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OZARKA COLLEGE SELF-STUDY

INTRODUCTION



-
- *Purpose of the Self-Study*
 - *The Self-Study Process*
 - *Organization of the Report*
 - *History and Demographics*
 - *Unique and Distinctive Qualities*
 - *Response to Previous HLC Visits*
 - *Federal Compliance*
-

Purpose and Audience of Report

Ozarka College has conducted a comprehensive institutional Self-Study and written this report to prepare for a site visit by the Higher Learning Commission (HLC). Members of all Ozarka College stakeholder groups have gained a deeper understanding of the College and its role in the community during this process. The College intends to use both the process and the report to facilitate a growing culture of improvement.

The Self-Study Process

A team of four to six Ozarka College faculty, staff, and administration has attended the HLC meeting annually, rotating team members each year to increase the number of Steering Committee members who have attended and who can add their knowledge to the Self-Study process. Steering Committee membership and subcommittee membership may be found in Appendix G. The following chart outlines the Self-Study process by dates:

Date	Ozarka College Self-Study Related Action
Spring 2008	President appoints Steering Committee
Fall 2008	President and HLC Liaison update College about upcoming Self-Study at in-service
	Steering Committee meets every Friday to educate itself about the self study process and the Five Criteria
Spring 2009	Subcommittees meet monthly to educate themselves about the process and the

	Five Criteria and the Steering Committee meets monthly to monitor progress
Fall 2009	Criterion Subcommittees meet regularly to write the first draft of the criteria chapters and submit them to the Co-Chairs
	Steering Committee Co-Chairs and appropriate persons begin to write the introduction and the response to the previous Self-Study and Focused Visit
Spring 2010	Co-chairs present first rewrite to Steering Committee, make suggested changes, and send the second rewrite to the Steering Committee Publishers
	Board of Trustees Self-Study Liaison receives drafts for comments
May 2010	Final Draft released to College and Board of Trustees for comments
	Approval of Self-Study appears as Action Item on the Board of Trustee Agenda

Organization of Report

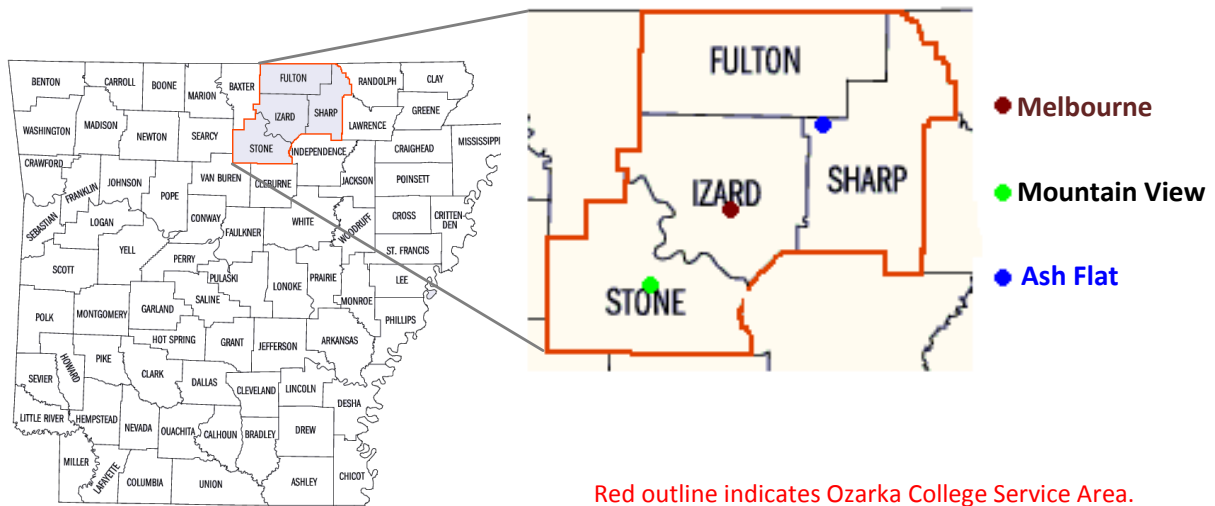
This report is organized into seven sections:

- The introduction contains a description of the population served, the [history](#) of the organization, the [Self-Study process](#), the College response to challenges and suggestions [identified](#) in the 2000 comprehensive visit and the 2002 focused visit, and federal compliance.
- Five sections follow the introduction, one for each criterion. Each section addresses the core components and concludes with an explanation of important accomplishments as well as opportunities for improvement.
- An appendix includes items referred to in the body of the report. Additional items are available at the College Effectiveness Website and in the Resource Room. Hyperlinks are embedded in the electronic copy of the Self-Study, providing access to the referenced material located at the e-Resource Room.

HISTORY

Demographics

Ozarka College is a small, rural two-year technical college. The area served by Ozarka College includes four counties in North Central Arkansas: Fulton, Izard, Sharp, and Stone. This region in the foothills of the eastern Ozark Mountains was thinly settled until well after the Civil War and remains rather sparsely populated even today. Recent census estimates indicate that the service area population is about 55,000 over 2,500 square miles.



Because of the thin soils and rocky terrain, agriculture never advanced much beyond subsistence level, although poultry, cattle, swine and timber industries have become more common income sources in the last 30 years. Furthermore, topography has always limited transportation. U.S. Highways 62, 63, and 167 run through Fulton and Sharp Counties, but IZARD and Stone are served only by state and county roads. This absence of transportation infrastructure, in turn, has always affected the area's growth capabilities. However, between 1985 and 2005, the area experienced increased industry: businesses realized the advantages of settling in an area with diligent, reliable workers and a low cost of living. This short-lived boost to the economy began to decline as outsourcing became popular. Recent median household income estimates are about \$29,000, while the per capita income is less than \$15,000. The number of persons below poverty level averages about 21 percent, about 4 percent greater than the state average (U.S. Bureau of Census Estimates, 2009).

Ozarka Vocational Technical School

Post-secondary technical education in Arkansas started in 1957 with a legislative appropriation for the state's first vocational technical school, located southeast of Little Rock in Pine Bluff. The movement for statewide access to vocational education slowly grew, and in 1969 Melbourne was ranked fourth out of twenty-one applicants for a new vocational school, partly because of the city's strong local support and the willingness to donate forty acres of land for a campus. Some state educational authorities doubted the viability of a school in an area with such a small population, but in 1972 then-Governor Dale Bumpers expressed strong support for the Melbourne location:

While other areas have severe poverty and heavier concentrations of population, they do not suffer from the combined problems of difficulty of transport, lack of needed job skills, and the resulting out-migration that characterizes the Melbourne and North Central Arkansas region. The proposed school is necessary if we are to reverse the economic decline and improve the skill level of the area labor market.

HISTORY

It was his hope that such a school would "halt the decay of our rural areas and improve the quality of life for the residents of Ozark hill country."

With this level of political support, the school was finally funded by the state in 1973. The first director, Dr. Walter B. Hall, and a secretary were hired that year, and ground was broken for the first building in March 1974. Ozarka Vocational Technical School opened August 11, 1975, and graduated its first class of forty-three students on July 2, 1976. In these early years, programs offered included automotive service, appliance repair, building trades, food service, industrial equipment maintenance, business education, and practical nursing.

Initial Accreditation with NCA as Ozarka Technical College

In 1987 Ozarka Vocational Technical School completed a Self-Study and Ozarka was recommended for accreditation in March 1988. Only three years later, in 1991, the Arkansas Legislature passed Act 1244, providing a number of vocational technical schools with the option to convert into technical colleges. By combining technical education and training with general education and college transfer courses offered through a contract with Arkansas State University (ASU), Ozarka Technical College greatly expanded educational opportunities for people in North Central Arkansas.

Ozarka College—Independent and Growing

In 1993 the College gained candidacy status with North Central's Commission on Institutions of Higher Education and was authorized by the State Board of Higher Education to award the Associate of Applied Science degree and to offer college transfer courses on its own. In 1994 both the state and NCA authorized the awarding of the Associate of Arts degree. In January 1996, Ozarka was granted initial accreditation by NCA for a period of five years, one of the first of the new colleges in Arkansas to achieve this goal.

Ozarka has grown from under 150 students in 1996 to over 1,300 in 2010. This is accompanied by a growth from nine full-time faculty members to 33, from 3 academic and administrative buildings to 11, and from courses offered only on the Melbourne campus to entire programs offered at the main campus and on both sites, as well as courses made available online, at the local high schools, and even at the local Department of Corrections facility.

Administrative Turnover

A series of administrative turnovers beginning in 2005 has provided challenges to the College. In 2005, the College was faced with replacing the Vice President for Academic Affairs in May, the President in July, and the Vice President for Finance in December. The new President took office in January of 2006, followed by the Vice President for Finance in March and the Vice President of Academic Affairs in October of that same year. In March of 2009 the new President resigned for another position and was replaced by the current President in July 2009.

RESPONSE TO PREVIOUS VISITS

In 2000 a visiting team from the Higher Learning Commission recommended that HLC accreditation be extended until 2010-2011. In addition, a focused visit was recommended in 2002 to examine the effectiveness of the new division chair structure added just prior to the 2000 visit. Since then, Ozarka College has made several changes in response to challenges and suggestions from the Higher Learning Commission consultants who visited in 2000 and 2002.

Response to 2000 visit

 1) *The College needs additional staff in critical areas.*

Since the [2000 Comprehensive Visit](#), the College has added many new staff and faculty positions in response to growing student and community need. As typical for growing institutions, the College has expanded and then filled needs with additional personnel. At times, part-time personnel were used to fill these needs, followed by the hiring of full-time employees. The Administrative Council regularly evaluates a personnel plan to identify critical positions based upon institutional growth. Continued growth produces additional staffing requirements such as the new positions approved to be filled for the coming 2010-2011 fiscal year.

	Classified		Admin		Prof Staff		FT Faculty		PT Faculty		Totals	
	2000	2010	2000	2010	2000	2010	2000	2010	2000	2010	2000	2010
Instruction	2	2	-	-	1	2	26	33	37	61	66	98
Public Service	1	1	1	1	2	1	-	-	-	-	4	3
Academic Support	1	1	-	-	2	1	-	-	-	-	3	2
Student Services	4	5	1	1	2	11	-	-	-	-	7	17
Institutional Support	11	15	5	5	-	3	-	-	-	-	16	23
Physical Plant	7	7	-	-	-	1	-	-	-	-	7	8
Auxiliary Enterprises	6	6	-	-	1	1	-	-	-	-	7	7
Grand Total	32	37	7	7	8	20	26	33	37	61	110	158

 2) *The team is concerned about the recent decentralization of academic responsibilities and functions. A new divisional chair structure has just been implemented and several areas such as assessment and program evaluation are assigned to non-academic areas.*

Over the past several years, the [Division Chair](#) role has evolved from initially providing input and assisting the Vice President of Academic Affairs (VPAA) with the day to day managing and coordination of academics to decision-making, mid-level managers who administer their respective areas of responsibility in coordination with and support of the VPAA.

Following the Comprehensive Visit in 2000, the VPAA restructured the divisions from two to three. The Division Chairs were nine-month faculty with a fifteen credit hour teaching load per semester and a supplemental contract of twenty days devoted to administrative work for the division during the summer. Their responsibilities were expanded, but the VPAA still maintained most of the day-to-day management of academics. In 2006, the VPAA position remained vacant, so the new President worked with the Administrative Council and Division Chairs to restructure the Division Chair areas to include five divisions: Nursing/Allied Health; Math, Science, and Education; Social Sciences; Business; and Arts and Humanities. The Division Chair teaching load still remained the same as regular faculty. Division Chairs were contractually still considered full-time faculty with additional Division Chair duties and were compensated accordingly. They were given more autonomy as faculty supervisors, but had to fit their additional responsibilities into their busy teaching schedules.

The current VPAA started in October 2006 and recognized a need to shift more of the day-to-day, divisional responsibilities to the Division Chairs. The Division Chairs were closer to the classrooms, instructors, and students and could make informed decisions faster than going through the prior reporting structure. This change provided the College with more flexibility to respond to the college community and facilitated the VPAA to focus on more institutional and overall academic needs. The job descriptions were also revised to reflect these changes.

It quickly became apparent that the Division Chairs required more time to effectively manage their respective divisions. The VPAA worked with the President and Administrative Council to lessen the required teaching load to twenty-four credit hours per year. The division structure was also changed to four divisions: Arts and Humanities; Math, Science, and Education; Allied Health; and Applied Science and Technologies. After the current President started, the VPAA worked with him and the Administrative Council to reduce the teaching load even further to fifteen credit hours per year with an eleven-month contract starting in fall 2010, which is more consistent with other two-year colleges throughout the state. The position is now administrative in both form and function and an intricate part of the academic management team called the Instructional Council. Division Chairs also hire and manage adjunct faculty and do all performance reviews of full-time faculty and divisional staff.

Since Academic Affairs is a team environment, assessment and program evaluation is a shared responsibility, but overall responsibility remains with the VPAA. The VPAA works with the Division Chairs to ensure that assessments are taking place and that program evaluations are accomplished.

- 3) *Program evaluation must expand beyond data collection to include analysis and recommendations that will result in continuous quality improvement; also, there is little documentation of the existing curriculum process.*

Program Evaluation

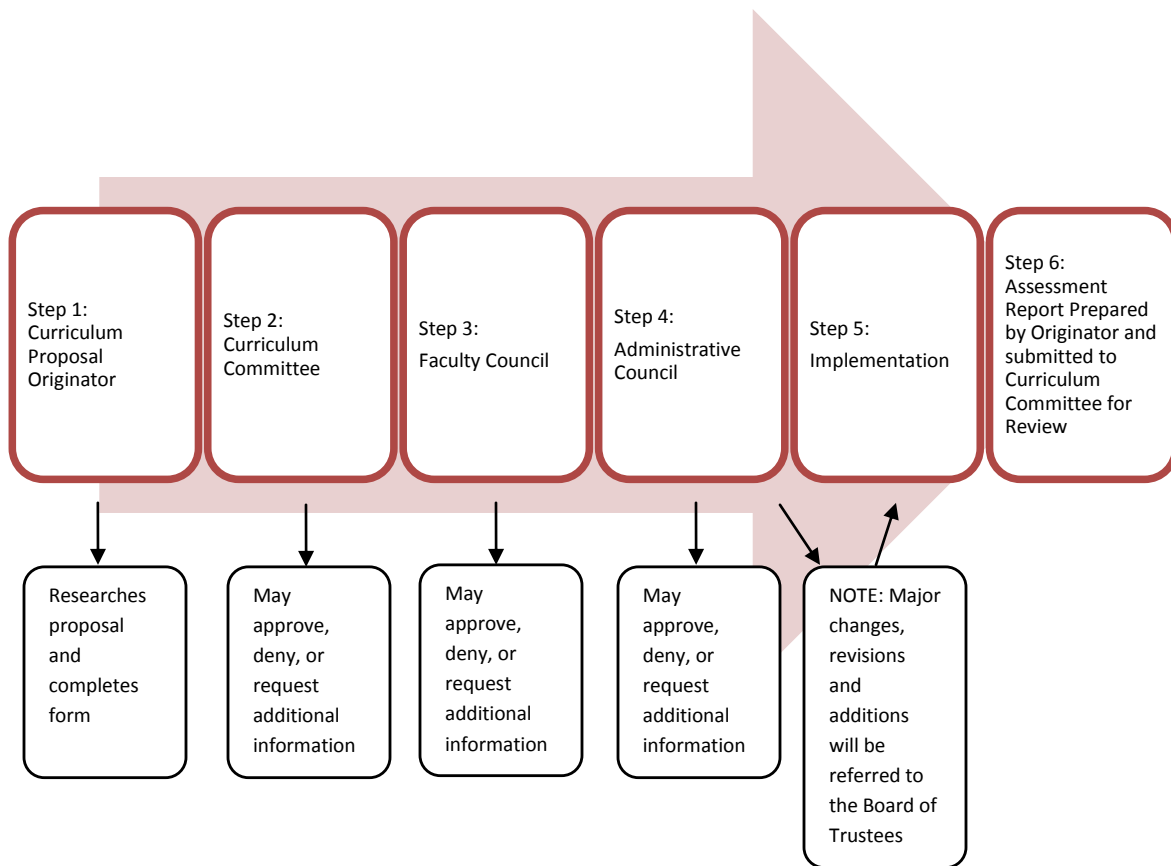
As a past VPAA stated, “the purpose of program evaluation at Ozarka College is to provide accountability measures for the instructional process of the College and to improve the quality and productivity of technical and transfer education offered by the College in fulfillment of its mission.” The gathering of data occurs in five ways: program advisory group meetings, annual division reports, curriculum committee follow-up reports, Ozarka program review, and program reviews prepared for the Arkansas Department of Higher Education (see 3a for more information regarding program assessment). The information gathered by these processes was reviewed by the VPAA, Division Chairs, and program faculty, and adjustments were made to programs if needed. Recently, it was determined that more detailed data was needed to better facilitate continuous program improvement. To make this possible, the Program Assessment Plan was developed to capture data and map out improvements. The first part of the Plan is completed by the end of the spring semester with the second part completed by the end of the fall semester so that the information can be used in the divisional budget process. This process better aligns with the “Plan, Do, Check, Act” (PDCA), quality improvement cycle which Academic Affairs is implementing.

The Arkansas Department of Higher Education (ADHE) has also recently changed its program evaluation process to emulate HLC/NCA accreditation. It is much more comprehensive, requiring a mini self-study to be written and reviewed by an outside evaluator who will then schedule a site visit.

All of these assessments are coordinated by the VPAA and the Division Chairs with the results evaluated by the Divisions, the VPAA, and the Planning and Assessment Council.

Curriculum Process

The curriculum process was carefully mapped in 2001, and the process was closely re-examined in 2009. Ozarka College considers curriculum development to be a key element in the education process and therefore requires careful planning and implementation in order to meet student and community needs within the scope of the institution’s mission. To enable the College to be accurate and consistent in curriculum development, the following plan complements existing Board academic policies. These policies can be found in Section 4 of the [Board of Trustees Policies and Procedures Manual](#). An additional description of the curriculum process may be found in section 3b1. Documentation of curriculum changes may be seen at the curriculum committee [website](#).



- 4) *If changes within the state legislature appropriations occur, such as performance based funding, or if there is diversion of funds from property or sales tax, and/or a decline in enrollment projections, the College should: 1) initiate plans for financial contingency; 2) monitor such actions and; 3) swiftly respond.*

Beginning with fiscal year 2007, contingency amounts have been included in the [annual operating budget](#). These amounts serve the dual purposes of (1) allowing flexibility with unbudgeted or unanticipated expenses and (2) providing a buffer against decreased revenues. At the end of each fiscal year, any excess revenues are retained in the cash account.

During the 2010 fiscal year, the current President and Vice President for Finance developed a formal plan that would ensure that an appropriate percentage of each year's operating budget would be established as a designated reserve for the College. Only upon approval from the Ozarka College Board of Trustees would amounts from the reserve fund be transferred and available for use. This policy was presented to the Ozarka College Board of Trustees Finance Committee in May of 2010 and [approved](#) at the quarterly Board of Trustees later that month.

Observations and Suggestions from the 2000 Visit

The HLC/NCA evaluation team provided insightful advice for many institutional improvements. Ozarka College has incorporated these nine suggestions in the foundational operations of the College, and this

is reflected in this Self-Study. These improvements have strengthened the mission, policies, and practices of the College.

- A faculty advisor orientation process is in place: Advisors are provided with advising checklists as well as an explanation of where to find articulation agreements and how to use the Arkansas Course Transfer System database.
- A flow chart was created to clearly indicate the process for curriculum development.
- Ozarka College reevaluated job titles during 2007 as part of a state evaluation of classified and non-classified staff, and a reevaluation of faculty was also conducted at this time.
- The chief academic officer is responsible for academic areas of assessment but also works closely with the Planning and Assessment Council to ensure communication and effective institutional assessment processes.
- The College has added a student recruiter to the Admissions Office.
- Ozarka put voice mail in place in 2002, and in 2010 the Information Systems department upgraded the system to add unified messaging capabilities, allowing faculty and staff to receive real-time notification of voicemail by email and/or by SMS text message to a cell phone.
- Planning and budgeting are tied closely together at every level of the college, and all stakeholders are involved in this process.
- The College has developed a flexible matrix for long-range addition of human resources, and this flexibility allows for changes based on formal discussions with relevant personnel, availability of restricted and unrestricted funding, and an evaluation of institutional need.
- A Title III grant institutionalized in 2005 provided for the creation of a Development Office with a full-time Development Officer who assists the Ozarka College Foundation as it coordinates activities and fundraising efforts: as a result, the Ozarka Foundation has grown to \$1.3 million, provides 24 institutional scholarships, and has helped the college raise \$200,000 in capital campaigns for the Ash Flat and Mountain View sites.

Concerns of the 2002 HLC/NCA Focused Visit Report

- 1) *It is imperative for the College to insure that the quality of the courses and student support services offered at the new site in Ash Flat, as well as the site already established in Mountain View, are comparable to those offered at the main campus in Melbourne. To do this, the College must make certain that its assessments of student learning and overall institutional effectiveness extend beyond the main campus to all of its satellite facilities and course sites.*

Ozarka College has worked diligently to ensure that the quality of the courses at the Ash Flat and Mountain View sites is equal to that of the main campus.

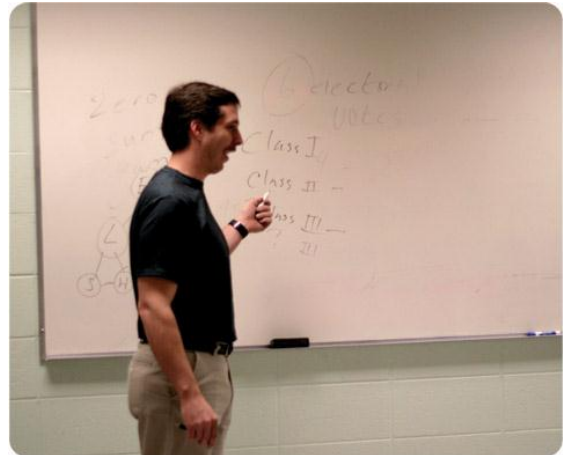
- Ash Flat and Mountain View instructors include full time instructors who teach only at that site but have previously taught for years at the Melbourne campus; full time instructors who teach at both the Melbourne campus and the sites; and adjunct personnel. In addition, the

Ash Flat and Mountain View students have access to some courses via interactive video and additional courses offered online.

- All Ash Flat and Mountain View instructors are evaluated in the same fashion as those at the Melbourne campus.
- Course evaluation occurs in a process that is consistent with the Melbourne campus.
- The Vice President of Academic Affairs and Division Chairs who supervise instruction at the Melbourne campus also oversee instruction of the same programs at the two sites.
- Instructors from the Ash Flat and Mountain View sites utilize the same assessment of student learning protocol as that of instructors on the Melbourne campus.
- Instructors from the two sites participate in the same professional development activities as that of the Melbourne campus.
- Students have access to instructors and advisors at the two sites at a level comparable to the Melbourne campus.

Ozarka also provides student services to the Ash Flat and Mountain View sites:

- TRiO Support Services travels to the sites two to three times each week during the fall and spring semesters and as needed during the summer sessions. In addition, TRiO funds part-time tutors at the two sites.
- Career Pathways travels to each of the sites twice weekly during the fall and spring semesters and once a week during the summer sessions.
- A Student Success Center was added to the Ash Flat site in fall of 2008 and is staffed with a full-time Student Success Coordinator and includes computer access for student use. In addition, this program utilizes two part-time peer tutors at the Ash Flat site. The Student Success Center offers tutoring services at the Mountain View site and has plans to house a Success Coordinator at the site when space is available.
- Information Systems provides the Ash Flat students with comparable internet access and bandwidth and access to the myOzarka portal that is used at the Melbourne campus. Service at the Mountain View site is from a different provider and meets the needs of the site.
- The Financial Aid Department attends new student orientation at each of the sites every semester, has trained the Ash Flat and Mountain View Site Coordinators and Secretaries to facilitate the financial aid process at the site, and handles any additional concerns via email and phone conversations with students.



