and locations of companies that require the certificate/ degree for initial or continued employment. Provide the average salary for program graduates both locally and nationally.

Advisory Board Influence and Employer Satisfaction

Provide aggregate results from employer surveys and discuss how this input has affected the curriculum.

Describe how the program is aligned with the current job market needs of the state and local communities (here you will be reiterating some of the information you provided in the market demand section, but focusing on a state and local level).

Provide information about your advisory board. What suggestions has your program received from the advisory board? How has advisory board input affected curriculum? Reference the appendix where you list advisory board members and their affiliations. If you choose, provide advisory board minutes in an appendix.

Reference any letters of support (by past students, employers, or advisory board members) and include them in an appendix.

Recent Program Improvements

Describe program improvements that have been accomplished over the past two years.

Program Effectiveness

Provide an introductory paragraph that leads into the two subsections.

Program Strengths

List all the strengths of this program – consider demand, innovation, continuous improvement, community impact, industry trends/best practices, faculty, student achievement, post-graduation survey results – everything that can be considered a strength. You will be reiterating highlights from your previous sections and providing clear evidence of success. This section

should be very substantive – an analysis of everything you have written up to this point.

Program Opportunities and Planned Improvements

In this section specify all areas you found in need of improvement. Immediately following each identified need, provide a detailed plan of action that you have already implemented. If the plan of action has yet to be implemented, provide a timeline for the plan of action and summarize any estimated costs, if necessary. This section should be very substantive – an analysis of everything you have written up to this point.

As with any good report or paper, provide a summary section that pulls the report together and provides closure.

Appendix A. Course Syllabi

Include syllabi for each course in the program.

Appendix B. Faculty Curriculum Vitae

Provide CVs for each full-time faculty member

Appendix C. Program and Course Assessment Detail

Provide results (not raw data) for assessment of each course learning objective. If multiple course learning objectives feed into each program learning objective, it would be good to format the assessment detail that shows how course learning objective success proves program learning objective success.

Appendix D. Advisory Board Members and Meeting Minutes

Provide names and affiliations of each advisory board member.

Appendix E. Letters of Support

Provide letters of support from individuals within the industry, administrators at NWACC, and possibly graduated students. This is optional, but would be good information for an external reviewer.