Ash Flat Student Success Coordinator Tutoring

- Admissions holds new student orientation each fall and spring at the two sites; schedules registration for fall, spring and summer; and is available to meet with students on an as-needed basis.
 - Additional activities sponsored by student services include student government opportunities made available with an on-site advisor; International Day participation, and Compass testing offered during registration time.
 - The Ozarka Library offers the same on-line data bases at the two sites that are available at the Melbourne campus; provides a 500 e-books reference section; provides access to its Melbourne holdings via an online catalog, e-mail request and pony express delivery; and makes available a small on-site reference section.
 - A new building was added in fall of 2008 that includes a student center and cyber café at Ash Flat. Ground-breaking is anticipated in July 2010 for a new building in Mountain View.
 - Advancement works with members of the Ozarka College Foundation to provide additional scholarships specially designated for the students attending from the Sharp and Stone County service areas.
 - Ozarka Ash Flat and Mountain View students have a comparable laboratory experience as that of the Melbourne campus as indicated by:
 - On site is a fully functional science laboratory that was specially designed to provide the optimum biology and physical science experience modeled in composite after the biology/microbiology and physical science/chemistry laboratories at the Melbourne campus. This laboratory has been in operation since the 2005-2006 academic year in Ash Flat and likewise since 2006-2007 in Mountain View. These laboratories are currently being updated to provide an opportunity for students to take Microbiology laboratory as well.
 - Fully functional nursing laboratories were added in fall of 2008.
- 2) *Until the College either builds new laboratories in Ash Flat or it arranges to make use of the science labs at the local high school, students will have to continue driving to Melbourne in order to fulfill all of their degree requirements. In the evening, and particularly during the winter months, this can be a hazardous drive.*

Basic science labs for General Biology and Physical Science have been set up and equipped in Ash Flat and in Mountain View with the completion of the first building at each site. In addition, Anatomy and Physiology laboratories are being offered at each site. Microbiology equipment has also been purchased recently for both sites utilizing American Recovery and Reinvestment (ARRA) funds so all science labs can be offered at all sites.

- 3) *The College needs to improve its documentation of changes made as a result of the assessment of student learning and overall institutional effectiveness.*

New data capturing and planning tools have been developed and implemented at the course and program levels. The *Course Assessment Plan (CAP)* ([page 49](#)) and *Program Assessment Plan (PAP)* ([page 50](#)) are assessment tools that not only capture data relating to course and program learning outcomes, but facilitate documentation of changes dictated by the data. The course and program data is evaluated by the divisional instructors and Chair for improvement opportunities with the program information being sent to the VPAA and the Planning and Assessment Council ([PAC](#)) for further evaluation. Also, documentation occurs through the [Planning Results Manuals](#) and on the College Effectiveness [webpage](#).

- 4) *The College needs to do a better job of documenting, aggregating, and evaluating assessment results when assessing those General Education outcomes not covered by the CAAP exam.*

These outcomes were revised in 2002 and were then reevaluated in 2009 with additional rewording to enhance measurability. In addition, the *General Education Outcomes* were cross referenced against course outcomes so that faculty could easily see which courses supported each general education outcome. Following the 2002 Focused Visit, rubrics were developed for assessment use within any course that assessed student achievement of the following outcomes: oral communication, nonverbal communication, and report writing.

The College has also continued to use the [CAAP](#) test for program assessment, as well as the [Alumni Survey](#) and student course assessments. Starting in 2006, all assessments at the College were monitored by the College Effectiveness Committee through the [Assessment Calendar](#), which provided clear expectations of when, by what means, and by whom all assessments would occur.

Additional surveys supporting *General Education Outcomes* assessment were added over the years, including the [CCSSE](#) in 2008, the [External Survey](#) in 2009, and the [Student Diversity Survey](#) in 2010. Also, over the last three years an English portfolio system has been developed to assess several *General Education Outcomes* within English courses and to improve student writing. Finally, the *Course Assessment Plan* and the *Program Assessment Plan* added in 2008 and 2009 respectively, provide excellent opportunity of assessment of General Education objectives in relevant courses. These additions have provided significant opportunities to improve the assessment of these outcomes.

Though improvements have been made to the *General Education Outcomes* and to the assessment of these outcomes, challenges continue to exist. Ozarka College identifies six areas that, once addressed, would serve to produce the desired robust assessment of the new Outcomes:

1. Ozarka must establish common definitions of assessment terminology as the College continues to transform from assessment best practices established in 2000 to current best practices. Frameworks for interpreting assessment originate in two time periods:

- a. One originates with faculty members who have been with the College since the last focused visit. This paradigm is part of a more traditional concept of assessment.
 - b. One originates with several faculty members who have been involved in professional development or have taken recent coursework describing more recent higher education assessment practices.
2. Ozarka assessment in general, and particularly for *General Education Outcomes*, must become more systematic and deliberate. Over the years fragmentation has occurred and though great potential exists in the *CAP* and *PAP* to make the process more methodical, assessment and feedback of faculty assessment will provide for continuous improvement.
 3. Ozarka must identify best practices and compare itself to these practices. Ozarka faculty and support staff members are very willing to assess and use assessment but have questions about how assessment might be done better.
 4. Ozarka would benefit from unbiased mentoring to facilitate and expedite the process of improving its assessment practices for *General Education Outcomes* and other areas as well.
 5. Ozarka must prioritize making the above improvements and set aside quality time to plan and assess changes.
 6. Ozarka must communicate effectively with all stakeholders in the assessment process.

As Ozarka College identifies the best means of accomplishing the above six needs, the College positions itself to make additional progress in improving student learning through assessment.

- 5) *The College should review and, where appropriate, revise the wording of its General Education outcome statements and ensure that:*
 - a. *Everyone at the College agrees on exactly what is expected of the students.*
 - b. *All of the outcomes are assessable using direct measures.*
 - c. *All students, regardless of their degree program, are taking courses that would allow them to meet all of the intended outcomes.*

A faculty committee was formed in 2002 to evaluate and revise the *General Education Objectives* to ensure they were “appropriate, clearly stated, measureable, and attainable by all students.” They were evaluated again in 2009 and updated by a faculty committee. The Faculty Council evaluated and approved the *General Education Outcomes* in 2009. The outcomes are published in the [Ozarka College Catalog](#). Matrices have been developed that depict the courses a student can take to satisfy particular outcomes.

Observations and Suggestions from the 2002 Focus Visit

Ozarka College continues to act on the three suggestions made by the Focus Visit team.

- Matrices were developed to clearly indicate which courses a student could take to meet *General Education Outcomes*.
- The Division Chair position has been developed into an administrative position that coordinates faculty hiring, staffing, and evaluation.

- Finally, Ozarka has developed partnerships with other institutions:
 - Ozarka College Associate of Arts in Teaching students can graduate from Ozarka and matriculate to Arkansas Tech University to obtain a bachelor's degree without leaving the Ozarka service area.
 - Ozarka College and Arkansas State University-Mountain Home (ASU-MH) have met and developed an advising and scheduling process that enables students in the Ozarka service area to earn a bachelor's degree through ASU-MH from Arkansas State University. These courses are offered in a "2 + 2" configuration, and students usually only have to attend class in Mountain Home one day per week.
 - ARNEC is a consortium of eight community and technical colleges located in rural areas of Arkansas established in order to offer the Registered Nursing program to Licensed Practical Nurses through distance technology. Each institution also shares in the cost of the program and grants its own AAS degrees to the graduating students. ARNEC is recognized as one of the top Registered Nurse programs in Arkansas, with a first-time licensure exam pass rate of 95 percent and a 100 percent employment rate.

Conclusion

Although Ozarka College has undergone a significant series of changes in several areas, institutional policy and procedures were firmly in place, and the College has functioned well and grown steadily, even in these times of change. Ozarka College continues to make a tremendous difference for the citizens of its service area, providing higher education opportunities previously unavailable without leaving the area. As a convenient, low-cost, open-admissions institution, Ozarka has always welcomed people with a wide range of abilities and experiences and has helped them develop richer and productive lives.

DISTINCTIVE QUALITIES OF OZARKA COLLEGE

Ozarka College meets its Vision as an innovative, responsive, adaptive, and caring institution. Both internal and external [surveys](#) reveal that a "family atmosphere" pervades Ozarka College. This can be seen most strikingly in the way that various departments respond and adapt to student needs.

Meeting Gaps in Services to Student

Ozarka College has been aware of gaps in services to students since the inception of the TRiO/SSS program in 1997, which serves a maximum of 215 low-income, first-generation, or disabled students enrolled full-time in a transferable degree program. These students are provided with tutoring, academic advising, financial support counseling, career guidance, and transfer assistance. This highly successful program has been of great benefit to Ozarka College and has a retention rate of around 72 percent. However, according to federal grant guidelines, Ozarka students who do not meet these

criteria were not eligible to receive services. This was a problem not only for Ozarka students, but for students across the state who face several obstacles to the achievement of higher education.

In response to this statewide need to increase services, in 2007 the State of Arkansas developed the Arkansas Career Pathways program to serve low-income students who have a dependent child living in the home. These students apply for a monthly gas card, have access to free tutoring, and take advantage of a book loan program. However, some gaps in student services still remained. Therefore Ozarka College put the Student Success Center in place, hiring two full-time staff members and some part-time staff tutors (both students and community members). This grant-funded program has been institutionalized, and Ozarka College can now say that all Ozarka students are provided with similar access to [support services](#).



Faculty Member Tutoring in the Student Success Center

Student Services Physical Restructuring

In 2007 the Student Services department was physically restructured so that students would feel more comfortable with the enrollment process. Previous to the restructure, students would come in the front door of the main campus and enter the first office, to be told to travel halfway across the building to Admissions. Students were then sent to another building for testing, after which they were returned to admissions in the first building. If the students had transcripts that needed to be evaluated, those were taken to another office. Students then traveled to yet another office to for financial aid counseling. Students then had to return to campus in August for orientation, at which point they would then see an advisor and register for classes. Students reported that this was overwhelming. In addition, students with children would have to wait until August to make childcare arrangements for the fall semester.



Student Services

After the restructure, Admissions, Testing, Financial Aid, and the Registrar's Office were all placed in the first set of office suites at the front of the main building. Furthermore, a shift in Division Chair scheduling resulted in the admissions office often being able to send students for advising on the day they applied so that students could begin to make child care and transportation arrangements. Staff members report that this has expedited the registration process and has increased student satisfaction.

Accessible for Students

The Ozarka College [Adult Education](#) program is dedicated to helping students "where they are," and although most programs in the state primarily operate on-site, Ozarka has recognized that about 20 percent of people in the service area fall below the federal poverty guidelines. Classes must be made accessible to students who often struggle with transportation issues, some of whom must walk to class. In response, the Adult Education department offers classes at 13 sites, as well as GED pre/post testing at 5 sites. The Ozarka College Adult Education program is also staffed by some of the most experienced educators at Ozarka College: each full time staff member has been at Ozarka for at least 11 years, collectively holding 70 years of experience in teaching Adult Education and 118 years of experience in General Education.

To make college education accessible, Ozarka College invested in additional sites, one in Sharp County and one in Stone County. The College has grown these sites, making full certificates and degrees available locally. In addition, the College is currently offering classes in Fulton County, the fourth county in the service area.

Integrated Information Technology

The Director of Information Systems has said, "I may not sit around and think about how I can change people's lives through education, but I do sit around and think about how I can make it easier for others to do so." This epitomizes the Information Systems approach to education. New faculty and staff are often surprised at the level of technology available to faculty, staff, and students, particularly considering the rural nature of the service area.

Another distinctive aspect of the Information Systems (IS) department has been the comprehensive ties developed between the student portal (myOzarka) and the Student Information System (SonisWeb). Because these two units have been so fully integrated, information submitted by administration, faculty, staff, or by the student can easily be retrieved by anyone with privileges to see that information, almost in real time. This includes information submitted by admissions, financial aid, the business office (including direct deposit information), the registrar, faculty (including grades), marketing, student organizations, advisors, other areas, and the students themselves. Suggestions for change can come from anywhere in the college, and each is reviewed by the IS department and prioritized according to impact on business processes and/or student learning.

Providing Childcare and Early Childhood Education through Kids Academy

The Ozarka College Kids Academy is distinctive within the state of Arkansas in that it is one of only two colleges in Arkansas with a preschool as part of an early childhood program. This program was originally designed in 1998 with grant funding from the Arkansas Industrial Development Commission as an initiative to address an area need that still exists—the need for child care services. Each semester student grades and retention rates are affected by the number of students who are unable to find reliable child care. In a continuing attempt to address this need, Ozarka College is in collaboration with the City of Melbourne to submit a construction/renovation grant for the existing facility. If awarded a

grant, Ozarka College would be able to provide child care services to at least 30 additional students and families.

While the preschool itself only assists 10 students and 11 faculty and staff with direct services, all students enrolled in the early childhood program use the preschool facility for clinical requirements. Each year about ten students complete the program and become certified to work in a licensed child care setting. Two employees were recently highlighted in the [Ozarka College Connection](#) for achievement of their degrees.

Culinary Arts



Culinary Arts is considered a hallmark program by both internal and external constituencies. Community members enjoy Gourmet Night, while representatives from other colleges enjoy their treats on Career Day and College Fair Day. The Ozarka College Culinary Arts program was recently highlighted in the regional insert ([Three Rivers Edition](#)) of the state paper, the *Arkansas Democrat Gazette*. Ozarka Culinary Arts students have been asked to cater many events, the most notable being the William J. Clinton Presidential Library Grand Opening where they served five United States Presidents.

Nursing Program

The nursing program at Ozarka College provides an opportunity for students to grow in nursing education, from the certified nursing assistant (CNA) program offered in the traditional classroom and delivered to the High Schools through interactive video, through the Licensed Practical Nursing (LPN) program, all the way into the Registered Nursing (RN) level. The Ozarka Nursing program has grown from two LPN programs over the past ten years to six, encompassing the main campus and two sites and offering a weekend and evening program at the Melbourne campus.

The Ozarka RN program is the first in the state to be formed by six community colleges as the Arkansas Rural Nurse Education Consortium ([ARNEC](#)), made up of Ozarka and five small two year colleges across the state that saw the opportunity to provide RN education to rural LPNs. Attrition rates are below 20 percent, which according to the data provided by



the State Board of Nursing annual report is well below that of other programs across the state comparing admissions to graduates. The pass rates for Ozarka RN students are excellent at 93.8 percent.

The Craft School

Ozarka College has recently developed a partnership with the Ozark Folk Center and the Arkansas Craft Guild to form the Arkansas Craft School ([ACS](#)). The ACS currently provides specialized vocational training and business education for new and practicing artisans throughout the state of Arkansas but also markets to artists/artisans from all geographic areas. Traditional and contemporary two- and three-dimensional arts and crafts are the artistic focus of the ACS.

Ozarka College provides structured, credit-earning curriculum, coursework, and seminars. An Entrepreneurship for Artisans Program Associate of Arts degree as well as the Entrepreneurship for Artisans Program Certificate of Proficiency became available in spring 2009. Both emphasize the business of crafts and the fine arts. Jeanette Larson of the Arkansas Craft Guild explains the relationship between the art and the business of craft work:

You simply could not carve hundreds of wooden spoons, weave thousands of placemats, throw millions of pots or fire zillions of beads if the process of making those items did not feed your soul . . . If you're making a living as a crafter though, you have to feed more than your soul. And for most of us, selling is not a process we enjoy. But it is the process that allows us to get rid of those items we love making, so we can make more things.



Painting Copper with Fire

FEDERAL COMPLIANCE

Introduction

History – Since 1997, all colleges seeking accreditation from HLC/NCA have been required to report on federal compliance in various designated areas. Ozarka College was in full compliance in its self-study report for 2000 and continues to be in compliance in 2010.

Credits, Program Length, and Tuition

- Ozarka College offers classes that correlate with semester credit hour equivalencies. A semester credit hour is equivalent to 15 seat hours. Students may view credit hours awarded in myOzarka and on transcripts.
- The Arkansas Department of Higher Education reviews and approves all programs offered by Ozarka College. Allied Health and Automotive programs are also approved by appropriate state agencies. Program length and descriptions are comparable to other higher education institutions. The College offers the following:
 - Certificate of Proficiency (one semester or less in length and 18 or fewer credit hours)
 - Technical Certificate (typically two to three semesters in length and 28 to 52 credit hours)
 - Associate of Arts or Applied Sciences (at least four semesters in length and 61 to 63 credit hours).
- The tuition and fee schedule can be found in the *Ozarka College Catalog* and on the [website](#). The tuition rate at Ozarka College (OZC) is consistent for all programs and is similar to tuition charged at other two-year colleges in the state of Arkansas. The following [chart](#) from the Arkansas Department of Higher Education shows Ozarka tuition as it relates to other two-year colleges in Arkansas for the last ten years:

TABLE 4B. Annual Full-time Undergraduate Tuition and Mandatory Fees for Two-Year Institutions (2000-01 through 2009-10)

RESIDENT										
Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ANC	1,186	1,292	1,364	1,790	1,870	1,930	1,960	1,990	2,020	2,080
ASUB	1,290	1,650	1,830	2,040	2,160	2,280	2,460	2,550	2,670	2,670
ASUMH	1,306	1,740	1,920	2,040	2,160	2,280	2,370	2,370	2,760	2,760
ASUN	1,260	1,560	1,830	1,950	2,070	2,190	2,280	2,340	2,400	2,400
BRTC	1,418	1,850	1,890	2,070	2,070	2,070	2,070	2,070	2,190	2,190
CCCUA	1,274	1,274	1,424	1,546	1,636	1,846	1,920	1,920	1,920	2,020
EACC	936	1,152	1,620	1,620	1,770	1,860	1,860	2,010	2,130	2,280
MSCC	1,086	1,500	1,590	1,590	1,800	1,950	1,950	2,100	2,280	2,570
NAC	1,248	1,320	1,320	1,800	1,800	2,130	2,280	2,340	2,460	2,460
NPCC	1,220	1,268	1,326	1,398	1,470	1,470	2,030	2,130	2,350	2,500
NWACC	2,550	2,550	2,820	3,015	2,865	2,925	3,085	3,085	3,460	3,603
OTC	1,500	1,530	1,680	1,770	1,860	1,920	1,980	2,040	2,130	2,252
→ OZC	1,032	1,640	1,830	1,980	1,980	2,310	2,360	2,365	2,570	2,570
PCCUA	1,224	1,316	1,730	1,796	2,030	2,030	2,180	2,180	2,300	2,300
PTC	1,530	1,620	1,870	2,110	2,170	2,270	2,430	2,520	2,660	2,800
RMCC	1,104	1,104	1,470	1,470	1,890	1,890	2,160	1,800	2,160	2,220
SACC	1,450	1,618	2,140	2,140	2,140	2,140	2,140	2,230	2,410	2,470
SAUT	1,368	1,680	1,800	1,920	1,920	2,106	2,520	2,520	3,030	3,180
SEAC	1,000	1,140	1,600	1,600	1,600	1,660	1,720	1,780	2,320	2,320
UACCB	1,066	1,258	1,750	1,900	2,110	2,200	2,200	2,290	2,455	2,570
UAFS/WC*	1,590	1,590								
UACCH	1,076	1,268	1,760	1,850	1,888	1,888	1,948	2,016	2,016	2,016
UACCM	1,510	1,860	1,990	1,990	2,230	2,440	2,610	2,610	2,730	2,850
Average	1,314	1,503	1,752	1,881	1,977	2,081	2,205	2,239	2,428	2,504

Institutional Compliance with the Higher Education Reauthorization Act

The following table shows student loan default rates for Ozarka College for the last six years that were available. Because Ozarka has never had a default rate high enough to trigger probationary standing with USDE, no plan to address the default rate has been developed. Ozarka remains in full compliance with all relevant Title IV federal regulations. A copy of the [affiliation information](#) with the Higher Learning Commission for Ozarka College can be found on the HLC website.

Year	Default Rate
2003	5.0
2004	10.8
2005	11.1
2006	16.5
2007	8.0
2008	13.9

The Program Participation Agreement (PPA) can be found in the Resource Room. The College has no limitations, suspensions, or terminations to report, nor has it been audited by the Inspector General. The most recent Eligibility and Certification Renewal (ECAR) can also be found in the Resource Room with the [PPA](#).

Ozarka College is also in compliance with requirements regarding disclosure of campus crime and graduation rates. Links may be found at the Ozarka College Student Services website under [Campus Crime](#) and [Right to Know](#), respectively.

Federal Compliance Visits to Off Campus Locations

Ozarka College has not added any sites since the 2002 focused and site visit where the Ash Flat site was approved by the Higher Learning Commission.

Advertising and Recruitment Materials

Institutions which mention their accreditation status with HLC/NCA must include information enabling constituents to contact the Commission. Ozarka advertises its affiliation with HLC/NCA on its [website](#) and in the *Ozarka College Catalog*, where both include the address and phone number of the Commission.

To ensure that advertising and marketing present accurate consumer information, Ozarka College has a clear and accessible set of marketing guidelines including the use of the college logo and the plan for promotion of the institution. The marketing staff, under the direction of the Director of Advancement, assists with the development of publications for recruitment, general campus newsletters and other college materials. Marketing also coordinates communications with area media to ensure consistency and accuracy of information about Ozarka College. Examples of recruiting materials and a scrapbook of news releases can be found in the Resource Room.

Public Notification of Comprehensive Evaluation Visit

In July of 2010, Ozarka College will notify its constituents of the upcoming HLC/NCA visit. The following table shows the identified constituents and the various media that will be used to reach them. A detailed [marketing plan](#) for advertising the HLC/NCA visit is in the Resource Room, as well as [examples](#) of the press releases, radio announcements, newsletters and e-mails.

Constituent	Mode of Notification
Students	Alumni News, Facebook, Twitter, myOzarka
Financial Supporters	Foundation Board Newsletter, Press Releases, Radio Announcements, E-mail
Local Community	Personal Invitations, Phone Calls, Letters, Press Releases
State Community	Newsletters, Letters, E-mail, Press Releases
College Partners	Letters, E-mail, Press Releases
Others	Press Releases, Radio Announcements, Facebook, Twitter

Requirements of Institutions Holding Dual Institutional Accreditation

Ozarka College is accredited through the North Central Association of the Higher Learning Commission and does not hold institutional affiliation with any other federal or Council for Higher Education Accreditation (CHEA) accrediting body.

Professional Accreditation

The College receives no other federal accreditation other than that of the HLC/NCA. However, all programs are certified by the Arkansas Department of Higher Education. In addition, various programs and services by the College are approved or accredited by external agencies. Currently, the College is not under any adverse action from any of the accrediting or approving agencies. The programs or services and the approving or accrediting agencies can be found in the table below.

Program or Service	Approving or Accrediting Agency
GI Bill Service	Veterans Administration
Ozarka Kids Academy	Arkansas Department of Human Services
Automotive Service Technology	National Automotive Technicians Education Foundation
Culinary Arts	Arkansas Hospitality Services
Early Childhood Development	Arkansas Department of Human Services
Emergency Medical Technician	Arkansas Department of Health, Divisions of Emergency Medical Services
Nursing Assistant	Arkansas Department of Human Services, Office of Long-Term Care
Practical and Registered Nursing	Arkansas State Board of Nursing

Institutional Records of Student Complaints

Ozarka College is in full compliance with the Higher Learning Commission expectation to maintain institutional records of student complaints and their disposition. Records are on file in the Vice Presidents' offices. Students are always encouraged to resolve conflicts with faculty, staff, and other students individually. When the occasion arises that the student determines a situation warrants intervention, he or she is encouraged to see the Division Chair or staff supervisor. If the student does not get satisfaction there, the students can visit with the appropriate Vice President. The President may be involved after the student determines all other avenues have been exhausted. In the last three years, the Vice President for Student Services has received one formal complaint, while the Vice President for Academic Affairs received two formal complaints. Two complaints were resolved within the Vice Presidents' offices, while one was resolved by the President.

OZARKA COLLEGE SELF-STUDY

PART I

CRITERION 1—MISSION AND INTEGRITY



Ozarka College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction to Criterion One:

All faculty, staff, and administrative members at Ozarka College strive daily to meet the *Mission*, "Ozarka College Provides Life-Changing Experiences through Education." Ozarka College integrity in meeting this mission is preserved through adherence to the *Board of Trustees Policies and Procedures [Manual](#)* and through various regular internal and external assessments and audits. Faculty members strive to ensure academic integrity, while the Board of Trustees and the President ensure that Ozarka College operates in a legal, ethical, and fiscally responsible manner.

CORE COMPONENT 1a

The Ozarka College mission documents are clear and articulate publicly the organization's commitments.

Mission: Ozarka College provides life-changing experiences through education.

The current *Mission Statement* simply but powerfully conveys the role Ozarka College serves within its four-county service area. This *Mission* and the current *Vision* and *Values* were adopted by the Board of Trustees in the fall of 2007, and following adoption, these documents were published college-wide to guide the direction of the College. The *Mission* documents were again updated in 2010. The *Mission Statement* may be found at the top of every College syllabus, across the top of the College webpage, and on billboards throughout the service area. Plaques with the *Mission* and shortened versions of the *Vision* and *Values* are placed in the hallways of every Ozarka building to stress our *Mission* to students, faculty, staff, administrators, and all campus visitors. The *Mission* documents may also be found in entirety in the following places:

- Ozarka College [Mission](#), *Vision*, and *Values*

CORE COMPONENT 1a

- *Ozarka College Catalog* 2009-10, [Page 4-5](#)
- *The Board of Trustees Policies and Procedures Manual*, [1.0](#)

The *Mission* and/or shortened versions of applicable *Values* appear in the following places:

- [Course schedules](#) disseminated as inserts in all area newspapers twice per year
- *Ozarka College Premier Planner* (for purchase in the bookstore)
- Ozarka College [viewbook](#), [paper application](#), [program brochures](#), [bookmarks](#), and other items frequently distributed at orientations, the library, and the Admissions office
- *Employee, Faculty, and Adjunct Handbooks*
- In the header of the [Planning Manual](#) and [Planning Results Manuals](#)
- Across the bottom of every financial aid award letter
- Plaques posted in hallways of every building at all sites: Ash Flat, Melbourne, Mountain View
- Ozarka College Community Billboards
- Newspaper Advertisements: i.e. *The Melbourne Times*, Wednesday, August 05, 2009
- Ozarka College Bookmarks: Orientation; Library; Offices; Admission
- Student Success [website](#)



Mountain View Students near Mission Placard

1a1. The board has adopted statements of mission, vision, values, goals, and organizational priorities, that together clearly and broadly define the Ozarka College Mission.

In February 2007, the Ozarka [College Mission Task Force](#) comprised of faculty, staff, and administration as designated by the President began work to develop new *Mission* and *Vision* statements and to articulate our *Values*. The Committee presented its work to various employee groups of the College for feedback. The resulting *Mission Statement* reads, “*Ozarka College Provides Life-Changing Experiences Through Education.*”

On [September 20, 2007](#), the Ozarka College Board of Trustees adopted the revised Ozarka College *Mission*, *Vision*, and *Values* statements as recommended by the faculty, staff, and administration. Then in March 2010, a committee once again revisited the Ozarka College *Mission Statement*. The *Vision*, *Mission* and *Values* [adopted](#) by the Board of Trustees to replace the former *Mission* and *Vision* are:

Mission

Ozarka College provides life-changing experiences through education.

Vision

Ozarka College will be the educational resource of choice in our community providing a quality, learning-centered environment that is innovative, responsive, adaptive, and caring.

Values

Our Values are the principles, standards, and ideals that form the foundation of our actions. They are the things to which we, as a community of educators, ascribe worth. Our Values reveal what we strive for and give us our identity as a college.

- **Learning**

Ozarka College values learning and scholarship for our students, our employees, and the community. We value personal growth and provide access to diverse learning experiences in a technological, supportive environment so that our students can achieve their educational goals. We seek to continuously learn as an organization, promote life-long learning, and be responsive to our changing environment.

- **Caring**

Ozarka College values people and ideas. We respect the dignity and potential of each individual, expressed through fairness, responsiveness, and just treatment for all. We value individual diversity and recognize the unique contributions of all individuals. We promote open and respectful communications and the free exchange of thoughts and ideas.

- **Quality**

Ozarka College strives for excellence and integrity in all we do. We are committed to providing a quality, educational environment, to being innovative in our course and program offerings, and to maintaining quality in all aspects of our work. We continuously assess to determine avenues for improvement.

- **Community**

Ozarka College values community - both the community we serve and the community we create within. As students, faculty, and staff, we have a responsibility to our community that is expressed through involvement. We actively pursue collaborative partnerships with the community, providing cultural learning opportunities, business outreach, and facilities usage. We value our college community and encourage engagement through participation, collaboration, and communication.

Goals

Ozarka operates under the following *Mission General Objectives*:

1. Through the Associate of Arts program, Ozarka students will gain the general education information, skills, and attitudes that support successful transfer to a four-year college or university.
2. Through the Associate of Applied Science programs, Ozarka students will gain the broad range of knowledge, skills, and attitudes necessary for successful entry into the workforce.
3. Through the Technical Certificate and Certificate of Proficiency programs, Ozarka students will gain the specialized knowledge, skills, and attitudes required for entry-level positions in their fields.
4. Through the Adult Education program, adult learners throughout the service area will be able to improve their academic and practical skills and complete a GED.
5. Through the Continuing Education program, citizens of the Ozarka service area will gain the knowledge and skills they desire for personal improvement or community service.
6. Through the Business and Industry Outreach program, adult learners at local businesses and industries will be able to upgrade job skills by accessing customized instructional activities that promote workforce readiness and on-the-job success.
7. A low teacher-to-student ratio will promote comprehensive learning and understanding.
8. Learners will benefit from ease of access to educational facilities by provision of off-campus sites.
9. Learners will benefit from being able to choose from a variety of technology-supported, distance-education learning opportunities: web-based and telecourse instruction in academic areas, compressed two-way video delivery, and expanded technological access to library and research materials.
10. Expanded financial and scholarship assistance, as well as academic, vocational, and personal guidance and counseling will help students meet their educational goals.
11. The College will assist educational, civic, social, and cultural endeavors in the service area by offering its facilities and professional staff in support.
12. The College is committed to enhancing student learning and evolving to meet the needs of the community through assessment and evaluation of student academic achievement, student services, and institutional operations.

In addition, since 2006, Ozarka has incorporated into its planning the Five Criteria of Accreditation and equated these Five Criteria with *Goals*, the Core Components with *Priority Initiatives*, and the Examples of Evidence with *Strategies* and associated all planned activities under one of the strategies. Continuous updates of planning were presented at quarterly Board of Trustees Meetings from 2006 through 2010 as evidenced in Board meeting agendas and minutes. To give planning 2010-2011 more strategic direction pending the development of a full strategic plan in May 2011, a supplemental document was produced in December 2009. This document was also included as an information item for the December 17, 2009, quarterly Board meeting. [Planning Addendum 2009-2010](#) can be found online and in the Resource Room.

1a2. The mission, vision, values and goal documents define the varied internal and external constituencies Ozarka College intends to serve.

The inclusive term "community" can be found in the Ozarka College *Vision*. In addition, there are four *Values* listed in our *Mission* documents, and Ozarka defines the fourth as "Community," including both the internal and external communities that are served. Ozarka College recognizes its responsibilities to internal communities: students, faculty, and staff. The College seeks to engage all internal communities with the external communities it serves by actively pursuing collaborative partnerships in the service area and by providing cultural learning opportunities, business outreach, and facilities usage. Both Ozarka College and the communities it serves work together to provide learning environments for our students, and these environments often serve the community.

When Ozarka College speaks of its community, it has a well-defined service area as mandated by the state of Arkansas including Fulton, Izard, Sharp and Stone Counties. In addition, due to [proximity](#), students from Oregon County in Missouri are allowed in-state tuition rates when attending Ozarka. Its purposeful outreach to other areas of the state is restricted to instances where programs are non-duplicated.

The Role and Scope of Ozarka College as found on the Arkansas Department of Higher Education website is as follows:

Ozarka College

1. Audiences

Ozarka College (Ozarka) is responsible for serving the needs of:

- The residents of Izard, Fulton, Sharp and Stone counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Ozarka serves the needs of these audiences by providing:

- Basic/workplace skills education.

- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational education in selected applied technologies, child care and education, culinary arts, nursing and selected allied health fields, and secretarial sciences.
- Business and industry education to meet the needs of current employers and economic development interests.
- The Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Significant LPN programs in three counties to provide for the growing need for skilled health care workers in rural North Central Arkansas.
- State and nationally recognized Culinary Arts program providing skilled culinary workers that compete regionally for outstanding careers in the food service industry.
- Expanding grant programs to address health, nutrition, exercise and life-long learning for the growing population of senior citizens in North Central Arkansas. ([Section 1, Role and Scope, p. 7-33](#))

The College has also identified general mission objectives that further define its relationship with internal and external constituencies. These *Mission General Objectives* (listed in 1a1) not only further define whom we serve but in what way those constituents are served. The Role and Scope, combined with the *Mission* and *Mission General Objectives*, all serve as the basis of our contract with the service area.

1a3. The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

The *Vision*, *Mission* and *Values* of the College all profess the Ozarka commitment to high academic standards. The *Vision* of the College includes "providing a quality, innovative, and intellectual learning-centered environment," indicating its dedication to academic excellence. The *Mission* of the College of providing life-changing experiences indicates the great extent to which College effort directs itself toward student success.

The Ozarka College commitment to high academic standards may also be seen in the first and third value statements as listed in the *Values*. First, Ozarka College values learning: for students, employees, and the community. A lifelong commitment to learning not only helps us to be responsive to a changing environment, it also promotes personal growth. A commitment to learning is insufficient, however, without a commitment to quality as well, and this commitment can be seen in the *Mission Statement's* third value statement, that of quality. Ozarka College "strives for excellence and integrity in all we do," and the College demonstrates its commitment to provide a quality educational environment through continuously seeking avenues of improvement.

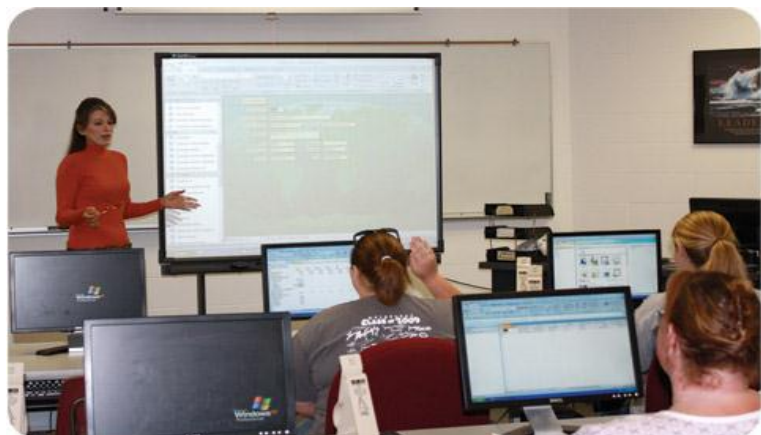
Further evidence of the Ozarka commitment to high standards that sustain and advance excellence may be seen in the [planning process](#). The goals and planning of the College are delineated from the Five Criteria of Accreditation of the Higher Learning Commission. As these criteria have evolved over the last hundred years, they have involved many leaders in higher education across the nation. Therefore, Ozarka College has centered its planning process on the high academic standards and dedication to excellence ascribed to the Five Criteria.

The *Mission General Objectives* (as seen in section 1a2) are written in terms of student success, as are the *General Education Outcomes* (listed in section 1a4). Together they testify of commitment to the high standards required for a student not only to complete courses successfully but also to enter effectively into the next phase of his or her life. *Mission General Objective 12* specifically addresses the College commitment to assessment and evaluation to enhance student learning and the evolution of the College in meeting its mission.

1a4. The mission documents state goals for the learning to be achieved by its students.

The *Mission* of the College, "Ozarka College provides life-changing experiences through education," testifies to the students of Ozarka the depth of the quality of the learning experience expected for the student by the College. Both the education and the process of learning how to learn while attending Ozarka College are meant to impact the lives of the students.

Ozarka College lists "Learning" as one of its *Values* and states that "We value personal growth and provide access to diverse learning experiences in a technological, supportive environment so that our students can achieve their educational goals." This *Values* statement is expanded into the *General Education Outcomes*.



Student Learning at Ozarka College Changing Lives

As noted in the *Ozarka College Catalog*, the College identifies six *General Education Outcomes* for the students and, subsequently, each syllabus includes specific learning outcomes for each course. The general education philosophy (including the *General Education Outcomes* for the College) follows:

Ozarka College provides core classes to instill general education knowledge, skills, and attitudes which are then reinforced throughout the academic and technical curriculum. The goal of general education is to give students the ability to:

1. Locate, organize, and analyze information using a variety of methods, including technologies.
2. Develop effective skills for both written and oral communications.
3. Demonstrate knowledge of scientific and mathematical principles.
4. Demonstrate an understanding of self-awareness and personal and civic responsibility.
5. Demonstrate their analytical reasoning abilities to interpret, evaluate, and synthesize information across disciplines.
6. Demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect(ed) past and present society.

The College has identified twelve *Mission General Objectives* as listed in section 1a2. All learning offered by the College is defined in these *Mission General Objectives*. Evolving from these *Mission General Objectives* are program objectives reported in the *Ozarka College Catalog* and, subsequently, course objectives reported on syllabi.

1a5. Ozarka College regularly evaluates and, when appropriate, revises the mission documents.

As previously mentioned, in February, 2007, the Ozarka College [Mission Task Force](#) comprised of faculty, staff, and administration as designated by the President began work to develop new statements of *Mission*, *Vision* and *Values*. The Committee presented its work to various employee groups of the College for feedback. After the refinement process, the document was emailed to the entire College for comment. The resulting *Mission Statement* reads, "Ozarka College Provides Life-Changing Experiences through Education."

On September 20, 2007, the Ozarka College Board of Trustees adopted the revised Ozarka College *Vision*, *Mission*, and *Values* statements as recommended by the faculty, staff, and administration. This revision is evidenced in the Ozarka Board of Trustees minutes as Action Item B to clearly and broadly define the organization's *Mission* (See 1a1 for wording of Action Item B).

This *Mission Statement*, the *Vision* statement, and *Values* were published in all subsequent College catalogs and continue to guide the direction of the College. This set of *Mission* documents replaced the *Mission* documents refined in 1999. These *Mission* documents were reviewed again in 2010 as the 2009-2010 *Planning Manual* states that the *Mission Statement* will be reviewed every three years.

The goals of the College are scheduled to be realigned in May 2010 with the process already underway. A *Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis* was conducted in November to update the 2006 *SWOT Analysis*, and a strategic direction planning session was completed in December of 2009. This analysis gave strategic direction to yearly planning in January 2010 for the upcoming academic year. The results of the November *SWOT Analysis* and the December planning can be found in the [Planning Addendum 2009-2010](#).

The twelve *Mission General Objectives* (see section 1a1) of the College are current. These objectives are consistent with the activities of the College today as they have been over the last ten years. The general education learning goals of the College have evolved over the years through revisions in 1999, 2003, and 2008. The current goals are in the form of six *General Education Outcomes* (see section 1a4) marking the transition to the more learning-centered institution of today's Ozarka College.

CORE COMPONENT 1b

In its mission documents, Ozarka College recognizes the diversity of its learners, other constituencies, and the greater society it serves.

1b1. In its mission documents, Ozarka College addresses diversity within the community values and common purposes it considers fundamental to its mission.

Diversity acknowledgement is either specifically mentioned or implied throughout the *Mission* documents and can be found from the *Vision* through the *Mission General Objectives*.

Vision

The words "responsive, adaptable and caring" that appear in the *Vision* statement for Ozarka College sets forth the expectation of serving all of its learners and constituents with the flexibility required to enhance the erudition of students with varied learning styles.

Values

The *Values* section of the *Mission* documents include a section on "Community" with the concluding statement of that section expressing that the College values our college community and encourages the engagement of all through participation, collaboration, and communication. This statement implies diversity exists while it acknowledges that through collaboration and communication all can become engaged. The *Values* statement on "Caring" declares that Ozarka College values people and ideas and respects the dignity and potential of the individual. Finally, the Ozarka value of "Learning" states that we value personal growth and provide access to diverse learning experiences.

Planning and Planning Results Manuals

Diversity is addressed throughout the *Planning* and [Planning Results Manuals](#). Ozarka acknowledges that a lack of racial and ethnic diversity in its service area diminishes the opportunity for students to learn the lessons that natural diversity brings into the classroom experience. For this reason, diversity education is elevated in importance. See section 1b2 of this Self-Study for a list of sections of the *Planning* and *Planning Results Manual* where diversity, global society, or multicultural society items can be found.

General Education Outcomes

Diversity is specifically addressed in the *General Education Outcomes* requiring Ozarka students to demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect(ed) past and present society.

1b2. The mission documents present the function of Ozarka College in a multicultural society.

The function of Ozarka College in a multicultural society is expressed in its value of "Learning." Ozarka College acknowledges its responsibility to educate its students with "diverse learning experiences" and changing "technology" so that those students will successfully function in a diverse environment. By valuing "lifelong learning" and being "responsive to a changing environment," the College positions itself to be accountable for preparing both students and employees to function in today's multicultural society as well as that of tomorrow.

The 2009-2010 *Planning Manual* states, "The College will regularly evaluate (every three years) the *Mission* documents to ensure that they present the organization's function in a multicultural society through internal surveys of faculty, staff, and students as well as external surveys in the service area and with organized focus groups." All five sections of the *Planning Manuals* and *Planning Results Manuals* from 2006-2007 through 2009-2010 contain sections devoted to preparing its constituents to function in a diverse and multicultural environment. The 2009-2010 *Planning Manual* refers to a Diversity Committee appointed by the President to purposely enhance this educational endeavor.

As mentioned in the previous section of this Self-Study (1b1), the *General Education Outcomes* include an outcome specific to "an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect(ed) past and present society."

The *Planning Results Manuals* give a multitude of specific examples of how the *Values* and *General Education Outcomes* associated with preparing students and employees to function in a multicultural society are translated into the Ozarka educational experience. For example, areas of interest concerning diversity, global society, and multicultural society included in the [2008-2009 Planning Results Manual](#) can be found in the following sections of the manual: 1b1, 1b2, 1b4, 1b5, 2a2, 2a3, 2c1, 3c2, 4b1, 4c2, 4c3, and 5a3.

Some actions evolving from the *Mission* documents include women's advocacy, diversity learning initiatives, diversity learning outcomes imbedded in the curriculum, a diversity committee, and a new course offering added to specifically address diversity. A summary of these activities follow:

- Ozarka was awarded a Department of Justice grant to address violence against women from October of 2005 through September of 2008. With this grant, new policy was adopted, personnel and students were educated, victims were served, and a [blog](#) was created.
- Courses included specific learning outcomes directly related to diversity and specific disciplines including, but not limited to, interpersonal communication with gender and cultural perception and communication education; nursing with values instruction for the treatment of all; automotive with respecting, communicating, and dealing with customers different from self; history with alternative points of view and interviews with those different from self; and the college success course covering diversity.
- A new course offering entitled The History of World Religions was added to the College curriculum addressing diversity.
- Recognizing the need for enhancing the diversity experience in an area that lacks natural diversity and ethnicity, the President established a [Diversity Committee](#) to review and promote diversity learning.

Some of the committee's activities include a diversity statement added to the *Ozarka College Catalog* and syllabi; International Day; diversity speakers such as Mr. Julian Calzada on Hispanic issues, Quantia Fletcher on the African American history of Arkansas, Fayth Hill on the civil rights issues of the 1960s, the Walkers on living in Japan, and the Ormans on the Ukraine; and a professional development seminar on diversity. The extra focus on providing diversity opportunities for students and employees comes from the lack of natural diversity and ethnicity in the area. The statistical profile of the Service Area and the College follows in the chart below:



SKYPE Connection with a Russian University in Siberia

Ozarka College Statistical Profile of the Service Area and Institution			
Race	Area Percentage	Faculty Percentage	Student Percentage
	2000 Census	Full-time Fall 2008	Fall 2008 SonisWeb Report
White	97.2	100	98.1
African American	0.5		0.3
American Indian/Native Alaskan	0.7		0.8
Asian	0.1		0.8
Other than one race	1.4		
Ethnic Background			
Hispanic	0.8	3.3	0.9

1b3. The mission documents affirm Ozarka College commitment to honor the dignity and worth of individuals.

In examining the *Mission* documents for affirmation of the College commitment to honor the dignity and worth of individuals, evidence can be found in the *Vision*, *Mission*, and *Values*. The *Vision* speaks to a learning-centered environment that is responsive, adaptable, and caring. The powerful and all inclusive *Mission Statement* expresses true dedication to the individual in that the College provides a life-changing venue through education.

The learning and caring *Values* ascribe worth to all constituents of the College. The learning value speaks to personal growth, and the caring value specifically states that the College "values people and ideas." The caring value continues to say that the dignity and potential of each individual is honored with just treatment for all. As the caring value concludes, it is seen that "individual diversity" and "unique contribution of all individuals" are appreciated by the College.

1b4. Ozarka College codes of belief or expected behavior are congruent with its mission.

General behaviors expected of students and employees as delineated in the [Board of Trustees Policies and Procedures Manual](#) are presented to protect and honor the rights of the individual. The Code of Ethics found in the *Board of Trustees Policies and Procedures Manual* (Section 1.02) expresses the College beliefs concerning integrity, quality, performance, leadership, independence, and the individual. These beliefs support and are congruent with the *Mission* documents. Additional sections of the *Board of Trustees Policies and Procedures Manual* associated with expected behavior for employees and students that have been reviewed and are consistent with the *Mission* and *Mission* documents of the College are as follows:

- Quality of Work Life, policy 2.30
- Gross Misconduct, policy 2.31
- Employee Grievance Procedure, policy 2.32
- Personal Appearance, policy 2.33
- Standards of Conduct, policy 2.40
- Smoking/Tobacco Policy, policy 2.41
- Drug and Alcohol Free Workplace, policy 2.47
- Sexual Harassment, policy 2.48
- Student Privacy Rights, policy 4.23
- Non-discrimination, policy 4.24
- Academic Dishonesty, policy 4.27
- Student Conduct, policy 5.40

The *Board of Trustees Policies and Procedures Manual* was reviewed and updated following the appointment of a task force by then President Johnston on February 4, 2008. This updated manual was approved by unanimous vote on December 18, 2008. Current President Dawe reviewed and updated policies as needed during his first year. Changes and additions are expected to go before the Board of Trustees for approval in 2010.

Specific to this section of the Self-Study (1b) is the code of belief detailed in the Diversity Statement that is included in the *Ozarka College Catalog*. After discussion and revision by both the Faculty and Administrative Councils, the following statement was approved and appears in the 2009-2010 *Ozarka College [Catalog](#)*:

As an institution of higher education, Ozarka College acknowledges the strength that comes from diversity. Differences and variety brought to the educational experience enhance the quality of the educational experience for students, faculty, staff, and community. The College recognizes many forms of diversity including but not limited to ethnicity, educational philosophy and background, gender, sexual orientation, religion, age, economic background, political philosophy, geographic origins, past experiences, and physical, mental and sensory capabilities. By celebrating diversity, the College provides educational opportunities for all to increase diversity awareness and sensitivity to others so that all may gain understanding and the ability to cooperate with each other. It is through understanding and cooperation that we as a people have the greatest chance to work together to positively influence the future for all mankind, whether living and working in the Ozarka service area or in the wider global society.

The Diversity Committee developed an abbreviated *Diversity Statement* for inclusion in all course syllabi. After discussion and revision by both the Faculty and Administrative councils, the following statement was approved and appears in all College syllabi:

Ozarka College is committed to learning for all students. One important component of student learning is diversity education: learning about others, learning with others, and learning from others. By providing diversity learning experiences, Ozarka College provides students with the opportunity to work together to influence their future, the future of their country, and the future of the wider global society.

The expectations set forth in the statements of the Diversity Committee are consistent with the *Mission* documents and more deeply weaves the intent of the *Mission* documents into the everyday workings of the College.

1b5. The mission documents provide a basis for Ozarka College basic strategies to address diversity.

The above review in sections 1b1 through 1b4 of this Self-Study detail the relationship between the *Mission* documents and diversity. These documents position the college to build appropriate strategies to address diversity within our service area. As mentioned in section 1b2 in this Self-Study, sections in the *Planning Manuals* and *Planning Results Manuals* since 2006 contain action items associated with the goals of College planning concerning diversity, global society, and a multicultural society. For example, in the 2009-2010 *Planning Manual* can be found sections addressing diversity related issues: 1b1, 1b2, 1b4, 1b5, 2a2, 2a3, 2c1, 3c2, 5b1, 4c2, 4c3, and 5a3. Therefore, there is a direct line between *Mission* documents (*Planning Manual* goals and *Priority Initiatives*) and the strategies and action items contained within the document. These action items are completed by various departments of the College.

The *General Education Outcomes* include diversity as one of the outcomes, providing a basis for including diversity within Ozarka courses. An example of how the *General Education Outcome* translates into classroom diversity education includes nursing students taking a pre and post program diversity survey.

The Nursing [Cultural Diversity Survey](#) introduces to the students the many types of diversity not often considered but important for them to be aware of during the practice of their profession. Questions asked included whether they would give differential treatment to dirty versus clean patients or poor versus rich patients or sober versus inebriated patients.

Likewise, the diversity general education outcome translates into a history professor bringing in African American speakers from Black History museums to give students a better perspective for interpreting history. Also, the general education diversity objective caused diversity to be one of the topics of the College Success Orientation class required of all first time full-time students. There is a direct

correlation between the *Mission, Vision, and Values* and the *General Education Outcomes* and the classroom activities addressing diversity.

Contained within the planning documents are action items associated with the appointment and the subsequent activity of the Diversity Committee. This committee was charged with the responsibility of assisting the Institution in identifying and supporting actions and experiences including but not limited to the following:



Learning about the Ukraine

- Providing diverse experiences for its constituencies which establish an environment in which greater intellectual development can occur, and from which constituencies can learn that focusing on commonalities, while understanding differences binds peoples and cultures;
- Encouraging inclusiveness and discouraging acts of insensitivity and disrespect;
- Providing learning environments in which students can contribute and learn from the diversity that broad life exposure offers;
- Creating and maintaining teaching and learning environments that provide educational opportunities for diverse individuals and groups; and
- Ensuring the operation of the College is conducted in an equitable and just manner.

The members of the 2008-2009 committee established the following outcomes for the Ozarka College Diversity Committee:

- Producing a Diversity Learning Assessment Report to be submitted to the Institutional Effectiveness Committee that includes results of a targeted perception survey for specific groups (ethnic, generational, cultural, orientation, etc.) annually along with an executive summary of the survey and recommendations for future planning;
- Monitoring of diversity education success through CCSSE results and adjusting long range plans accordingly;
- Reviewing of divisional diversity reports from the academic divisions and the VPAA and from other vice presidents and directors of the college;

- Reviewing a report from HR to monitor the recruitment process for faculty and high level administrator positions;
- Monitoring the percentage of ethnically diverse students and employees as compared to the percentage of ethnically diverse community members in the service area and making appropriate recommendations;
- Meeting with the VPAA to discuss the annual diversity report that monitors diversity academic success and is submitted to ADHE and offer appropriate suggestions;
- Developing a diversity statement for the master syllabi and the *Ozarka College Catalog*;
- Providing a minimum of one diversity professional development activity during the academic year;
- Providing a minimum of two diversity learning activities for students and community members per academic year;
- Researching the possibility of offering special diversity scholarships;
- Recognizing individuals and departments promoting diversity beyond the expectations of the college and monitoring the effects of this recognition; and
- Researching the diversity learning experience at other colleges to provide internal motivation for the committee and fresh ideas.

Conclusion

The *Mission* documents repeatedly recognize the importance of diversity and provide the framework for using diversity to advance the College and to educate students and employees on the contributions of diversity and on being sensitive to diversity issues. Ozarka College has and will continue to see diversity education as a challenge because of the low racial and ethnic diversity in its service area. However, Ozarka recognizes and celebrates the many types of diversity within its region and uses this awareness as a place to begin the diversity discussion led by the *Mission* documents.

CORE COMPONENT 1c

Understanding of and support for the mission pervade Ozarka College.

1c1. The board, administration, faculty, staff, and students understand and support the Ozarka College Mission.

The current Ozarka *Mission, Vision and Values* were adopted by the Board of Trustees on September 20, 2007, following a lengthy revision process that began January, 2007. A task force crafted the *Mission*, utilizing two college-wide reviews before adoption by the Faculty Council and the Administrative Council, actions which preceded the Board adoption. The new *Mission* has been extensively marketed

both within the College and to the service area at large. The *Mission* has been internalized by employees as a brief but powerful statement capturing the essence of the College character.

The *Mission* of Ozarka College is the driving force behind the services we provide. The *Mission* may be found in numerous locations across campus, the communities that we serve, and the greater service area through various print materials, radio advertisements, our website, and public relation materials.



Students during Orientation Preparing for a Life-Changing Experience

Since Ozarka has a clear and concise *Mission*, the goal of Ozarka is evident and easily understood. The student body of Ozarka College consists of individuals from all walks of life. For many the experiences provided by Ozarka allow them to realize their full potential; for others the experiences allow them to change their career and their future. We provide opportunities for a variety of age groups ranging from senior citizens to students fresh out of high school beginning their college careers.

The *Mission* may be found on every syllabus, and campus departments are responsible for reviewing course objectives and syllabi to make sure that the *Mission* is being met through course objectives. The College also looks to its external constituents for feedback on how its *Mission* is being fulfilled. In fall 2008 an external [Environmental Scan](#) was done and 88 percent of the respondents agreed or strongly agreed that the College was fulfilling its *Mission*, with only 1.5 percent disagreeing (*Planning Results Manual* 08-09, pg. 12.) Also, on the [Employee Satisfaction Survey](#) of 2009, 90 percent were either greatly satisfied or satisfied with the College meeting the needs and expectations of the students.

1c2. Ozarka College strategic decisions are mission driven.

Ozarka decisions regarding the budget, curriculum, personnel, planning, policy and procedure are based upon the *Mission*. The ability to provide for life-changing experiences through the educational experience for students underlies every decision.

The strategic goals identified in 2004-2005 included continuing to develop the Ash Flat and Mountain View sites, expanding educational opportunities, seeking new ways to serve the region and increasing enrollment, continuing its advancement in assessment and in excellence by emphasizing learning outcomes, and continuing to operate efficiently and prudently. All of these strategic goals are consistent with the *Mission* of the College. Beginning [2006](#), all planning for the College was aligned with

the Five Criteria of Accreditation and these Five Criteria support the Ozarka *Mission* of providing life-changing experiences through educational opportunities.

To give the new planning process of 2006 more strategic direction, a decision to develop a full strategic plan was made in July 2009. As stated in section 1a1 of the Self-Study, a *SWOT Analysis* and planning session was held in late fall to initiate the process of developing this strategic plan in May 2010 and to generate planning direction for the upcoming yearly 2010-2011 January planning. The planning direction identified in fall of 2009 included six priorities as listed below:

Strategic Planning Direction for 2010-2011	
Priority One	College Climate - Increase communication, engagement, and morale.
Priority Two	Self-Reflect and Plan - Engage in college-wide self-reflection, thinking about who we are and who we want to be. Incorporate findings into strategic planning and creating a College Master Plan.
Priority Three	Data Input - Increase the types and quality of student data input for all levels, from student registration, through advising, to graduation and post graduation.
Priority Four	Develop New Programs - Maintain our relevance and increase our competitive edge, including increasing male enrollment.
Priority Five	Increase Student Success - Discover methods of enhancing recruitment, advising, retention, persistence, graduation, job placement, and transfer success.
Priority Six	Policy Consistency - Continuously review college policy and procedures to ensure that they are clearly interpreted and consistently applied.

[*\(Planning Manual Addendum 2009-2010\)*](#)

All six of the above priorities are consistent with the *Mission, Vision, and Values* of the College.

1c3. Ozarka College planning and budgeting priorities flow from and support the mission.

Though College and departmental assessment is continual, it is intensified during May and June of each year. Additional assessment continues throughout the summer and fall in preparation for planning that begins in January of each year. As annual planning nears its completion, the budgeting process begins in mid-February. This continual process is based on the *Mission* of the College and includes the participation of all employees and the indirect participation of College constituents via the assessment process.

The planning document is generated in each department, reviewed by the appropriate member of the Administrative Council, compiled into one document by the Director of Planning and Institutional Research, and then reviewed and approved by the President prior to presentation to the Board of

Trustees. This document is made available to all employees and constituents online through the College Effectiveness web page.

Departmental budgets are presented to the Vice President of Finance where a College budget is generated. This budget goes through revisions in Administrative Council until a final budget is produced. The final [budget](#) is officially approved by the Board at a regular quarterly meeting held in May of each year.

The all-inclusive generation of planning and budgeting, along with the reviews of these documents, ensures that the College is using available resources for the purpose of achieving its *Mission*.

1c4. The goals of the administrative and academic subunits of the organization are congruent with the Ozarka College mission.

In the 2007 revision of the *Mission*, there was a recognized need to create a *Mission* that would resonate with faculty, staff, students, and our service area. The shortened more cohesive *Mission* may be easily understood by our student body and is a constant reminder to our faculty and staff of the ultimate goal of the College. The *Mission General Objectives* listed in section 1a1 support and serve the *Mission* to make its accomplishment a reality. In fact, the current *Mission Statement* is derived from the comments of alumni who return to the College to visit and say that the College has "changed my life." Through adhering to the *Mission* and the *Mission General Objectives*, the College essentially crafted the current *Mission Statement* long before it was adopted. Since over time the goals have supported this *Mission*, it is easy to say that the Institution's goals are congruent with our *Mission*.

In addition, all planning by the College including academic and administrative aligns with the Five Criteria for Accreditation. These five criteria have been found to support the *Mission* and serve as a basis for promoting life-changing experiences through education.

1c5. Ozarka College internal constituencies articulate the mission in a consistent manner.

As stated in the previous section (1c4), in the undertaking of articulating a new *Mission Statement*, the goal was to find one that would resonate with the internal and external constituents of the College. As one looks to the employees of the College, the thread that solidly binds all together is putting the student first. With over seventy percent of Ozarka students qualifying for federal tuition assistance and over seventy percent first generation, the employees recognize the challenge, the responsibility, and the importance of changing the lives of students through employee daily activities. This *Mission* had deep meaning to the internal constituencies including the employees and students of the College and is thus consistently expressed, not only in word, but in what is accomplished daily.

The below chart shows examples of how all offices of the College communicate the *Mission*:

Office	Example
President	Board of Trustee meetings
	Community presentations
	Board Manual
	State of the College Updates at In-Service
Academic Affairs	All syllabi
	Newspaper schedule inserts twice yearly
	Faculty and Adjunct Faculty Handbooks
	Student College Planner
	Advisory meetings
Student Services	Program brochures and library bookmarks
	Paper application
	Bookmarks for orientation
Finance	Financial award letters
	Plaques in buildings
Advancement	Billboards
	Viewbook
	Newspaper and radio advertisements
Planning and IR	Header of planning and <i>Planning Results Manuals</i>
Information Systems	Throughout the website

CORE COMPONENT 1d

Ozarka College governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

1d1. Board policies and practices document the Board's focus on the Ozarka College Mission.

Ozarka College is governed by a seven-member Board of Trustees that oversees the operations of the College while making contributions that focus on the *Mission*. Conditions for Board membership, terms of office, responsibilities, powers, and electoral procedures are set forth by the Governor of Arkansas. The Board annually elects a chair and other officers. It generally meets on campus quarterly. Meetings are open to the public. Minutes are taken at every meeting and are available on the College [webpage](#) after official approval by the Board.

Ozarka College [Board of Trustees](#)

Board Member	Affiliation	Term Expiration
Mr. Ben Cooper – Chair	Cooper Realty	July 2013
Mr. Dennis Wiles – Vice Chair	Director Of White River Housing Authority	July 2014
Ms. Bonnie Wyatt - Secretary	Owner Chair First National Bank of IZARD Co	July 2010
Mr. Bob Evins	CEO of Liberty Bank	July 2016
Ms. Barbara Perryman	Perryman Realty and Auction	July 2011
Mr. Larry Sullivan	Retired Teacher and Administrator	July 2012
Paul Weaver	Former State Representative and Farmer	July 2015

The *Mission* of the College is mentioned repeatedly in the *Board of Trustees Policies and Procedure Manual*, testifying to the importance placed on the *Mission* of the College by the Board of Trustees and indicating the expectation for the *Mission* to be involved in the procedures and practices of the College. The table below identifies these references by listing the sections from the *Board of Trustees Policies and Procedure Manual* and the subject of the entries:

Section	Subject Reference of <i>Mission</i> in the Board Policy Manual
Section 1	Page 1 of the <i>Board of Trustees Policies and Manual</i> list the <i>Mission</i> documents
	Fulfillment of the <i>Mission</i> documents is a charge of the President
Section 3	Economic resources are expendable for the purpose of performing the <i>Mission</i>
	Operation fund accounts exist for the purpose of fulfilling the <i>Mission</i>
	Acknowledges that travel is necessary and/or desirable to fulfill the <i>Mission</i>
Section 4	States that degree programs will coincide with the <i>Mission</i>
	States that the College assumes within its <i>Mission</i> the responsibility to offer instruction and services for student success
	Program evaluation is to measure and improve education offered in fulfillment of the <i>Mission</i>
	Approves hiring of adjunct faculty to fulfill <i>Mission</i>
	Focusing on the <i>Mission Statement</i> , assessment assists goal accomplishment
	Institutional outcomes are assessed for <i>Mission</i> accomplishment
	Area outcomes must flow from the <i>Mission</i>
Acknowledges that part of the <i>Mission</i> is skill enhancement	

1d2. The board enables the Ozarka College chief administrative personnel to exercise effective leadership.

The Board of Trustees enables the President to exercise effective leadership. The President is appointed by the Trustees and is responsible for the operations of the College, within the framework of policies provided by the Trustees. The Board governs by empowering the President with the freedom to operate

the institution within the parameters of executive limitations and by holding the President responsible for keeping the Board informed of relevant issues through monitoring reports scheduled throughout the year. The President is responsible for accomplishing the objectives of the College, for determining priorities for its various divisions, and for the effective and economical planning, use, and management of resources.

Per section 1.3 of the *Board of Trustees Policy and Procedure Manual*, the President is charged as follows, "The overall responsibility for the operations of the College is assigned to the President and shall be organized to provide adequate development and supervision of its major functional areas. While input is widely solicited, a system of Councils and Standing Committees has been formed to help ensure legal compliance and to provide broad participation and representation in the affairs of the College." The organizational [chart](#) for the College is available in the Resource Room and on the website.

The chief administrative personnel of the College are members of the President's Administrative Council, including four vice presidents and two directors: the Vice Presidents of Academic Affairs, Student Services, Finance, and Planning and Institutional Research and the Directors of Advancement and Information Systems. The members of the Administrative Council are charged by the President under the direction of the Board of Trustees to oversee the successful operation of their departments. The Administrative Council meets weekly with the President, providing a venue for communication, discussion, and decision-making for the College. The vice presidents and directors are evaluated yearly by the President.

At quarterly Board meetings, the members of the Administrative Council report the activities of their offices to the Board. This provides the Board with updated information on a quarterly basis and, through monthly Board reports, the administrative team provides information during the interim between Board meetings. A review of the minutes of the quarterly meetings and the monthly reports indicates that the Board has a strong interest in the College but allows for chief administrative officers of the College to exercise effective leadership.

College President – Dr. Richard Dawe



Acting on authority delegated by the Board, the President assumes primary responsibility for all the College educational, financial, and administrative functions and serves as the chief executive and administrator of the College. The President is the principal liaison officer and official contact between the Board and the faculty, staff, and students of the College. The President's responsibilities include seeing that the College operates according to policy, voicing its needs as it moves toward the future, and communicating the needs of the institution to the Board of Trustees. The President is also responsible for communicating to the entire college community, including the Board, the economic and political realities confronting the institution, for providing leadership, and for serving as the chief external spokesperson of the college. The President reports directly to the Board of Trustees and receives an annual evaluation from the Board.

Vice President for Academic Affairs – Dr. Mike DeLong

The Vice President for Academic Affairs, acting under the direction of the President, is the chief academic and instructional officer of the College and is responsible for the overall operation of the academic and instructional units of the College. Working collaboratively with the President, Division Chairs, and faculty, the Vice President for Academic Affairs provides leadership in the planning, development, implementation, and evaluation of the instructional units of the College. The Vice President for Academic Affairs is a key collaborator in College strategic planning efforts. The Vice President for Academic Affairs reports to the President of the College who conducts an annual evaluation.

Vice President for Student Services – Mr. Ron Helm

The Vice President for Student Services, acting under the direction of the President, is the chief administrative officer for the personal and co-curricular development of all students. As the chief student services officer, the Vice President for Student Services provides knowledge and effective leadership to staff and students, and works with other members of the College to provide a campus environment that promotes academic achievement, retention, and personal and social growth and development for a diverse and dynamic student population. The Vice President for Student Services is a key collaborator in College strategic planning efforts. The Vice President for Student Services reports to the President of the College, who evaluates the Vice President for Student Services annually.

Vice President for Finance – Ms. Tina Wheelis

The Vice President for Finance, acting under the direction of the President, is the chief fiscal officer of the College and is responsible for the overall operation of the business affairs of the College. Working collaboratively with the President and staff of the College, the Vice President for Finance provides leadership in the planning, development, implementation, and evaluation of the fiscal affairs of the College. The Vice President for Finance is a key collaborator in College strategic planning efforts. The Vice President for Finance reports to the President of the College who conducts an annual evaluation.

Vice President for Planning and Institutional Research – Ms. Joan Stirling

The Vice President for Planning and Institutional Research, acting under the direction of the President, oversees institutional planning, institutional assessment, and accreditation and works closely with the Vice President for Academic Affairs in academic planning, assessment, and accreditation. As part of the administrative team, the Vice President for Planning and Institutional Research collaborates with the President, vice-presidents and other directors to advance the college. In addition, this position was placed in charge of institutional research in January 2010. Formerly this position was the Director of Planning and Special Projects where grant management was included in the job description.

Director for College Advancement – Ms. Karla Rush

The Director for College Advancement serves as the chief public relations officer to the President and is responsible for the overall operations of marketing, alumni relations, community outreach and grants and serves as the legislative liaison. The Director for College Advancement acts under the direct leadership of the President to promote Ozarka College and the importance of higher education to IZard, Fulton, Sharp, and Stone counties. The Director of Advancement serves on the President’s administrative team.

Director of Information Systems – Mr. Scott Pinkston

The Director of Information Systems, acting under the direction of the President, is the chief information officer of the College and is responsible for the overall operation of the technical resources of the College. Working collaboratively with the President, vice-presidents, division chairpersons, faculty, and staff, the Director of Information Systems provides leadership in the planning, development, implementation, evaluation, and operation of the information systems resources of the College. The Director of Information Systems is a key collaborator in College strategic planning efforts. The Director of Information Systems reports to the President of the College who conducts an annual evaluation.

1d3. The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

Ozarka College involves College personnel in the governance of the College through the organizational structure, college unit operational structures (i.e. Instructional Council, Faculty Council, Divisions, and Committees [standing, task forces, groups, or teams]). To ensure on-going and continuous involvement in governance, several areas have been identified for standing committee involvement and for other areas task or ad-hoc groups are developed as needed. Committees are organized for each academic year. Standing committees have defined on-going responsibilities, whereas task groups, ad-hoc committees, or teams have charges developed to meet specific issues.

Standing committees are expected to meet two times per semester. All [committees](#), [task forces](#), and other such groups are expected to produce an agenda and recorded minutes which are to be uploaded to the college effectiveness website.

1d4. People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Shared governance is evidenced throughout the College in committees, task force appointments, planning, and budgeting. Faculty, staff, and students have input through the Faculty Council, Staff Organization, and Student Government Organization, respectively. Members of these groups routinely communicate with the President through the President's Consultation Council. The President's

Consultation Council is composed of the Administrative Council, Division Chairs, Faculty Council Chair, Staff Organization President, and President of the Student Government Organization.

The President regularly relies on the two councils in facilitating governance for the College. He meets weekly with the Administrative Council and quarterly with the President's Consultation Council.

The Administrative Council exists to perform the following functions:

- Promote coordination and communication across campus;
- Develop programs and services that are fully coordinative among college units and that are supportive of excellence in fulfillment of the *Mission, Vision, Values*, role and scope, and goals;
- Review administrative policies, procedures, processes, and practices to ensure the college is efficient, effective, and student friendly;
- Recommend College process and be integral to planning and effectiveness review;
- Review recommendations submitted to the Board of Trustees;
- Provide leadership which unites all areas of the College;
- Provide assistance to one another for the attainment of the College *Mission, Vision, and Values*;
- Outline, discuss, and resolve issues that impede the College in fulfilling its *Mission*; and
- Provide leadership for strategic planning and assessment.

Each administrator of the College is committed to the realization of the *Mission* and is appropriately qualified to carry out his or her defined responsibilities. The chief administrative body is the Administrative Council consisting of the President, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Finance, Vice President for Planning and Institutional Research, Director of Advancement, and Director of Information Systems.

Section 1d2 of this Self-Study contains narrative describing the activities carried out by each administrator in *Mission* success. Below is a brief summation of the qualifications of each member of the Administrative Council.

President, Dr. Richard Dawe

The College President holds a Ph.D. in Public Policy Analysis and Administration with an emphasis in Organizational Theory and a Master of Finance degree. Dr. Dawe has served as a Vice Chancellor for a three community college district of 37,000 students, as a dean of a private four year college, as a graduate school professor of finance and public policy, and as a chief financial officer of a \$9.4 billion dollar government agency. He is a retired Navy captain with extensive leadership experience. He has served as a peer reviewer and consultant evaluator in the Southern Association, Western Association, and North Central Association of Colleges and Schools of the Higher Learning Commission. Dr. Dawe's education and professional experiences enable him to effectively serve as the institution's chief executive.

Vice President for Academic Affairs, Dr. Michael DeLong

The Vice President for Academic Affairs holds an Ed.D. in Adult Education and Training with an emphasis in Aviation and Space, a Master of Arts in Management and has fifteen years of higher education experience. Dr. DeLong began his college career in Continuing Education and has held positions as Associate Professor of Management, Department Chair of Business and Management, Associate Vice President of Academic Affairs, and the current position of Vice President for Academic Affairs. During his education career, Dr. DeLong taught a variety of courses, developed and managed academic programs, provided leadership to a diverse faculty, and facilitated workforce education. His education and experience qualifies him to lead the academic and continuing education efforts of Ozarka College.

Vice President for Student Services, Mr. Ron Helm

The Vice President for Student Services holds a Specialist in Education with an emphasis in Educational Leadership, a Master of Science in Education in Counseling and Psychology, and a Bachelor of Science in Education in Social Science with an emphasis in History. During his sixteen years of service for the college, he has served as Registrar, Director of Student Services, and Vice President for Student Services. In addition, he continues to serve as an adjunct instructor for Ozarka College. Prior to Ozarka College, the Vice President worked nineteen years in public schools as a teacher, counselor, coach, psychological examiner, curriculum specialist, principal, and superintendent.

Vice President for Finance, Ms. Tina Wheelis

The Vice President for Finance holds a Master of Business Administration degree, is a licensed CPA in the State of Arkansas, and has fifteen years experience in higher education. She has served as Accounting Supervisor, Business Manager, Interim Vice President for Finance, Vice President for Finance, and Interim President. She is currently serving on the Board of Directors for the Arkansas Association of College and University Business Officers and maintains membership in two professional organizations.

Vice President for Planning and Institutional Research, Ms. Joan Stirling

The Director of Planning and Institutional Research holds a Master of Science and a Bachelor of Science in Microbiology with work experience in scientific research, hospital laboratory procedures, high school and college instruction, and college administration. She has been a member of the Administrative Council for eight years. She maintains membership in one educational, one institutional research, one college planning, and four scientific professional organizations. Within the last several years, she has participated in many professional development opportunities and presented or co-presented at the conferences of the Arkansas Association of Two-Year Colleges, the Higher Learning Commission, and the Consortium for Student Retention Data Exchange.

Director of Advancement, Ms. Karla Rush

The Director for College Advancement has twenty-two years experience in higher education, working at both a four-year university and a two-year college in Arkansas, leading to diverse experience in many aspects of college administration. She served twelve years on the Administrative Council at Ozarka and also served as interim president. The Director has obtained a Master of Science degree in College

Student Personnel Services while employed at Ozarka College and has also taught as an adjunct instructor for Business Technology.

Director of Information Systems, Mr. Scott Pinkston

The Director of Information Systems is a Microsoft Certified Systems Engineer (MCSE) and has twenty years of technical work experience. He previously served in the Navy at the Naval Computer and Telecommunications Station Sicily and Naval Computer and Telecommunications Area Master Station Atlantic Detachment Rota. He has been the Director of Information Systems at Ozarka College for eleven years and has authored the Ozarka College portal, myOzarka. He has also served as part of the administrative team at Ozarka for eight years.

The President's Consultation Council

The [President's Consultation Council](#) is an entity established fall 2009 by the incoming president. It is composed of the Administrative Council, Division Chairs, Faculty Council Chairman, Staff Organization Chairman, and the President of the Student Government Organization. This group meets prior to Board meetings to discuss the upcoming meeting and as a means of enhancing communication. Members are charged with bringing information to the group and back to their constituents.

1d5. Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

The academic leadership of Ozarka College includes the Vice President for Academic Affairs and four Division Chairs. These administrators supervise the integrity of academic programs and curricula and the development and improvement of courses and programs through regular collaboration with the faculty, the Curriculum Committee, the Faculty Council, the Administrative Council, and the Board of Trustees.

Any changes in curriculum must be approved by the Curriculum Committee that is comprised of the Division Chairs and faculty members. Approved changes are then slated for approval by the Faculty Council, Administrative Council, and, when applicable, the Board of Trustees, other Boards such as in nursing, the State Coordinating Board of the Arkansas Department of Higher Education, and the Higher Learning Commission. Ideas for proposals for curriculum change may come from any level in the institution but most often come from the Instructional Council. The Instructional Council is composed of the chairpersons from the divisions of Math, Science and Teaching; Business Technology; Arts, Humanities, and Social Sciences; and Allied Health; as well as the Directors/Coordinators of Adult Basic Education, the Library, and the Ash Flat and Mountain View sites.

Other program and curriculum potential changes originate within academic departments or the Administrative Council. The Curriculum Committee is charged with monitoring the effectiveness of these changes receiving full approval during the implementation process.

The Vice President for Academic Affairs is in charge of academic assessment and reports to the Arkansas Department of Higher Education (ADHE) on program assessment. Previously, each individual program

was reviewed for ADHE every three years by a group composed of program faculty, division chair, and the Vice President for Academic Affairs. Each program review provides a detailed review of each program, related courses, and market viability. ADHE has been in the process of modifying their program reviews, adopting a more extensive process with each program placed on a seven-year cycle. The [Division Chairs](#), under the leadership of the Vice President, facilitate departmental and divisional assessment process. The Division Chairs see that faculty members regularly monitor the course description and outcomes of each course and make appropriate changes.

For viewing curriculum changes, visit the Curriculum Committee [Minutes](#) at the College Effectiveness website.

1d6. Effective communication facilitates governance processes and activities.

Communication is achieved through regularly scheduled meetings and by email. The Ozarka College web platform, myOzarka, and the Ozarka College [website](#) are used to provide access to information such as policies and procedures, [employee forms](#), [student forms](#), [handbooks and manuals](#), faculty resource information, meeting minutes, and the *Ozarka College Campus Connection*. MyOzarka is accessed via network login and may be accessed from both on- and off-campus locations. Email is utilized for basic communication in the standard message format, file sharing via attachment, and calendar/appointment scheduling. Supported by the calendar function in the email system, meetings are scheduled to provide discussion among employees and to allow concerned parties to provide input. The website gives access to the College Effectiveness [website](#) where all of the assessment and committee information is maintained. A compilation of all of the college committees and task forces is posted there, along with committee members, agendas, meeting minutes, and documents from the committees meetings. These committees include the following:

Community Advisory Committees – Various Department Leaders

Purpose: An educational advisory committee is a group of persons selected from the community who advise the college concerning specific occupational education programs and courses of study. Advisory committees include practitioners, employers, and supervisors within their occupation. Students, graduates, and consumers may also be represented on the committee. Members of the college administration, faculty, or staff serve as liaisons to the committee.

[Academic Appeals Committee](#)

Purpose: The Academic Appeals Committee exists to provide students the opportunity to appeal a grade of which they disagree. Academic evaluation on student performance shall be neither prejudicial nor capricious. Students may appeal grades awarded by faculty members by utilizing the procedures outlined in the Catalog. Faculty members will provide course materials at the beginning of each semester or term that include course requirements and grading procedure.

Advising Improvement Team

Purpose: To define and implement measurable improvements to the advising process that improves overall student placement, goals, and satisfaction.

Campus Preparedness/Safety

Purpose: To review and make recommendations concerning College activities that will enhance the safety of employees, students, and visitors.

Catastrophic Leave

Purpose: The Catastrophic Leave committee will review all catastrophic leave requests and make a recommendation to the President.

Diversity Committee

Purpose: The Diversity Committee will regularly review the *Mission, Vision, Values*, as well as processes and practices of the institution to ensure the institution addresses issues of diversity when providing enriching educational experiences and services for students, community, and employees.

Financial Aid Appeals Committee

Purpose: The Financial Aid Appeals Committee will hear appeals that have been filed through the financial aid appeals process. The committee will follow the appropriate procedures as outlined in the respective policies.

Friendship Fund

Purpose: Ozarka College has established a Friendship Fund to provide a vehicle through which to show employee concern during the time of need or joy of another employee. The Friendship Fund is a fund contributed to through volunteer contributions to show concern and care for fellow workers.

Graduation Committee

Purpose: The Graduation Committee will ensure that plans for graduation are completed in a timely and effective manner.

Institutional Improvement Committee

Purpose: The Institutional Improvement Committee will actively promote improvements in and the appropriate uses of facilities and equipment.

Student Affairs Committee

Purpose: The Student Affairs Committee shall assist in the development and maintenance of educational, financial, and cultural activities and services for Ozarka student body. The committee will also be responsible for promoting student life issues such as counseling, advising, placement, parking, student organizations, and recreation. The Student Government Association shall report any proposed activities to the Student Affairs Committee for approval. The Vice President for Student Affairs shall serve as the administrative liaison to this committee.

Professional Development Committee

Purpose: The Professional Development Committee shall formulate and maintain an active professional development program.

Scholarship Committee

Purpose: The Scholarship Committee is charged with the review of scholarship and aid applications and determines the award of college scholarships and grants in accordance with college policies and scholarship/grant restrictions.

Staff Organization

Purpose: The Staff Organization is a new committee of the College established to increase communication among employees and between this group and other groups on campus. The chairperson of the organization sits on the President's Consultation Council (PCC) and serves to bring communication to the PCC and back to the organization from the PCC.

Student Government

Purpose: Student Government will review current policies, procedures, practices, timelines, and functions and make suggested additions, deletions, and changes to ensure effectiveness, student friendliness, and compliance with state and federal regulations where applicable.

In addition to the committees listed above, are structural committees including the Administrative Council, [President's Consultation Council](#), [Instructional Council](#), and the [Faculty Council](#). Information is both solicited and conveyed at these meetings with the intent of further distribution at the division level. Also, at the beginning and end of each semester development days are scheduled on which important changes and other information are delivered college wide. Finally, there exists on campus an "open door" policy.

Even with the existence of these organizational structures and the "open door" policy that has existed through three presidential and interim presidential changes, communication is not as effective as desired throughout the College. A recent [Employee Satisfaction Survey](#) gave it a relatively low ranking (3.3 on a 5 point scale). In light of this result, the [Planning Manual Addendum 2009-2010](#) in its efforts to outline strategic direction for January 2010 planning identified improving communication as a priority (see table in section 1c2 above).

1d7. Ozarka College evaluates its structures and processes regularly and strengthens them as needed.

The College regularly evaluates and strengthens its structures and processes through the governance structure and regular committee meetings. Through the Instructional Council and Administrative Council, the administration monitors and evaluates College policies, procedures, and structure. In

addition, the President appoints various task forces as needed to thoroughly address various aspects of the College. Below is a description of the task forces that were appointed since 2006 with a brief summation of the task force results. The appointments and reports of committee results can be found on the effectiveness webpage.

Improvement [Task Forces](#)

First formed in January 2006, Presidential improvement task forces are assigned to review current policies, procedures, practices, timelines, and functions and to make suggested additions, deletions, and changes to ensure effectiveness, student friendliness, and compliance with state and federal regulations where applicable.

Advising Task Force

The goal of this task force was to review advising processes at other similar community colleges, identify current barriers in effectiveness and student friendliness, and make recommendations for changes to these areas. The task also included revising the catalog definition of the advising process and drafting a timeline that clearly describes the steps of the advising process so that employees, students, and community members can easily understand them. The task force identified ten problems associated with advising and recommended multiple means of addressing these problems. An Advising Committee evolved from this task force to further modify the advising process to assure continuous improvement.

Budget Task Force

The charge of the task force was to review and make recommendations for enhancing the current Ozarka budgeting process. The task force established a *Budget Process Overview and Timeline* and a *Departmental Budget Request Processing Flow Chart*.

Payroll Task Force

The committee was charged with reviewing the efficiency of this process and making any necessary recommendations for improvement. Five strengths were identified and eight areas of recommendations were made.

The Business Office Task Force

The Business Office Task Force was established to address the need for changes in policy, procedure, processes, and practices with the Ozarka Business Office. The goal was to devise a system of consistency that is user friendly for the students and staff. Two items that the former President wanted considered for change were the refunding policy (refunding of tuition only) and a policy dictating that fees be paid in advance when a student receives financial aid. Several changes were proposed by the task force and incorporated into the Financial Information for the catalog.

Financial Aid Task Force

The primary goal of this task force was to assess student friendliness, to review efficiency and effectiveness of the processes and functions of the financial aid department, and to evaluate the compliance with state and federal policy. Three strengths were identified and fourteen recommendations were made. In addition, a *Financial Aid Policies and Procedures Handbook* was developed.

Registration Improvement Task Force

The purpose was to review current policies, procedures, practices, timelines, and functions and to make suggested additions, deletions, and changes to ensure effectiveness, student friendliness, and compliance with state and federal regulations where applicable. This committee proposed a flow chart of identifying the suggested registration path based on the number of hours and transfer hours and whether or not the student was concurrent. The committee also recommended no late registration.

Facility Usage Task Force

The purpose was to review how facilities were used and to ensure compliance with state and federal regulations where applicable. The committee also reviewed current policies, procedures, practices, timelines, and functions of each facility, finally making several suggestions for additions, deletions, and changes to ensure effectiveness and student friendliness. An extensive *Facilities Usage Guidelines* policy was generated and passed through the appropriate approval process including the Board of Trustees.

Mission Statement Task Force

The purpose was to review the Ozarka College *Vision* and *Values* statements and to make suggested additions, deletions, and changes to the school *Mission* and *Values* statements. This task force proposed new *Vision*, *Mission*, and *Values* statements which were released for input by the College and subsequently adopted by the Board of Trustees.

Bookstore Task Force

The purpose of this task force was to seek process improvements and greater effectiveness in our book store and how we order, distribute, etc. at each of our sites.

Student Data Input System Taskforce

The purpose of this task force was to review, validate, and develop recommendations for process improvements of our student data input system. This should not be limited to graduation requirements review.

In addition, many Ozarka College committees review and improve various aspects of the college. Some examples include but are not limited to Board policy review, *Employee Handbook* review, *Crisis Manual* review, and planning review.

CORE COMPONENT 1e

Ozarka College upholds and protects its integrity.

1e1. The activities of Ozarka College are congruent with its mission.

There are many checks and balances built into the structure of the College to insure mission integrity. The concise but powerful *Mission*, "Ozarka College Provides Life-Changing Experiences through Education," resonates deeply throughout the College. Whether it is Grounds replacing worn benches, Advancement providing fundraisers for scholarships, or faculty tutoring in the Success Center, these activities are done to meet the *Mission*. Whether it is Financial Aid assisting a student to fill out papers, a lab instructor improving an experiment, the President attending a legislative session, or the Board of Trustees adopting policy, it is done to meet the *Mission*. The common thread running through the fabric of Ozarka is that everyone believes that he or she is here to make a difference in the College service area.

With this all-inclusive commitment to *Mission* along with shared governance, mission congruency is ensured. Reviews of planning and *Planning Results Manuals*, budgets and various minutes produced across the College profess to this congruency.

1e2. The board exercises its responsibility to the public to ensure that Ozarka College operates legally, responsibly, and with fiscal honesty.

Board oversight in conjunction with supervision by the Board-appointed President ensures the integrity of the College. Notices of the Board of Trustees meetings are posted and announced to area media according to Freedom of Information regulations. The President submits a monthly report to the Board of Trustees. The reports are posted on the [website](#) and are available to the public. State Procurement Regulations are followed by the finance Department when obtaining goods and services for the College.

Ozarka College complies with annual audits conducted by legislative auditors appointed by the Division of Legislative Audit (one example of the findings of an Arkansas Department of Higher Education Audit may be found at the ADHE website,

[pages 131-139](#)). The College yearly [budgets](#) are posted on the Ozarka College Website and are available to the public. A financial statement is presented to the Board of Trustees with the [President's Report](#) for approval at each quarterly Board meeting.



Board of Trustees Members during Quarterly Meeting

1e3. Ozarka College understands and abides by local, state, and federal laws and regulation applicable to it (or bylaws and regulations established by federally recognized sovereign entities).

Ozarka College follows State Procurement Regulations and complies with annual audits. Handbooks and policy manuals are reviewed annually and updated as needed. The Vice President for Finance and the Business Office Manager completed leadership education to enhance their understanding of fiscal management. Relationships and regular communication with local, county, state, and federal entities are maintained to ensure compliance with new and updated policies. Grant managers receive regular updates and execute their grants responsibly. The Ozarka College [Foundation](#) files an annual tax return and has an annual audit performed during the fall semester of each year.

1e4. Ozarka College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Ozarka College encourages participatory governance through committees. All employees are encouraged to and have the opportunity to serve on committees and task forces. Committees are appointed for new employee selection to ensure a fair hiring process. The committees and task force groups review policies and procedures for the College and make recommendations for improvements. In addition, committees review formal complaints when made.

The College maintains four [manuals](#) to delineate its policies including the *Board of Trustees Policies and Procedures Manual*, *Employee Handbook*, *Faculty Handbook*, and *Part-time Faculty Handbook*. These manuals have been recently reviewed and are accessible online. In addition, students are apprised of their rights and responsibilities through the *Ozarka College Catalog* and the classroom syllabi. These manuals and other materials identify the policies regarding the rights and responsibilities of the constituencies and also illustrate the process for addressing formal complaints should they occur, including the appeals process. In reviewing the complaint logs over the last three years, only three formal complaints have been made to the Vice President for Academic Affairs or Vice President for Student Services. All other complaints have been resolved prior to the formal filing process. This record strongly suggests that the College fairly and consistently implements its policies.

The results of the [Employee Satisfaction Survey](#) of December 2009 can also be used to support that the internal constituents of the College are treated fairly. The survey indicated that 81 percent of the responding employees (93 total respondents) were satisfied or very satisfied with personnel policies with 3 percent dissatisfied and 2 percent very dissatisfied. Of those same respondents, 86 percent responded that they were satisfied or very satisfied with the opportunity to participate in campus government with only 3 percent dissatisfied. Satisfaction for the overall experience of working at Ozarka was 86 percent with only 2 percent dissatisfied. This low level of dissatisfaction indicates fair policy implementation.

On the *Community College Survey of Student Engagement* ([CCSSE](#)) from spring 2008, 97 percent of the students said that they would recommend Ozarka to a friend or family member. This high level of satisfaction can likely be correlated to a perception of fairness and institutional integrity.

After much debate among administration and student government, the College passed a Tobacco-Free Campus policy effective July 1, 2008. Students were encouraged to engage in debate and the shared governance process.

Another example of Ozarka changing policy to ensure fairness to employees was the December 2009 passage of policy to extend to all employees the opportunity to sell back unused sick leave to the College upon retirement. The state had previously mandated that this be offered to classified personnel and, in order to be fair to all employees, the College also made this opportunity available to all employees. This can be found in the [Board of Trustees Policies and Procedures Manual](#) in section 2.52.

The Financial Aid Task Force, Registration Improvement Task Force, and Facility Usage Task Force were all implemented in order to identify any changes needed in policy, procedure, processes, and practices in order to ensure fair and friendly treatment to all. The establishment of these [task forces](#) with resulting recommendations and implementations evidence the concerted effort of the College to implement clear and fair policy as well as processes and procedures.

1e5. Ozarka College structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

The Ozarka College Foundation, Kids Academy, Bookstore, and Cafeteria funds are handled by the Finance Office and are subject to the same regulations and audit procedures as other College funds. In addition, extracurricular activities such as the Fall Festival and Spring Carnival are also handled through the business office as well as the student club accounts.

1e6. Ozarka College deals fairly with its external constituents.

As part of College service to the community, Ozarka provides facilities for many events. In order to clarify this process and treat all applicants fairly, the Facility Usage Task Force was charged with:

- Reviewing all current policies, procedures, practices, timelines, and functions.
- Reviewing policies, procedures, practices, timelines, and functions of similar Arkansas community colleges.
- Identifying barriers in present policies to effectiveness and student friendliness.

- Developing additions, deletions, and changes to current policy to enhance effectiveness and student friendliness.
- Drafting new policies, procedures, practices, timelines, and functions clearly and concisely so they will be easily understood by employees, students, and community members.
- Submitting a final draft of recommendations to the administrative council for review.

Resulting from this task force was the Policy for Facilities Usage that can be found in the [Board of Trustees Policies and Procedures Manual](#), section 3.32. The policy was approved by the Board of Trustees on December 13, 2007. These guidelines have been in use since their passage with final interpretation coming from the Administrative Council when requested. Below are pictures of Ozarka facilities commonly used by the public for various events.



Ash Flat Lecture Hall



District Future Business Leaders of America in Melbourne Auditorium



Melbourne Cafeteria

The College Finance Office follows state procurement guidelines when dealing with external constituents. The federal, state, and other grants awarded to the College are overseen by the Finance Office, and grant personnel abide by the appropriate regulations both in grant and fiscal management. Both the Finance Office and grants are subject to the state audit procedures.

A 2008-2009 [External Survey](#) reported that 91 percent of the survey participants responded that Ozarka College was an institution of integrity. Only 3 percent of the respondents disagreed with this statement. This survey further documents that Ozarka deals fairly with its external constituents.

1e7. Ozarka College presents itself accurately and honestly to the public.

The above mentioned External Survey of 2008-2009 found that 90 percent of the external constituents surveyed felt that the college presented itself accurately and honestly to the public and only 1 percent disagreed with the statement.

The College seeks to be transparent through postings on its website. Areas of particular interest on the website include the [College Effectiveness](#) webpage that can be accessed via the Faculty/Staff or the Visitors/Friends dropdown menu. Accessed from the Visitors/Friends dropdown menu under the [Board of Trustees](#) are posted all of the agendas and minutes of the Board meetings. Also located under the Visitors/Friends dropdown menu under the [Welcome](#) button are the monthly reports by the President

and Administrative Council compiled and sent to the Board of Trustee members with a link emailed to the entire College.

The *Ozarka College Catalog* is currently updated each year to reflect accurate course and program offerings, tuition rates and fees and financial aid availability. The *Ozarka College Catalog* is maintained [online](#). In addition, the *Ozarka College Campus Connection* is online with new editions being posted bi-weekly and emailed to those requesting this service. The College sends news releases to area media on a regular basis and advertises in local newspapers and on local radio.

1e8. Ozarka College documents timely response to complaints and grievances, particularly those of students.

The College personnel refer to the grievance policies published in the *Ozarka College Catalog* and on the website to resolve formal complaints. The Vice President for Academic Affairs maintains a log of formal grievances, and, during the last three years, there have been only three formal complaints. Characteristically, complaints are handled satisfactorily during informal stages.

Conclusion

Ozarka College has identified a *Mission* that resonates deeply with its employees and is easily understood by its students and constituents. The *Mission* is supported by the *College Vision, Values, Mission General Objectives, General Education Outcomes, Planning Manual and Planning Results Manual, and Strategic Direction Priorities*. The College operates within a state-defined service area and operates with integrity. The Board of Trustees appoints the President and approves Policy and the President leads the College that operates through shared governance. The College regularly reviews its operations to ensure the veracity of mission accomplishment.

Though natural diversity in the classical definition as related to race and ethnicity is low in the service area, the College is dedicated to celebrating diversity and preparing students to be successful in areas where natural diversity exists. The College strives to understand the diverse learning environment and, through movement to a learning centered environment and student outcomes with active learning initiatives, facilitates students reaching their potential. The initiatives to celebrate diversity and provide diverse learning environments are subsequent to the *Mission* documents.

CRITERION ONE: STRENGTHS AND CHALLENGES

Strengths: The College identifies the following strengths related to Criterion 1.

1. The College *Mission* documents are clear and prescribe all that the College does. The documents are easily understood by students and other constituents and strongly embraced by employees.

2. In spite of low natural ethnic and racial diversity, the College *Mission* documents foster diversity learning both for students and for employees.
3. The organizational structure of the College allows it to operate with agility and transparency as a responsive, supportive, and cooperative organization.

Challenges: The College identifies the following challenges related to Criterion 1.

1. Although organizational structure is identified as a strength of the College, communication within this structure can improve. The process of improving communication is currently underway with it being identified as a strategic direction for the college in planning 2010-2011. Positive steps have also been taken as evidence by the President establishing the President's Consultation Council and the Staff Organization to enhance communications. Also, Administrative Council now publishes weekly meeting minutes internally on the myOzarka committee area.
2. Though the *Mission* documents as a whole are rated as a strength of the College, the strategic planning component needs to be reinstated and re-infused into the yearly planning process. This process has begun with strategic direction being identified in December 2009 for yearly planning 2010-2011 and a new strategic plan scheduled to be developed during spring, summer, and fall of 2010.

OZARKA COLLEGE SELF-STUDY

PART II

CRITERION 2 – PREPARING FOR THE FUTURE



The Ozarka College allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction to Criterion Two:

Ozarka College is dedicated to its mission and involves the entire College in preparing for the future through the assessment, planning, and budgeting process. The College prepares itself and its students for a global environment where the ability to use technology is a prerequisite. Ozarka College realistically prepares for the future and has the fiscal resources to provide for the accomplishment of its mission.

CORE COMPONENT 2a

Ozarka College realistically prepares for a future shaped by multiple societal and economic trends.

2a1. The Ozarka College planning documents reflect a sound understanding of the organization's current capacity.

The Ozarka College main planning documents include the *Planning [Manual](#)*, *Planning Manual [Addendum](#)*, *Planning [Results Manual](#)*, [budgets](#) (Institutional and Departmental), *Legislative Plans*, *Appropriation Requests*, *Personal Services Requests*, and *Capital Funding Requests*. These documents are updated yearly with the exception of the *Capital Funding Request*, which is updated bi-annually.

The *Planning Results [Manuals](#)* from 2006-2007, 2007-2008, and 2008-2009 show that there has been over 90% accomplishment of planning action items during those years. This completion rate demonstrates the capacity to plan realistically and understand capacity. The College has grown

CORE COMPONENT 2a

successfully from 734 students and 430 Full Time Equivalents (FTEs) in fall of 2000 to 1364 students and 913 FTEs in fall of 2009, illustrating that the College is not under-planning for the future.

In an effort to further enhance understanding of capacity, the College also produced the *Addendum to Planning 2009-2010*. College planning facilitated preparation for the upcoming Self-Study when the College transitioned from the traditional strategic *Planning Manual* that was produced exclusively by the Board of Trustees and upper and middle level administration to planning based on the Five Criteria and following a process involving all of the College. A process has been established to incorporate strategic planning into the Five Criteria planning method over the next year. Meanwhile, a strategic direction planning session was held during which six priorities for 2010-2011 were identified to lend strategic direction to planning 2010-2011.

Some examples from the three *Planning Results Manuals* (2006-2007, 2007-2008, 2008-2009) demonstrating capacity planning are included below:

1. A Business Technology Instructor effectively planned for the spring schedule with a subsequent increase of 200 students (2006-2007).
2. To improve connectivity to better meet future demands, Information Systems installed Metro Ethernet at Ash Flat and Melbourne and DSL at Mountain View (2007-2008).
3. The Ozarka College-Ash Flat Site Coordinator served on a committee with the VPAA and Division Chairs. Course offerings were determined through this committee. Course offerings for Ash Flat have continued to improve which is evidenced through the continued enrollment growth of OC-AF (2007-2008).
4. Assessment indicated a concern over availability of computers for student usage; therefore, the Ozarka College-Mountain View Site Coordinator assisted the Divisions Chairs and the VPAA in scheduling classes to serve the optimum number of students and maximum utilization of classroom space. In January 2009, twenty new computers and two printers were placed in the computer lab, and ten new computers and a printer in the resource room, an addition which added six computers to the total in the resource room (2008-2009).
5. Financial reports were included as action items on the agenda for Board of Trustees meetings and approved at each regularly scheduled meeting indicating sound financial planning (2008-2009).
6. The Student Services department will continue to stress the need for additional services at the Ash Flat and Mountain View locations. The *Planning Results Manual* indicated that the need for increased student services at each site is recognized and that Student Services will work with the administration to meet these needs (2008-2009). Subsequently TRiO, Career Pathways, and the Student Success Center increased activity at the sites.

A review of the budget planning documents (*Budgets*, *Legislative Plans*, *Appropriation Requests*, *Personal Services Requests*, and *Capital Funding Requests*) shows that the College realistically prepares for the future. Sound financial planning over the past years can be exemplified by three significant facts:

1. During times of budgeting constraints across the state in 2008-2009, Ozarka College was able to implement the classified compensation pay plan amounting to approximately \$61,000 in salary increases to classified employees when most state colleges were unable to do so or to only implement at a reduced rate.
2. In October 2009, when the state made a 2.26 percent state-wide budget cut to a \$67,449 reduction for the College, Ozarka did not have to cut any of its budgets because, through budgeting, the College had planned for a possible cut and set aside \$80,058 from general revenue and workforce funds. When the state made an additional 2.4 percent (\$70,079) cut in January 2010, the College was able to make the appropriate budget reductions without significantly affecting academics or services to the students.
3. The College has budgeted successfully for capacity building as evidenced by physical plant improvements and renovations. Some examples include:
 - Ash Flat Building One - began 2003-2004, completed 2004-2005;
 - Mountain View Building One - began 2004-2005, completed 2005-2006;
 - Hall Building Renovation - began 2005-2006, completed 2006-2007;
 - Maintenance Building - began 2005-2006, completed 2006-2007;
 - Administration Remodel - began 2007-2008, completed 2008-2009;
 - Bookstore Remodel - began 2007-2008, completed 2008-2009;
 - Ash Flat Building Two - began 2007-2008, completed 2008-2009; and
 - Mountain View Building Two - began 2009-2010.

2a2. The Ozarka College planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

Information Systems is a progressive and active department at Ozarka College and keeps the College abreast of the latest technology utilized for delivering education and facilitating communication. The Director of Information Systems is a member of the Administrative Council and participates in all aspects of College planning. A review of the *Planning Manuals* for the last four years indicates that Information Systems has twenty-six entries in 2006-2007, nineteen in 2007-2008, thirteen in 2008-2009, and twelve in 2009-2010. These entries relate to educational and operational technology improvements and additions. A list entitled [*An Abbreviated History of Information Systems at Ozarka College from 2001 - 2009*](#) can be found in the Reference Room. It highlights some of the primary technological changes made at Ozarka College.

Evaluation of the 2006-2007 through 2008-2009 planning results documents shows continuing advancement of technology with extensive use at multiple levels by students and employees such as developments in myOzarka, use of internet courses and interactive video, and the use of multimedia in instruction and by students. The technology used at Ozarka, along with its continuing emphasis in all aspects of the College such as registration and communication through a web portal called myOzarka, increases the ability of students to achieve in today's globalized society.

MyOzarka incurs no annual cost to the College. While other institutions pay tens of thousands of dollars yearly for such a portal, Ozarka in-house expertise has allowed for internal design and continuous improvements that are specialized to the College. The growth of this portal is thoroughly documented in a journal that captures the constant feedback from instructors and subsequent improvements to the system. This document maintained by Information Systems prints as over 300 Word document pages compiled since 2008.

Some additional items from the *Planning Manuals* relating to technology, demographic shifts, and globalization indicate that attention is paid to these concepts:

1. The scheduling process includes demographic consideration of high school students, the 55+ population, and the working student.
2. Many Ozarka faculty members consider technology in book selection.
3. An ESL (English as a Second Language) course was added by the Adult Education Department to assist the slightly-growing Hispanic population in the area.
4. The Library has embraced technology and provides the online card catalog and online search engines accessible from the main campus, the two off-campus sites, or home.
5. To further enhance students' appreciation of globalization issues, a Diversity Committee was established.
6. The Business Technology Department chooses texts based on current technology.
7. The Office of College Advancement utilizes the latest trends in advertising and attends workshops related to using technology in advertising.
8. The Allied Health Department keeps abreast of the latest technology trends in medicine.



Ozarka Instructor with ESL Students

2a3. Ozarka College planning documents show careful attention to the organization's function in a multicultural society.

Ozarka College serves four rural counties in North Central Arkansas. The Institution primarily serves Fulton, Izard, Sharp, and Stone counties in Arkansas with some additional students coming from Independence County in Arkansas and Oregon County in Missouri. The service area covers over 2,400 sparsely populated square miles. The four-county 54,636 population (2008) generates a density figure of only 23 people per square mile. The population demographics have been slow to change since the last census in 2000. The service area is still overwhelmingly Caucasian. Less than two percent of the population is either of African American or Hispanic descent respectively. Even fewer members of other

minorities reside in the College service area. A large amount of impoverishment exists in the service area, with over 70 percent of the students qualifying for federal financial assistance.

Due to the lack of natural cultural and ethnic diversity in the service area and at the College, Ozarka has a special challenge in preparing students to work and thrive in a multicultural society. The emphasis that Ozarka places on accomplishing diversity education is evidenced by our sixth General Education Outcome:

Demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect(ed) past and present society.

As a result of this emphasis, multiple examples of how Ozarka addresses diversity can be found throughout the *Planning* and *Planning Results Manuals*. The table below lists some of these examples by planning manual year:

YEAR	PLANNING MANUAL ENTRIES RELATED TO FUNCTION IN A MULTICULTURAL SOCIETY
2006-2007	The Culinary Arts Department well prepares students to perform beyond the local level as exhibited by success in national competitions.
	The Nursing and Allied Health Division utilizes diversity training.
	Various grants add to the diversity experience (Big Read, DOJ).
	An English faculty member shared a PowerPoint on her overseas travel.
2007-2008	The Culinary Arts Department textbook selection is and will continue to be based on the current trends in the Foodservice Industry as it relates to Fine Dining/Up Scale establishments.
	English Department and Developmental Education textbook selection is and will continue to be based partly on sensitivity to global issues of gender, race, history, and current events.
	The Business Technology Department textbook selection is and will continue to be based partly on sensitivity to global issues of gender, race, history, and current events in Human Relations, Principals of Marketing, Principals of Management, Business Communications, Small Business Management, and Principals of Microeconomics.
	Multicultural society implications will partially determine whether to respond to

	requests for proposals by the Director of Planning and Special Projects and activities to provide multicultural experiences will be written into grant applications where possible (Partners for Care grant includes opportunities for poverty to middle class mobility via LPN training and scholarship enhancement).
	The Arts and Humanities Division will plan its budget around adding some class activities to expose the students to different cultures in art and theatre productions.
2008-2009	All syllabi in myOzarka have a Diversity statement.
	The Allied Health Division textbook selection will continue to be based on accurate data for the sensitivity to global issues of culture, gender, race, history, and current events in the areas of healthcare, communication, medications, treatments, health promotion, and prevention.

2a4. Ozarka College planning processes include effective environmental scanning.

Ozarka College looks to its environment for guidance cues and uses that information in planning. The Ozarka [Assessment Calendars](#) contain entries for environmental scanning and are located on the Ozarka website. Environmental scanning tools found on the calendar include the *Enrollment Scan* utilized by Admissions, the [Non-Returning Student Survey](#) utilized by the Student Success Center, [Advisory Committee meetings](#) for technical programs and the [Library](#) utilized for program improvement, the [Alumni Survey](#) and the [External Scan](#) utilized by Planning, *Employer Surveys* utilized by Academics, and the [Employee Satisfaction Survey](#) utilized by the President's Office.

In addition to these listed surveys, the College conducted a *SWOT Analysis* in [2006](#) and [2009](#) as found in the *Planning Manual* of 2006 and the *Planning Addendum* of 2009. Other recent environmental scans not listed on the calendar include the *Needed Positions Survey* of the Administrative Council and the *New Program and Course Survey* utilized by the President and responded to by all of Ozarka. Also, the President constantly gathers information at his speaking engagements in the community, and the Board of Trustees and Ozarka College Foundation Board are representative of all parts of the service area, bringing an external perspective to decision making for the College. The members of the Marketing Department and Site Coordinators attend Chamber of Commerce meetings at Calico Rock, Mammoth Spring, Hardy, Mountain View, and Salem. A representative from the Office of College Advancement also attends the North Central Arkansas Regional Economic Development meetings where information is gathered and shared.

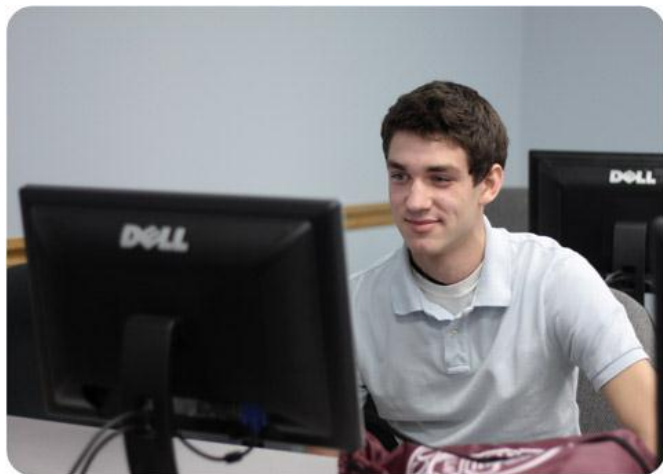
Additional information is gathered from Ozarka employee contacts with outside agencies including various Arkansas Department of Higher Education meetings attended by the President, Vice President for Academic Affairs, Vice President for Student Services, Vice President for Finance, and other employees. Three faculty and staff members are currently working on doctoral degrees, and five are working on master's degrees, bringing additional current and viable information to the college relating to the latest information in educational leadership, student services, and education in general. Relevant information is also collected by employees through their participation in various associations related to their jobs and through conferences, webinars, and journals. A table of employees and the various professional organizations to which they belong can be found in the Appendices.

The *SWOT Analysis* and *Employee Satisfaction Survey* were two documents used extensively to produce the *Planning Manual Addendum 2009-2010* to identify planning direction for 2010-2011. In addition, representatives from all areas of the College, a Board of Trustees member, and a Student Government Association member participated in the planning session, bringing diverse experiences to the table.

2a5. Ozarka College is supportive of innovation and change.

Evidence of the College embracing innovation and change can be found throughout the Institution. Ozarka has experienced substantial and continuous change over the last nine years with several key elements spurring the change. A Title III Strengthening Institutions grant and other grants, three presidential changes, and steady growth can be seen as stimulating agents of change at Ozarka College.

Ozarka College participated in a Title III Strengthening Institutions grant from 2001 to 2007. This grant had two main components: one focused on increasing development capabilities and the other on increasing the use of technology in the classroom. The technology component of the grant transformed the college during those years not only by meeting the grant's exacting goals, but also through additional assistance from Perkins grants, institutional funds, and the progressive Information Systems department. The chart below shows the magnitude of the change by comparing numbers of countable subjects in 2000 and 2010 such as labs, computers, courses, classroom technology, etc. This chart strongly suggests the accompanying change in mindset brought about by new development capabilities and technology increases.



Student Using myOzarka Technology

Year 2000 Technology vs. Present Technology		
Item	Before Title III (2000 Baseline)	Today (2010 Spring Baseline)
Computer labs/spaces on three sites	Four labs/spaces, 74 computers	Fourteen computer labs/spaces, 200 computers
Connectivity between campus/sites	None	Present
Interactive video	<ol style="list-style-type: none"> 1. One classroom to receive nursing courses from ASU 2. Number of classes: four 	<ol style="list-style-type: none"> 1. Seven classrooms including two on each campus/site and one that interacts with area high schools and a state nursing consortium with archival of all classes 2. Number of classes: 36 (twelve courses)
Servers	Smaller servers; three-foot rack	Servers with enterprise level features; three forty-four unit cabinets and one thirty-six unit cabinet
myOzarka	Non existent	<p>Some of its major capabilities (instructor and student versions) include:</p> <ol style="list-style-type: none"> 1. Grade book 2. Course content 3. Online testing 4. Archived lectures 5. Chat room 6. Assignments 7. Email 8. Discussion threads 9. Course calendar 10. Rosters (instructor) 11. Syllabus 12. Tracking (instructor) 13. Book orders (instructor)
Online Classes	Four course sections, 29 students	Forty-seven course sections, 510 students
Classroom technology	Overhead projector in each class with a few video projectors on carts for loan	All but two classrooms of the College have computers, video/computer projectors, and internet access

Ozarka College also demonstrates its support for innovation and change through its adaptability to and progression under three different presidential styles during the ten-year period since the last accreditation visit in 2000. With each of its three Presidents (and three interim Presidents), the College has moved forward with continuous improvement. Director and then President Rush (1987 to 2005) led

the College through the building of permanent sites in Ash Flat and Mountain View; President Johnston (2006-2009) led through various internal structure reviews, an increase in shared governance, the building of the second building in Ash Flat, and expansion in nursing and 55+ programs; and President Dawe (beginning July 2009) thus far has realigned the organizational structure, increased shared governance structures and processes, initiated the construction of the second building in Mountain View, and further elevated the authority of the Division Chairs. The College has internalized these changes as it continues to evolve.

Other significant change factors at the College have included continuing education opportunities such as advanced degrees, conferences, programs on campus, and participation in professional organizations. Some of the changes are charted below and categorized according to the Offices of the College:

Some Examples of Innovation and/or Progressive Change	
Office	Change
President	<ol style="list-style-type: none"> 1. President’s Consultation Council 2. Staff Organization 3. Planning and Assessment Council 4. North Arkansas Two-Year College Consortium membership 5. Arkansas Aerospace Training Consortium membership
Academic Affairs	<ol style="list-style-type: none"> 1. Changes of COLL1001 based on best learning practices 2. Early Alerts 3. Life-science instructor goal setting research 4. Compass pre- and post-tests for developmental education courses 5. Eleven-month nursing program for sites 6. Arkansas Craft School (Continuing Education, Certificates of Proficiency and Associate of Applied Arts) 7. Smartboard used by the Business Department 8. Portfolio assessment in English Department 9. New Course and Program <i>Assessment Plans</i> tied to learning outcomes 10. Gourmet Nights 11. SIM man used in nursing and nurse assistant program 12. Biology instructor involving students in research 13. Arkansas Registered Nursing Consortium 14. Transformation of lecture courses to include more active learning components such as COLL1001 15. Weekend and evening LPN program
Student Services	<ol style="list-style-type: none"> 1. Orientation involving active learning 2. Innovative scheduling of services

	<ol style="list-style-type: none"> 3. One-Stop Shop (moving most of Student Services to one area) 4. High School Coaches
Finance	<ol style="list-style-type: none"> 1. Online payment of tuition and fees 2. Twelve-month faculty salary disbursement 3. Direct deposit of employee salaries and student financial aid refund 4. Administrative withdrawal for nonpayment 5. Crisis Management preparation documented with online testing
Advancement	<ol style="list-style-type: none"> 1. Facebook and Twitter as a means of reaching the new generation 2. Career Pathways book loan program 3. Gasoline vouchers for Career Pathways students 4. Improved and streamlined the institutional scholarship program
Planning and Institutional Research	<ol style="list-style-type: none"> 1. Promotion of the concept of intrusive advising through professional development 2. Early Alert follow-up 3. Shift in strategic planning with a few individuals to planning focused on the Five Criteria with all Ozarka involved to Strategic Planning - Five Criteria planning with all Ozarka participating 4. Faculty tutoring in the Success Center 5. Success Closet providing slightly used professional attire for students going to interviews 6. Women's Advocacy for stalking, sexual assault, and domestic violence related issues 6. Crisis Management preparation documented with online testing
Information Systems	<ol style="list-style-type: none"> 1. myOzarka (contains hundreds of improvements as the program was tailored to College needs and ways of increasing instructor efficiency) 2. Textbook entry program to facilitate book ordering 3. See previous chart with changes since Title III

2a6. Ozarka College incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

Since its inception as a technical college in 1995, Ozarka College has prioritized serving individual students. Traditionally, the employees of the College strive to give students a sense of belonging which

is so important to their success. The carefully crafted [Mission Statement](#) of the College shows that Ozarka places students first so that the students' lives will be transformed through education. Low student-to-teacher ratio has remained a main concern, indicating the prioritization of the individual. Some examples in the *Planning Manuals* that illustrate our historical perspective of putting students first include the following:

- Faculty increasing intrusive advising and active learning;
- Finance Office implementing task force recommendations for improving student friendliness;
- Library conducting a yearly student survey to improve services;
- Information Systems making many student friendly changes in myOzarka such as making it possible for students to view their grades 24 hours per day, seven days per week;
- Faculty choosing books based on diversity to deepen student awareness on issues to which they are not readily exposed; and
- TRiO, the Student Success Center, and Career Pathways entering many items to facilitate student success.

In the *Planning Manuals*, as the College endeavors to change lives through education, entries can be traced back to promoting student success in some way whether the entries describe Grounds improving the aesthetic experience of the student, or student services personnel scheduling their days around student access, or instructors improving student learning. These planning examples can be found in the *Ozarka Planning Manual* and *Planning Results Manuals* and in myOzarka History.

Alumni of the College return to perpetuate this historical perspective of putting students first so as to help students transform their lives. The following employees of the College were once students at Ozarka, received degrees or certificates from Ozarka, and now help to carry forth the tradition of putting students first:

- Academic Affairs Administrative Assistant
- Accountant I
- Accounting Technician II
- Accounting Supervisor
- Administrative Specialist I
- Ash Flat Site Coordinator
- Biological Science Instructor
- Career Pathways Community Outreach Specialist
- Career Pathways Administrative Specialist III
- Culinary Instructor
- Culinary Instructor
- Director of Financial Aid
- Financial Aid Specialist
- Health Science Division Chair

- Health Science Division Secretary
- Information Systems Distance Learning Specialist
- Information Systems Network Manager
- Physical Science Instructor
- Student Services Secretary
- Student Success Coordinator
- Student Success Specialist
- TRiO Administrative Assistant
- TRiO Tutor

2a7. Ozarka College clearly identifies authority for decision making about organizational goals.

Ozarka College planning has evolved over the ten years since last accredited and has progressed through three phases. During these three phases, planning has transitioned from less inclusive (by Top-down Strategic Planning) to all inclusive (through Planning with the Five Criteria) and currently to bi-level planning with representative inclusion at the strategic planning level and total inclusion at the yearly planning level (through Strategic Planning infused into Planning with the Five Criteria). During the first phase from 2000 through 2005, traditional Strategic Planning occurred with yearly renewals and involved the Board of Trustees, the Administrative Council, the Division Chairs, and a few other College personnel at an off-campus retreat. In 2004 to make planning more inclusive, faculty were involved in a planning session prior to the retreat.

Planning beginning in 2006 involved the Five Criteria in this process and called for involvement from all full-time employees. The 2004-2008 strategic planning goals were not included directly into this planning. Since an accreditation visit had been scheduled for fall 2010, the strategy of the planning process was to unite planning with education about the Five Criteria and use the Five Criteria as the overarching goals of the College. All employees were charged with reviewing assessment and then planning for the year. This planning was to be infused into the framework of the Five Criteria. The President, Vice Presidents, and Directors of the College were in charge of leading their areas during the process and placing approved plans into the planning document.

As the 2009-2010 academic year began, a decision was made to include a more traditional long-range strategic component into the planning process to increase its effectiveness. A group representing all areas of the college including the Administrative Council, Instructional Council, Faculty Council Chairperson, Staff Organization President, an Adult Education Representative, a Board of Trustees member, and a Vice-President of the Student Government Organization identified strategic direction. The strategic direction represented areas designated for improvement that would logically be involved in the upcoming Strategic Plan of May 2010. Following the identification of six strategic priorities by this group, annual planning involved all employees. A full strategic plan is slated for development from April through September of 2010. Completion of this plan will lead to development of a college master plan.

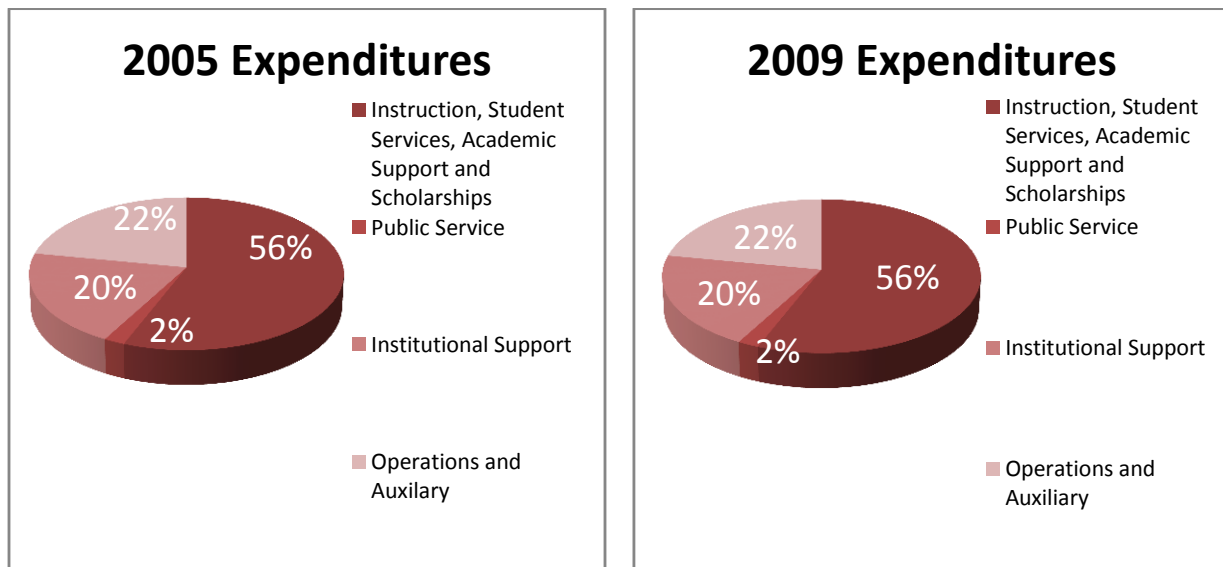
The planning entries are ultimately reviewed and accepted by the President, Vice President, or Director in charge of that Office of the College where the planning originates. The completed *Planning Manuals* appear as information items at the Board of Trustee meetings prior to being posted on the [website](#).

CORE COMPONENT 2b

The Ozarka College resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

2b1. Ozarka College resources are adequate for achievement of the educational quality it claims to provide.

Ozarka College involves all faculty departments and Student Services in the budgeting process, resulting in budgets that are optimum for those departments in relation to the entire budget. The chart below shows education-related expenses in 2005 and again in 2009, demonstrating budgeting patterns. Education-associated expenses remained constant at 56 percent, indicating that the College maintains its educational budgeting pattern. Ozarka College budgets and expenditures for 2006-2007 through 2010-2011 can be found in the Resource Room and on the [website](#).



Over the years between 2000 and 2010, Ozarka College has remained fiscally sound while delivering quality education. In reviewing the latest available Ozarka College CAAP scores of April 2009 we see that the Ozarka College sophomore level students' mean score was above the national mean score in four of the five areas on the test, indicating that Ozarka students are getting a quality education.

April 2009 CAAP Results			
Academic Area	Result	Ozarka Mean Test Score	National Mean Test Score
Writing Skills	84% Ozarka Students scored above the 53 percentile	64.4	62.0
Mathematics	32% Ozarka Students scored above the 52 percentile	54.8	56.2
Reading	76% Ozarka Students scored above the 45 percentile	62.4	60.4
Critical Thinking	72% Ozarka Students scored above the 49 percentile	62.8	60.8
Science	52% Ozarka Students scored above the 45 percentile	59.5	59.2

Additional facts testifying that Ozarka planning and budgeting produce quality education include:

- The Licensed Practical Nurse first-time pass rate for six classes completing in fall 2007 through fall 2008 was 83 percent. When second-time test results were included, the pass rate increased to 90 percent.
- Employment Placement for completers of technical programs for 2008-2009 as reported by the Arkansas Department of Higher Education for Perkins Grant reporting purposes was 72 percent.
- Ozarka College Culinary students regularly place at the national competitions.

Faculty credentials may be found in the Personnel Directory in the [College Catalog](#).

2b2. Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

Ozarka College budgets effectively for the educational process. In addition, the College intentionally develops its infrastructure to facilitate the educational process for students. Since Ozarka College is located in a rural, impoverished region, providing students convenient locations for attendance is a priority. The College built permanent facilities in Ash Flat and Mountain View, added a second building in Ash Flat, and is adding a second building in Mountain View as it experiences continued growth resulting from making easy access available. Additionally, the College plans to offer classes at Mammoth Spring in northern Fulton County as of fall 2010.

Effective Budgeting

The yearly procedure to plan and budget for the upcoming academic year begins with review of assessment, is followed by the annual planning process, and culminates in the budgeting process. All

areas of the College are involved in these three processes. As everyone plans to positively affect the student experience, personnel from Ozarka plan and budget with mission fulfillment in mind. The chart below lists the results of the budgeting process over three academic years. A more detailed breakdown of these budgets can be found in the yearly budget manuals located in the Resource Room. In the event of unbudgeted expenditures that may become needed during the year, flexibility exists within this budget structure in the form of a yearly contingency built in the overall budget. Contingencies for 2007-2008, 2008-2009, and 2009-2010 amounted to \$290,000, \$50,500, and \$98,590 respectively. The larger contingency for the 2007-2008 year resulted from an increase in Workforce funding after the budget was created. As previously stated, Ozarka College received two budget cuts during 2009-2010 and maintained operations without decreasing the educational experience for the student.

Ozarka College Operational Budget Unrestricted Funds by Year (not including salaries)			
Category	2007-2008	2008-2009	2009-2010
Academic Support	\$ 44,700	\$ 44,975	\$ 44,975
Institutional Support	\$ 361,770	\$ 439,340	\$ 439,990
Instruction	\$ 183,321	\$ 184,274	\$ 197,533
Organized Activities (bookstore, kitchen, etc.)	\$ 437,925	\$ 589,775	\$616,625
Physical Plant	\$ 427,805	\$ 440,000	\$ 441,950
Public Service	\$ 71,655	\$ 65,425	\$ 65,425
Student Services	\$ 49,818	\$ 59,995	\$ 58,440

Infrastructure Development

The Ash Flat Site

Ozarka College has offered classes in the Ash Flat area since 2001 to better serve students in Sharp and Fulton counties. Offering courses at this location shortened the commute time significantly for many students and improved opportunities for those with families to attend classes near home where their children go to school or day care. Classes were first offered in rented facilities in the Remington Plaza strip mall. With a planned enrollment of approximately 100 students, full-time faculty members were not permanently located at this site. The College used Title III grant funds to install two interactive video systems that allowed faculty to teach from the Melbourne campus. Growth was slow and feedback identified facility size and parking constraints as factors that discouraged student attendance.

Recognizing the potential to better serve, in 2002 Ozarka College worked closely with the Board of Trustees and Ash Flat community leaders to gain financial support for a permanent facility in the Ash Flat area. Combined efforts resulted in voter approval of a 3/8-cent local sales tax. This sales tax backed a \$1.2 million dollar bond issue that ultimately funded the project. Contractors broke ground on the

16,062 square foot building in April of 2004. Just over a year later, Ozarka College moved its Ash Flat operations to permanent facilities.

The new building provided a substantial upgrade of classrooms, offices, and parking. With its new footprint, the facility also provided a recognizable Ozarka College Ash Flat identity for the community. The effects were immediate. Enrollment increased from 160 students (77 FTE) in spring 2005 to 229 students (116 FTE) in fall 2006 when the new facility was first used full time.



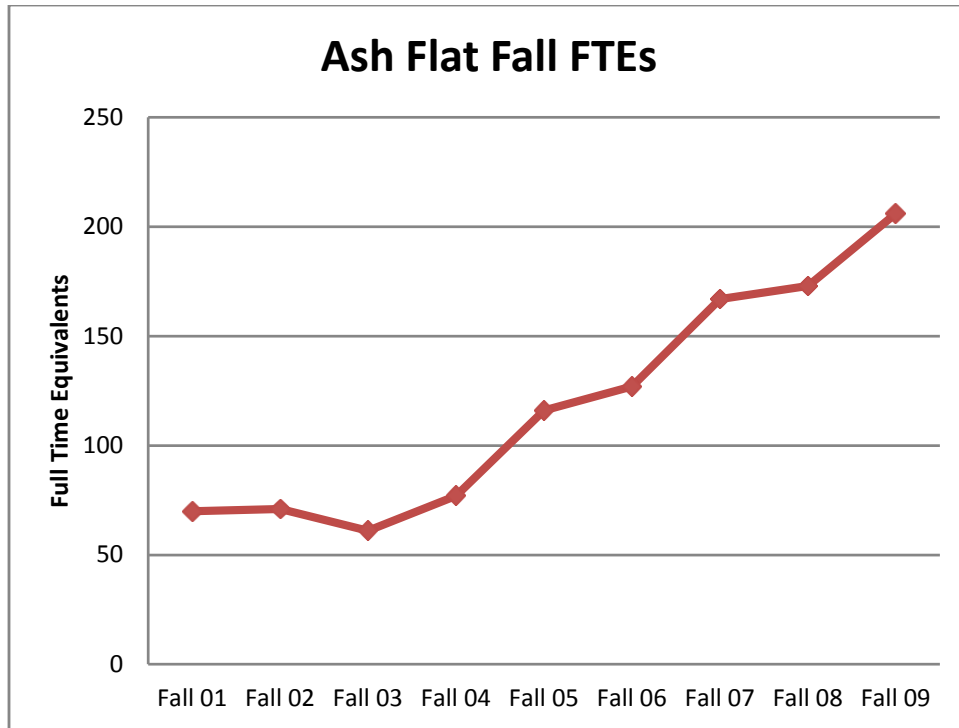
Ash Flat Open House after Building Completion

This equates to an overall enrollment increase of over 43 percent and FTE increase of over 50 percent from one semester to the next. During the new site's first three years of operations, enrollment grew by 125 percent, putting the new facility near its functional capacity.

With continued growth, the Board of Trustees began to plan in earnest for expansion almost as soon as the fall 2006 numbers were available. An additional building became part of the strategic vision as early as 2004. A window of funding opportunity came in 2006 in the form of an Arkansas state legislative initiative. The legislature passed a bill that allowed debt restructuring which resulted in funds being available for infrastructure and new construction projects. Ozarka College was a recipient and directed its portion towards construction of a second building at the Ash Flat site. Ground was broken on this facility in December of 2007 with construction completed in September of 2008.

The two building sites now allowed Ozarka College to explore expanding program offerings at Ash Flat. An eleven-month LPN program was added, and five full-time teachers teach exclusively at the Ash Flat site. Enrollment continues to grow. Fall 2008 saw an enrollment of 297 students (173 FTE). The site now offers full Associate of Arts curriculum opportunities and a nursing program.

One year later total enrollment was 347 students (206 FTE) for a one-year growth rate increase of over 19 percent (see the chart below for a full ten year Ash Flat enrollment history).



The Mountain View Site

Ozarka College started offering concurrent college classes at Mountain View High School during the mid 1990s. In early 1997, Stone County community leaders worked with the College administration to plan a dedicated site in Mountain View for Ozarka College operations. As a first step, Ozarka College used a rented facility to provide two classrooms, a computer lab and additional space for a small bookstore, study area, and offices. Full-time faculty members shared time between the Melbourne campus and the Mountain View site and were augmented by adjunct instructors. As classes were more frequently offered and delivered, enrollment rapidly rose to approximately 125 students attending each semester.

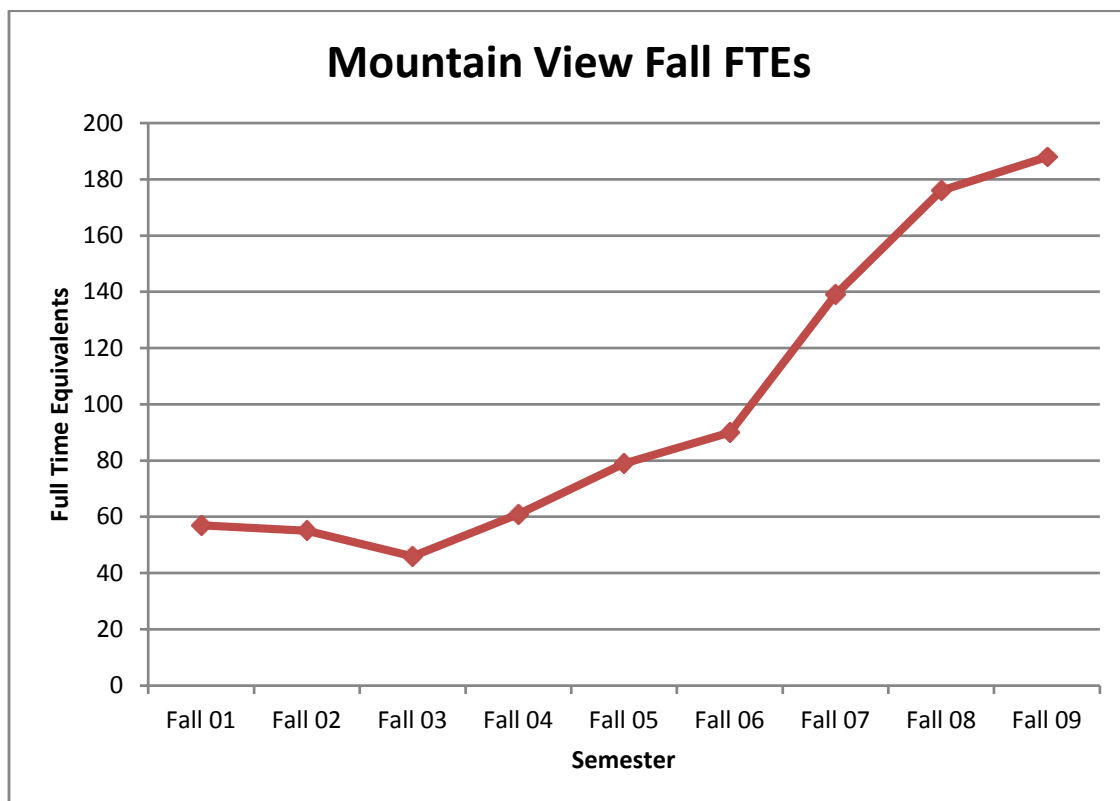
Recognizing an opportunity to better serve the community through growth, Ozarka College administration and the Board of Trustees began the planning process for a new, dedicated facility. In the fall of 2002, local community leaders met with the Ozarka College President and Registrar to identify a suitable building site. After considering how to authorize and pay for a new facility, on May 14, 2003, Ozarka officials purchased ten acres in Mountain View for \$20,000 with construction of an initial building to be paid by revenue bonds. On August 24, 2004, 250 people witnessed the ground breaking for the 9,322 square foot building. Cost of construction including furniture and equipment was approximately one million dollars and the new facility opened for classes on August 25, 2005.

The site is advantageously located near Mountain View High School and the Stone County Medical Center and now offers full Associate of Arts curriculum opportunities and a Licensed Practical Nursing Program. The building houses five classrooms (two of which are equipped for interactive video) a computer lab, a separate science lab, and a reference room, as well as office space and restrooms. The science laboratory was financed through fundraising campaigns and through generous donations.

With the new facility, an overall enrollment of 150 plus students (90 FTE) was reached in the fall 2006 semester. Each subsequent fall thereafter saw a steady increase in enrollment from the previous year and reached 292 students (189 FTE) in 2009. Since the grand opening of the dedicated facility in Mountain View, overall enrollment has increased 87 percent (110 percent increase in FTE), putting the facility at its functional maximum. At peak times, parking has been beyond capacity, requiring students and staff to park their vehicles on the grass.

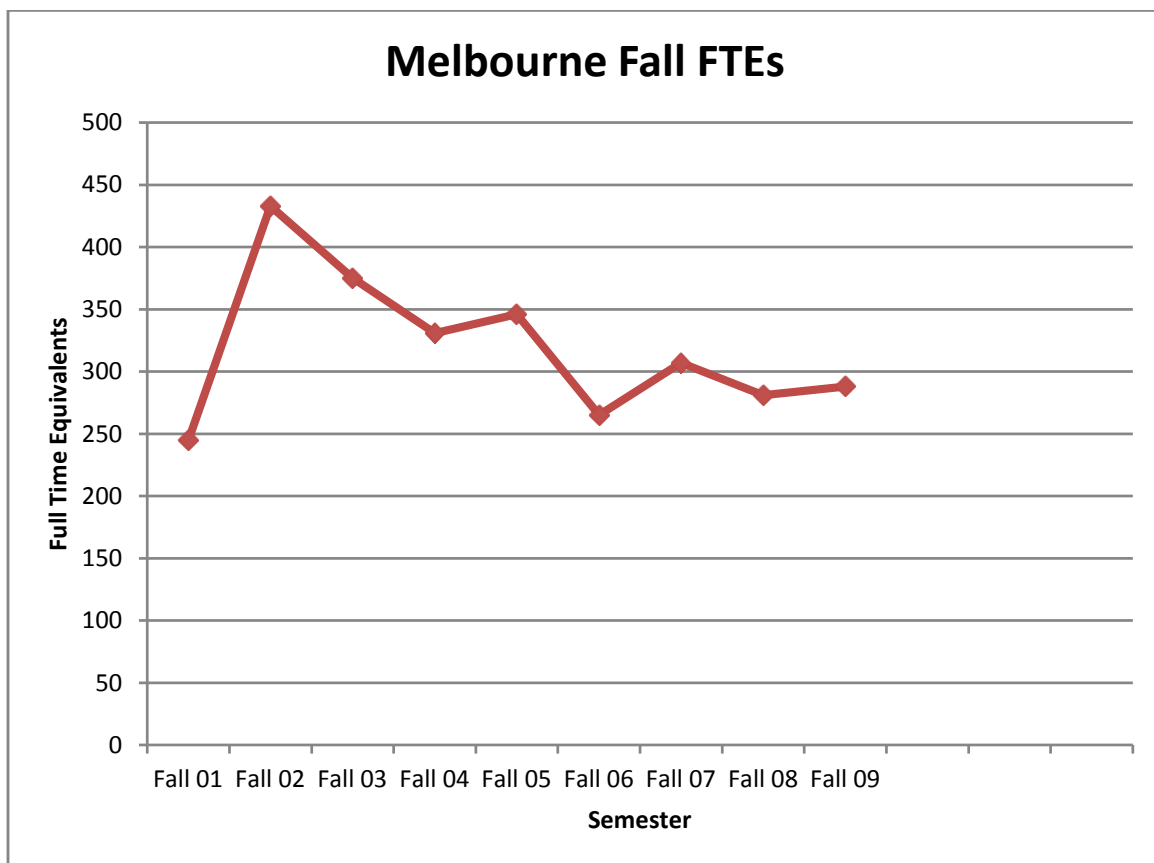
Compounding the challenge of rapid growth was the addition of an eleven-month LPN program at Mountain View, which accepts a maximum of twenty students. Regular classes met in the main Mountain View building with the lab being housed in the Mountain View Family Practice Office Building. Unfortunately, the lab facility was destroyed by a tornado in February of 2008. In order to meet commitments to the students, Ozarka College moved the Mountain View lab to the Mountain View Technical Center owned by Mountain View Public Schools.

The need for additional facilities had been apparent for at least two years and discussions and preliminary planning have been underway since 2007. On September 17, 2009, the Ozarka College Board of Trustees voted to add a second building to the Mountain View site. Financing required some refinancing of bond debt as well as a contribution from the state. Though not an official estimate, the project is expected to cost about 1.6 million dollars, essentially comparable to the money spent on the second building at the Ash Flat site.



The Melbourne Campus

In 2006 as task forces on campus were meeting to make processes and procedures more student-friendly, the Administrative Council planned renovations to enhance the student experience on the Melbourne campus. These renovations included the Administration Building and the Bookstore remodel that were both begun in 2007-2008. By moving administrative personnel from the one suite to other areas in the Administrative Building, the remodel allowed for most of Student Services to be housed in close proximity to each other. This alteration provided for less complicated experience during the enrollment process, greatly increasing the efficiency and student friendliness of the process and providing for enhanced and accelerated communication among Student Services personnel during registration. Also, a small dining room adjacent to the Student Services area was renovated into a student center. The second renovation project provided for a larger bookstore and offices for Career Pathways. Career Pathways, a grant-funded student services entity to enhance student success, was relocated from the Administrative Building to the physical center of the campus. This change of location greatly enhanced Career Pathways' visibility to students and accessibility by them.



Melbourne FTEs began to decline in 2002 with the increasing number of courses and programs offered on the off-campus sites. This decline seems to have leveled and a new baseline was set for the Melbourne area.

2b3. Ozarka College uses its human resources effectively.

During the past five years, Ozarka College has done much to solidify its commitment to keeping and recruiting highly qualified and effective faculty. Faculty salaries at the College were raised to the Arkansas state average for the faculty's peer group. The College also developed policies that fairly compensated for additional teaching loads and for travel expenses particularly in the case of adjunct teachers. Ozarka College began compensating adjunct teachers when they attend semester in-service training sessions. These institutional reforms increased revenue spent on instruction from 25 percent to 27 percent of total expenditure.

In addition to salary increases for faculty, the college administration and Board of Trustees increased pay for professional staff and for administration. When the opportunity arose to offer a one-time merit pay increase to classified staff, they were also given a raise. These raises, along with the faculty raises, occurred between 2006 and 2009. It was the goal of the President to raise Ozarka College salaries to the average state salaries.

To further compensate employees, Ozarka College provides a generous benefits program with some employees on the lower end of the salary scale receiving benefits nearing 50 percent of salary. The total salary budget for 2009-2010 was \$3,605,837, and the total benefits budgeted was \$1,457,770, which calculates at approximately 40 percent benefits. Historically, when insurance costs increase, the College covers these costs, protecting the wage earner at the lower end of the pay scale. Additional benefits to employees not related to salary include tuition waivers for Ozarka classes and tuition reimbursements for college classes taken at other institutions within specified guidelines. In addition, all Ozarka employees as of summer 2010 can use the exercise facility located on the Melbourne campus at no cost to the employee.

An important factor in ensuring a successful future for the College will depend on effective use of staff and faculty alike. The College makes every reasonable effort to compensate faculty and staff fairly so that the Institution continues to attract and retain the best instructors and staff professionals that are available. In 2008 and again in 2009, the Administrative Council prioritized positions to be added to the current full-time employee list.

In addition to fair treatment of its employees to ensure effective use of human resources, the College has processes, procedures, and structures to enhance the effectiveness of the workforce. Some current examples of Ozarka College optimizing the use of its human resources include:

- Cross-training in the Finance Office;
- TRiO, the Student Success Center, and Career Pathways substituting in the classroom when instructors must be out;

- Hiring instructors who can teach in two or more areas;
- Using adjunct instructors to increase course offerings;
- Using instructor office hours to tutor in the Student Success Center;
- Use of peer tutors;
- Use of student workers;
- Restructuring within the college such as assigning Institutional Research to Planning;
- Staggering Student Services (TRiO, Student Success Center, Career Pathways) personnel at the campus and two sites;
- Elevating the authority and responsibilities of the Division Chairs and reducing their teaching loads;
- Relocating Student Services so that almost all departments were located in the same suite; and
- Assigning full-time instructors to Ash Flat and Mountain View sites.

2b4. Ozarka College intentionally develops its human resources to meet future changes.

Ozarka College promotes life-long learning for its employees in various ways, including tuition waivers, tuition reimbursements, organizational memberships, library resources, and external and internal professional development. The College allocates time and funds for professional development. Departments budget for in-state travel, and the Institution budgets for out-of-state travel. Additionally, the College budgets for tuition reimbursement for employees and provides scholarships for taking in-house courses.

The chart below itemizes spending associated with professional development, work related meetings to enhance performance, tuition reimbursement, and professional organizational memberships.

2009-2010 Proposed Budget Items Related to Professional Development and Meetings Unrestricted Funds	
Item	Amount
Dues - memberships for professional organizations	\$ 23,000
Employee Tuition	\$ 25,000
Common out of State Official Business	\$ 2,500
Dues/Ed in State Official Business	\$ 12,695
Dues/Ed out of State Official Business	\$ 4,400
Meal and Lodging in State Official Business	\$ 22,130
Meals and Lodging out of State Official Business	\$ 9,500
Mileage in State Official Business*	\$ 26,980
Total	\$126,205
* \$6000 of this amount is budget for adjunct instructor travel and is not related to professional development.	

In addition, the restricted budget includes various grants such as Carl Perkins, TRiO, and Career Pathways with line items for professional development. For instance, Perkins grant budgeted \$14,600 for student success related professional development for the 2009-2010 academic year.

Ozarka College, in addition to budgeting for professional development, provides for in-house development on a regular basis. At the beginning and end of both the fall and spring semesters, the College holds in-service for all employees for a total of four yearly in-service meetings. In-service includes updates from the seven Offices of the College and is usually followed by a faculty-specific in-service. Selected speakers often participate; as an example, Charlotte Strickland from the University of Central Arkansas spoke on diversity in fall of 2009 and returned to speak on sexual harassment in spring of 2010. Also in fall 2009, Shawn Blasczyk introduced the classroom response system. Other times at in-service (general and/or faculty), Ozarka employees will arrange presentations, and examples of past presentation topics include skillful teaching, teaching on-line, advising, planning, the Five Criteria of Accreditation, retention, classroom assessment techniques, course assessment forms, CCSSE results, on-line training, changes to myOzarka, the book *Bridges out of Poverty*, and state and national trends in higher education. Examples of these [agendas](#) can be found in the Resource Room.

The College also provides professional development outside of in-service. Several recent examples include speaker Neil Pagano who held discussions on assessment with employees and Bethanie Tucker who spoke on the under-resourced college student. The College has equipped employees in other areas including online testing for the Crisis Manual and the many holdings of the Library related to professional development.

2b5. The Ozarka College history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, and new or renovated facilities).

Faculty and Staff Development

As discussed in section 2b4 above, in the unrestricted budget, the College allotted approximately \$120,000 in professional development and meeting attendance funds for 2009-2010. These funds provided for attending conferences in-state and out-of-state, attending meetings in-state, providing on-campus professional development opportunities, and providing tuition scholarships for employees taking Ozarka courses and tuition reimbursement for employees taking courses from other institutions. This budgeting process is consistent with previous years and demonstrates the College commitment to development of its human resources.

Technology

As evidenced in section 2a5 of this document, the College has financially supported technological advances. There have been major advances in out-of-class computer access, connectivity between the

main campus and the two sites, interactive video, server capabilities, online classes, and classroom technology. In addition, the College uses the web portal myOzarka which has been developed in-house and tailored to its specific needs with no recurring costs. Ozarka has used both restricted and unrestricted funds to promote this growth.

The Information Systems budget for 2008-2009 was \$143,820 and for 2009-2010 was \$137,320. These numbers do not include salary and benefits for the five employees of the department and represent only operational funds. The reduction from 2008-2009 to 2009-2010 was in anticipation of state revenue budget cuts that did occur in late 2009 and early 2010.

Learning Support Services

Learning support services at the College are mainly comprised of two grant-funded programs and one grant/institutional program. TRiO Support Services is funded by a federal grant and Career Pathways is funded by federal funds distributed by the State of Arkansas. The Student Success Center was initially primarily funded by a Carl D. Perkins grant but is being institutionalized with College funds. Further discussion of these programs can be found in 3d.



Career Pathways Ready to Help Students

TRiO provides services to students who meet TRiO criteria of low-income and/or first generation and who plan to transfer to another institution upon completion of the student's Ozarka program. TRiO provides tutoring, intrusive advising, transfer trips, educational seminars and occasional funds distribution. In addition, federal funds are granted occasionally for direct student support with a required match by the College. Also, the College provides administrative support, facilities, and transportation for the program.

Career Pathways works with students who qualify based on low income requirements and provides various services such as tuition assistance, book loans, gas cards, daycare vouchers, intrusive advising, and tutoring. The College provides administrative support, facilities, and transportation for the program.

The College and a Carl D. Perkins grant fund the Student Success Center. Perkins funds support students of technical programs and institutional funds provide for students who are not TRiO participants or technical students. Currently the Center has two employees, one 20 percent institutional funds and 80 percent Perkins grant and the other 25 percent institutional funds and 75 percent Perkins grant. The College also budgets \$12,000 yearly for peer tutors for the Center and provides for operational expenses. The College budgeted \$3,730 for operational expenses in 2008-2009 and 2009-2010.

New or Renovated Facilities

In section 2b2 of this document, there is an extensive discussion of the new facilities and renovations at Ozarka College since the 2000 visit and the financial support from the College that supported this physical growth. The College has secured property for two sites, has added two permanent buildings in Ash Flat and one in Mountain View, is currently building one in Mountain View, and has renovated the Administrative Building, the front of the Hall Building, and the Bookstore on the main campus. These acquisitions, additions, improvements, and their maintenance have been made through a combination of bond sales, state appropriations, Foundation Capital Campaigns, local taxes, donations, and Ozarka funds. This growth demonstrates that Ozarka College is not only forward looking but also has support from the community and state in preparing for the future.

2b6. The Ozarka College planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

The Ozarka planning process was completed every year since the 2000 accreditation except for 2005. This lapse was due to an interim period between presidents. This revisiting of planning on a yearly basis results in regular intervals for reflection and re-planning so that the plan is always current. Future strategic plans that span several years are in-work but yearly planning will continue to occur. This planning provides ample opportunity for revisions, and any necessary changes between yearly planning cycles can be noted in the [Planning Results Manual](#) of that year.

Ozarka College has proven its flexibility as it has adjusted to the two recent budget reductions of 4.7 percent total without sacrificing the ability of Academic Affairs and Student Services to perform even though both areas participated in and were affected by the cuts. Another example of flexibility is that Ozarka College has responded remarkably to rapid growth. Ozarka College has experienced tremendous growth since 2000 with the student count going from 734 in fall 2000 to 1,364 in fall 2009 and an increase in FTE from 430 to 913 during that same period. The College has fared extremely well, especially considering that it has made this transition while experiencing significant turnover at the presidential and vice presidential levels.

2b7. Ozarka College has a history of achieving its planning goals.

A review of the items in the 2006-2007, 2007-2008, and 2008-2009 *Planning Results Manuals* shows that completion or progression was at or exceeded 91 percent, 98 percent, and 95 percent respectively. Section 2b2 discusses the College ability to plan and execute for its rapid physical growth through building new infrastructure and renovating existing buildings.

A review of its strategic goals identified in May 2004 shows achievement or great advancement toward accomplishment of these goals:

Goal 1: Ozarka College will continue to develop the Ozarka College Educational Center in Ash Flat and the Ozarka College Educational Center in Mountain View.

1. Both sites have been landscaped, Ash Flat has an additional building, and an architect has been hired for a second building in Mountain View. Parking expansions are underway.
2. Support staff members including TRiO, Career Pathways, Information Systems, Grounds, and Maintenance have increased visits to OC-AF and OC-MV. The Student Success Center has hired a full-time employee for Ash Flat and added tutors to Mountain View with plans for a full-time employee there through Perkins grant funds when the new building is completed. Maintenance delivers intercampus/site mail regularly in addition to the volunteer couriers.
3. Additional computer access is available at the sites in locations such as the Cyber Café and Success Center in Ash Flat and the Resource Room in Mountain View.
4. These sites have grown significantly since fall 2004 in number of students and Full-Time Equivalent students as a result of advertising, recruiting, and construction of new buildings and as a result of developing economic conditions. The following table shows total and FTE student growth:

Site Growth since Fall 2004			
Site	Statistic	Fall 2004	Fall 2009
Ash Flat	Student count	162	347
	FTE	77	206
Mountain View	Student Count	130	291
	FTE	61	188

Goal 2: Ozarka will continue to expand educational opportunities.

1. Nursing has expanded its programs. This expansion includes two Practical Nursing programs, one each at the Ash Flat and Mountain View sites. An additional Practical Nursing program was added on the Melbourne campus. As part of the ARNEC consortium, the College now offers a Registered Nursing program on the Melbourne campus, and program enrollment has grown from ten to twenty students. Additionally, The State Board of Nursing has approved adding a night and weekend Practical Nursing program on the Melbourne campus.
2. Ozarka continues to bring a variety of courses to the North Central Unit of the Arkansas Department of Corrections.
3. Various courses have been developed and added to the schedule as evidenced by the minutes of the Curriculum Committee.
4. Courses taught on the off-campus sites have increased in number. To facilitate this growth, full-time faculty members have been assigned to those sites.
5. Online delivery of courses has increased from 209 students and 47 FTE in fall 2004 to 452 students and 167 FTE in fall 2010.

6. CNA courses have been added on campus and are taught in seven high schools through interactive video.
7. The Ozarka College advisor for the Associate of Arts in Teaching program continues to advise and assist with the student teaching experience for student teachers obtaining their bachelor's degree from Arkansas Tech University (ATU). Because of this relationship, students can remain in the Ozarka service area and receive a bachelor's degree from ATU.
8. Students in the Associate of Arts in Teaching program can articulate courses to Mountain Home for the Bachelor of Science in Education offered by Arkansas State University-Jonesboro.
9. The Associate of Arts in Human Services articulates with the Arkansas State University in Jonesboro Baccalaureate in Social Work program.
10. Ozarka College is one of the primary founding partners of the Arkansas Craft School.
11. Diversity initiatives have expanded including classroom speakers, the International Day event, and the Diversity Committee activities.

Goal 3: Ozarka College will seek new ways to serve its region, expand its services, and increase recruitment to work toward an enrollment goal of 1,500 and FTE goal of 900 by 2008.

1. Though the College did not meet the aggressive student and FTE goal set in 2004, it did reach a student count of 1333 and FTE of 850 by fall of 2008. Currently we have surpassed the FTE goal with 913 FTEs in fall 2009 and an all time record of 936 in spring 2010.
2. Ozarka College has and continues to provide community service to its service area and the State of Arkansas. For a complete discussion of this topic, see Criterion 5 of this document.

Goal 4: Ozarka College will continue its advancement in assessment and strive toward excellence in education by emphasizing "learning outcomes."

1. The Ozarka faculty members have made strides in transforming to a learning college. General Education Outcomes and learning outcomes have been identified. The Course and Program Assessment Plans ([page 49-50](#)) use outcomes-based assessment procedures.
2. To provide increased opportunity for enhanced assessment, the current President has established the [Planning and Assessment Council](#). This council is comprised of the Administrative Council, the Division Chairs, the Chair of the Faculty Council, and the Chair of the Staff Organization. The Council will facilitate thorough discussions about assessment and identify appropriate actions and process changes. In addition, a core group from this Council will attend the HLC Assessment Academy to bring guidance back to the College in these conversations about assessment and student learning. Also, the attendance at the Academy will provide mentorship opportunities as decisions are being made.
3. Detailed information about assessment can be found in sections 3a and 4c.

Goal 5: Ozarka College will continue to operate efficiently and prudently.

1. The various discussions in section 2b of this self-study address the facts concerning Ozarka efficient and prudent operation. Again, the reality that Ozarka has operated without sacrificing student learning, student assistance, and personnel during a 4.7 percent state cut testifies to its sound financial management.
2. Ozarka College has initiated various programs and projects with grant funds including two LPN programs on its sites and a CNA program for the high schools, a Student Success Center, Career Pathways, the Big Read, and landscaping projects.

Ozarka College has been dedicated to and successful in carrying out its planning goals. Copies from 2001 through 2010 of the *Planning Manuals* and planning results are on file in the Resource Room with the manuals from 2006 through 2010 also located [online](#).

CORE COMPONENT 2c

The Ozarka College ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

2c1. Ozarka College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations from institutional effectiveness.

Ozarka College Assessment Plan

At Ozarka College, every department is involved in assessment, planning and budgeting. The Ozarka College [Assessment Plan](#) includes the Assessment Calendar for all Offices of the College and Assessment Matrices for Academic Affairs and Effectiveness Matrices for other areas of the College. The [Assessment Calendar](#) includes the tool used for assessment, plans for improvement, the responsible party, and the date. The matrices include the stated outcome, the expected results, and the improvement cycle. Yearly assessment is reviewed prior to planning for its use in January of each year, and in February budgeting follows planning.

Assessment of student learning at the course, department, division, and institutional level is discussed extensively in Criterion 3.

Institutional Effectiveness of non-academic areas is assessed by departments in various ways and used for improving departmental functions and services. In some areas, such as TRiO and the Student Success Center, student learning is impacted and assessed. Copies of the documents and reports listed in the *Assessment Calendar* and/or acknowledgment of completion/submission of these documents were reported to the Chairperson of the College Planning and Effectiveness Committee through December of 2009.

In January of 2010, the College Planning and Effectiveness Committee evolved into the Planning and Assessment Council charged with steering planning and assessment for the College. Though the initial

purpose of the College Planning and Effectiveness Committee of collecting evidence and reports was productive, the committee structure did not lend itself well toward advancing conversations and critical analysis of assessment. The Planning and Assessment Council also provides oversight to and checks and balances for planning and assessment. The current President decided in January 2010 that Ozarka College would also submit an application to join the HLC/NCA Assessment Academy, which has been approved.

Much of the College assessments are present on the [website](#) for transparency and ease of access by all departments as demonstrated in examples such as the [Alumni Survey](#), *Environmental Scan*, and *Non-Returning Survey*. Other assessments are restricted from the website because of FERPA guidelines and are maintained within their respective departments such as grant records and reports or others in myOzarka for employee access.

Ozarka College *Planning Manuals and Planning Results Manuals*

The College monitors planning results through the production of a *Planning Results Manuals*, and as mentioned in section 2b7, a review of these yearly *Planning Results Manuals* from 2006-2007, 2007-2008, and 2008-2009 demonstrated that completion or progression was at or exceeded 91 percent, 98 percent, and 95 percent respectively.

Other Forms of Assessment

At times the College will evaluate itself in ways not specific to the *Assessment Calendar* or *Assessment Plan*. The College compares its programs with programs of institutions it considers to be models of best practices. For example, one of the ways that the Student Success Center has evolved is through visits to other Arkansas institutions of higher learning. Through visiting a similar center at Mid South Community College, Student Success Center personnel learned of ways to enhance tutoring; through visiting Pulaski Technical College, they learned techniques to tutor online more effectively; and through visiting Arkansas State University in Jonesboro, they learned of ways to improve the college success course. Documentation of this type of assessment and the improvements made can be found in grant reports and in the obvious changes to the Success Center such as online tutoring, faculty tutoring, and significant changes in COLL1001.

The College also assesses itself through Task Forces identified to look at specific aspects of the College such as the Business Task Force that changed its refund policy to be more student friendly or the Registration Task Force that produced a flow chart allowing no late registration because data showed that those students who registered late were at a disadvantage and were often unsuccessful. Other Ozarka College Task Force results can be found under college effectiveness on the [website](#) .

A third way that Ozarka College undergoes introspection at all levels and documents improvements is through *Strengths, Weaknesses, Opportunities and Threats (SWOT)* analyses such as the ones performed in 2006 and 2009. These analyses provide data for yearly planning and strategic planning with actual results documented in the [Planning Results Manuals](#).

Another aspect of self-reflection comes in the form of professional development activities with documented improvements. Ozarka personnel attending a National Academic Advising Association (NACADA) conference led to the appointment of a committee for restructuring advising; attending the HLC Conference led to using the Five Criteria in planning; listening to a Noel-Levitz webinar led to Early Alerts; and attending a Noel-Levitz conference led to promoting intrusive advising. From the NACADA, we find that intrusive advising “is proactive. Programs utilizing intrusive advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising.” The Early Alert program provides for intrusive advising in that the Student Success Center staff members call students who have been identified by early alerts and invite them to the Center’s tutoring program. Documentation of these changes can be found in various grant files.

2c2. Ozarka College maintains effective systems for collecting, analyzing, and using organizational information.

An effective system for collecting certain types of data is the Ozarka [website](#). Several areas on the website serve as designated space for collection and include the College Effectiveness [webpage](#), the Board of Trustees [webpage](#), and the [Campus Calendar](#). Persons responsible post the information, and the sites are archived regularly to prevent data loss. Information compiled since 2006 can be found on the site.

Ozarka Website as a Tool for Gathering Information		
College Effectiveness Webpage	Assessment Overview	<i>Assessment Calendar, Cycle, Matrix, and Plan; Shared Governance and other assessment information</i>
	Assessment Data	Division Summaries, Enrollment Data, Measures of Student Learning, Professional Review Summaries, Measures of Institutional Effectiveness, Accomplishments, Attendance Rosters, Course Assessment Plan, Program Assessment Plan
	Budgets	Operating Budget, Board Budget Report
	Committees	All Committees, agendas, minutes, handouts, additional documents
	Communication	Board of Trustee meeting agendas, minutes, President's Reports
	Handbooks	<i>Board of Trustees Policies and Procedures Manual, Employee Handbook, Faculty Handbook, and Adjunct Faculty Handbook</i>
	Mission	<i>Mission, Vision, Values</i>
	Organizational Structure	Offices of the College and their subdivisions
	Strategic Plan	<i>Planning Manuals, Planning Results Manuals, Assessment of Planning, Planning Addendum</i>

	Task Forces	Summary Reports and additional information
	2011 Self-Study	Committee and subcommittee minutes, agendas, handouts
	Communication Blog	Entries made during the self-study
Calendar	Campus activities	The many activities scheduled on campus
	Facility usage by community	The many connections with the community

The online dissemination of information where possible and practical makes this data available for analysis by any group needing the information. When needed information is not located in a report or in assessment tool results, the Information Systems Office gathers it from the Ozarka databases. In addition, the Director of Planning and Special Projects has had grant responsibilities reduced as of January 1, 2010, and is now the Vice President for Planning and Institutional Research. This will transform Institutional Research at Ozarka from being primarily data entry to primarily research and analysis during the coming year.

Ozarka College committees are important to analyzing and using information. Fridays are set aside as meetings days for College committees where information is presented and discussed and, where appropriate, decisions are made. In addition Administrative Council meets weekly on Wednesdays.

2c4. Periodic reviews of academic and administrative subunits contribute to improvement of Ozarka College.

In addition to the previously mentioned effectiveness webpage (table in 2c3) that contains the documentation of assessment, planning, and planning results, other reviews are kept on file in various offices in the College that document the improvement cycle. For example, the *Course Assessment Plan* ([page 49](#)) forms that function primarily to improve student learning and effective teaching can be found in the Office of the Vice President for Academic Affairs and in the individual offices of the instructors and Divisions Chairs. Divisional [Reports](#) are also tools used to improve the College. Copies of the *Program Assessment Plan* ([page 50](#)) can be found in the offices of the Division Chairs and the VPAA as of spring 2010.

To promote continuous improvement at the employee level, employees undergo evaluation prior to the March Board of Trustees meeting each year. Each of these evaluations includes an assessment of last year's goals by both the employee and supervisor and includes goals for the coming year identified by the employee with agreement of the supervisor. The process includes the employee completing his or her part of the instrument, delivering it to his or her supervisor for input from the supervisor, and then meeting with the supervisor to discuss the evaluation. Copies of these completed evaluations are maintained in official employee files in Human Resources. All employees complete the same instrument with the exception of the President whose evaluation is completed by the Board of Trustees with a

different instrument. A blank evaluation [form](#) may be found in the Resource Room. Examples of improvements can be found in the chart below:

Examples of Periodic Reviews of Academic and Administrative Subunits and Subunit Processes Leading to Improvement of Ozarka College		
The Classroom as an Academic Subunit: Student Success Specialist's (SSS) Course Assessment Plan for COLL 1001	Spring 2009: No longer assign all components of the portfolio at the beginning of each semester as it overwhelmed students.	Fall 2010: During this semester SSS gave portfolio assignments periodically. This change appeared to decrease stress and increase motivation of the students.
The Program as an Academic Subunit: Allied Health Division Chair's Program Assessment Matrix for LPN	2008-2009: Keep students on task with benchmark exams; these were not utilized fully under ERI (Educational Resources, Inc.) testing.	2009-2010: New company called ATI has a better total testing package; remediation is offered if failed. All instructors are requiring a specific number of NCLEX questions per week.
Review of a Supplemental Educational Subunit: Library	In the February 25, 2008 minutes of the Library Advisory Committee, the committee suggested the Library invest in reference e-books.	In the November 10, 2009, meeting minutes, the confirmation was made to the committee that the reference e-books (Netlibrary) was purchased and the students were using the online database of reference e-books.
Program Review as an Academic Process: English Portfolio Process	2008-2009: The Portfolio process of assessment would be enhanced by full-time faculty assessing portfolios prior to the meeting.	2009-2010: Portfolios were assessed by the full-time faculty prior to the January 2010 meeting and resulted in added efficiency during the portfolio committee meeting.
Academic Process Review: Review of Advising by Advising Task Force and Advising Committee	2008-2009: It was suggested that a "Be Advised" campaign be utilized to increase student early registration.	2009-2010: There was a positive change in the registration pattern with more students registering before the summer.
Review of Administrative Subcomponents: Planning	2009-2010: The employee survey and a <i>SWOT Analysis</i> suggested changing planning.	2009-2010: Strategic planning was included in one of the Strategic Priorities for 2010-2011 planning.
Employee Review: Employee review of Director of Planning	2008-09 Evaluation: Write, manage, and report on the Perkins grant with a sub goal of increasing Student Success Center numbers.	Overall efforts by the Student Success team increased tutoring numbers from 464 for a yearly total in 2008-2009 to 820 by February 2009-2010.

2c5. Ozarka College provides adequate support for its evaluation and assessment processes.

Ozarka College has provided time, resources, and processes and developed committees to facilitate evaluation and assessment.

Prior to 2006, the Assessment Committee existed to review and provide a means for discussion of assessment. In 2006, the Assessment Committee was replaced with the Institutional Effectiveness Committee, charged to create an *Assessment Calendar* and to monitor the Calendar as well as other charges related to assessment. Though this committee was effective in creating and monitoring this calendar and increased transparency through the Effectiveness Webpage, additional dialog and critical analysis of assessment was needed. As of January 2010, the Planning and Assessment Council was appointed to continue to perform the functions of the Institutional Effectiveness Committee and advance planning and assessment. The Vice President for Academic Affairs and the Vice President for Planning and Institutional Research co-chair this committee. The make-up of this council, especially the inclusion of the Division Chairs and the entire Administrative Council, will result in the development of a better forum for the needed dialogue and analysis of assessment. Ozarka has provided a structure and allotted employee time to advance assessment throughout the years, and in its current structure, the College is poised to make additional progress.

In addition to employee time, the College has committed resources to evaluation and assessment in such ways as bringing in speaker Neil Pagano, who previously worked with the Assessment Academy of HLC, to speak on assessment. In addition, the College is a member of the Arkansas Association for the Assessment of Collegiate Learning and provides for travel for employees who choose to attend the yearly in-state conference through College and grant funds. Finally, the College regularly sends a delegation to the Higher Learning Commission Conference.

Ozarka maintains the expectation that all employees participate in the assessment/planning/budgeting cycle, and a review of the *Assessment Plan* makes known that all areas of the College, both academic and non-academic, are evaluated and assessed. The Self-Study has revealed areas where assessment could be improved and, with the leadership and professional development provided by the Planning and Assessment Council, all members of the college will work together toward strengthening assessment.

CORE COMPONENT 2d

All levels of planning align with the Ozarka College Mission, thereby enhancing its capacity to fulfill the mission.

2d1. Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for Ozarka College.**CORE COMPONENT 2d**

Through the three phases of planning used by Ozarka College (traditional strategic planning, planning with the Five Criteria, and a combination of both), the focus has always been to provide life-changing experiences through education. Whether planning was for providing life-changing experiences to enhance life in later years through the 55+ program or to change the life of a young student working a minimum wage job to make it possible for him or her to become a Registered Nurse with a tripled salary, Ozarka planning has been and will continue to be centered on the *Mission*.

Though the *Mission* and *Vision* were redefined in 2007, the identity of the College was not changed, but only expressed with greater clarity. The *Values* represent what has been in the hearts of the employees throughout the history of the College but had not been previously articulated and formalized. The general goals of the College have been modified somewhat over the years but have remained fairly constant. Through the three phases of planning since 2000, these documents have been central in launching planning.

The three most recent *Planning Results Manuals* (2006-2007, 2007-2008, and 2008-2009) indicate that a review of the *Planning Manuals* for those years revealed all planning to be consistent with the *Mission* documents. Each Office of the College is in charge of its own planning and, therefore, the President, Vice Presidents, and Directors review planning in their areas prior to input into the *Planning Manual*, providing scrutiny in order to ensure the integrity of the planning items.

2d2. Ozarka College planning process links with the budgeting process.

A review of the 2006-2007 *Planning Results Manual* by a presidentially appointed committee in November 2007 indicated that though planning preceded budgeting, no direct link connected the two documents. This report released in 2008 resulted in modified directions for planning 2008-2009. Though explained during in-service, the 2008-2009 *Planning Manual* did not include many examples. A form was created for planning 2009-2010 and included the following directions:

Step by Step Planning (Use one chart per planning entry)	
1. Determine need (assessment)	(Response)
2. List need	(Response)
3. Write perfect entry including a. Assessment b. Plan c. Budget	(Response)
4. Find place in Five Criteria	(Response)
5. Review Five Criteria for additional entries (list areas you need to go back to such as 3c1, 4a2, etc.)	(Response)

The directions of 2008-2009 and planning chart of 2009-2010 encouraged the production of planning items that documented assessment tied to planning and planning tied to budgeting, resulting in an increase in documentation of this process. The challenge remaining is that this procedure did not ensure documentation of the process and the majority of the planning items did not include this evidence. A new form was designed for planning 2010-2011 to better ensure documentation of the linking of assessment, planning, and budgeting for yearly planning.

Some examples that can be found in the subsequent planning documents include the following:

Examples of Planning Tied To Budgeting Documented in the <i>Planning Manuals</i>	
Planning Results Manual	Example
2008-2009	The Student Success Specialist and the Director of Planning and Special Projects will attend a retention conference and visit a model institution and budget through Perkins (grant) accordingly.
	Based on Ozarka retention data and reviewing Mid South Community College student retention initiatives, the Director of Planning will budget for academic coaches for the Student Success Center.
	Based on assessment of our activities, TRiO SSS will continue to be involved with the first year experience classes, provide student success workshops, organize a student seminar each semester and provide quality advising which is focused on individual student achievement and will budget for these activities.
2009-2010	Based on a review of Student Success Center statistics including over 400 tuttee sessions in 2008-09, the Student Success Center will budget for tutors for 2009-10.
	Based on the classroom experiences of faculty, student success personnel, and administrators and professional development for student success courses, the Student Success Specialist will lead a retreat of faculty, staff and administrators to enhance the College Orientation course funded by an amended Perkins grant.
	Based on the 2008 Spring <i>Library Survey</i> , the Paul Weaver Library staff will provide quieter study areas close to the circulation desk as well as throughout the library.
	Due to student complaints about a lack of study space, grounds will pour a new concrete pad for table and benches at Mt. View and

	budget accordingly.
	TRiO SSS will continue to support Ozarka general education endeavors through its tutoring program and its special programming and will budget accordingly.
	The full time social science faculty will attend at least one state conference and one national conference. The social science budget will reflect an increase in the budget based on this request.

Planning led by the President and the Vice President of Planning and Institutional Research is under way to produce a Strategic Plan by fall 2010. With the help of the Director of Information Systems, the College will build a website to house the *Strategic Plan* and eventually a *Comprehensive College Master Plan*. Though still in the early phases of development, online planning in the future will include assessment or rationale and budget input. Planning items not requiring funds will be entered as "zero." Discussions are currently being held to identify the best way to proceed so that by summer 2010, Information Systems can begin building the portal.

2d3. Implementation of Ozarka College planning is evident in its operations.

As previously stated, in reviewing the *Planning Results Manuals*, 91 percent, 95 percent, and 98 percent of the items from the 2006-2007, 2007-2008, and 2008-2009 were discovered to be completed or in the process of being completed. A review of planning prior to 2006 indicates that Ozarka College not only accomplishes its planning goals but also reviews these goals on a yearly basis to determine if significant progress has occurred. The *Planning Results Manuals* from 2006-2007 through 2009-2010 can be found [online](#) along with PowerPoint slides and other information documenting that planning progress prior to 2006-2007 was reviewed can be found in the resource room. These reviews and results manuals document extensively that planning is evident in the College operations.

In addition to the planning documents, the previous discussion describing the new buildings and renovations summarized in section 2b5 under “New or Renovated Facilities” provides further examples of apparent planning.

2d4. Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

The *Planning Results Manuals* indicate that the College vigorously completes its planning goals, but allows for changes if necessary. Planning is reviewed and renewed yearly, allowing for reprioritization on a regular basis. The Administrative Council meets two to three hours weekly to ensure that any

needed additional planning or modifications to planning can be made. Also, other College areas meet regularly such as the Instructional Council, Student Services, and Advancement. Fridays are designated as meeting days, which provide additional opportunity to adjust planning when necessary.

2d5. Planning documents give evidence of Ozarka College awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

Reviewing Ozarka College Planning Results Manuals from 2006-2007 through 2008-2009 reveals many examples found in sections 1b1, 1b2, 1b5, 2a2, 2a3, 3c2, 4b1, 4c2, 4c3, 5a3, and 5a4 of those documents. Also, the use of the portal, myOzarka, engages students in learning and technology simultaneously, ensuring their ability to advance in today's global society.

2d6. Planning processes involve internal constituents and, where appropriate, external constituents.

Ozarka College involves all employees of the College directly in the assessment, planning, and budgeting process. The [Assessment Plan](#) that was released in 2009 and the [Assessment Calendar](#) which guided assessment from 2006-2009 both show involvement of various College personnel in the assessment process. A review of these documents will show involvement of entities from Grounds to Student Services to Academics.

Likewise, planning is designed to include all personnel from the College, and a review of the [documents](#) will show involvement at all levels.

All departments of the College are involved in the budgeting process. The lead faculty member or department head is in charge of working with his or her staff for submitting a budget that meets the needs of the department. These budget submissions are reviewed and approved by the Vice President for Finance and the President. If additional discussion is needed, a budget submission is brought before Administrative Council. An example of this process is that which occurred during the 4.7 percent state-mandated cuts of fiscal year 2010; members of the Administrative Council were asked to have each of the areas under their supervision determine if and where cuts could be made without negatively affecting educational quality or student services. These volunteered cuts were discussed in Administrative Council, approved, and incorporated into the revised budget.

Planning includes external constituents in such forms as gaining input from the [Advisory Committees](#) for technical programs and the Library, using [External Scan](#) results for planning, and involving representatives from the communities of the service area as members of the Ozarka Foundation. In addition, the President visits many local organizations in the service area, receiving input from these groups. Also, various other members of the Administrative Council communicate regularly with external constituents in planning Continuing Education and interacting with other groups like the Chambers of

Commerce in area towns. A more complete discussion of the inclusion of external constituents in planning can be found in 2a4 of this document.

In conclusion, Ozarka College identifies three Strengths and two Challenges related to Criterion Two.

CRITERION TWO: STRENGTHS AND CHALLENGES

Strengths - The College identifies the following strengths related to Criterion 2:

1. Ozarka College involves the entire College in assessment, planning, and budgeting.
2. Ozarka College prepares for the future financially.
3. Intrinsic to students and employees is the use of technology that prepares them for today's global and technological society.

Challenges - The College identifies the following challenges related to Criterion 2:

1. The College will include more forward-looking planning in the process. As the Institution transitions to include Key Performance Indicators, Strategic Priorities, and College Master Planning and develops an online program to capture the process and generate various *Planning Manuals*, the College must facilitate conversations about planning to ensure thorough understanding of and more effective participation in the planning process.
2. Ozarka should focus on and encourage deep and frequent dialogue to clarify the assessment process at the College and make certain that the entire College community understands the process and its relation to planning. The College must invest in this process.

OZARKA COLLEGE SELF-STUDY

PART III

CRITERION 3—STUDENT LEARNING AND EFFECTIVE TEACHING



Ozarka College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction to Criterion Three:

Ozarka College strives to provide "life-changing experiences through education" through a learner-centered environment that values learning, caring, quality, and community. As a small, rural two-year college, Ozarka College prides itself on being an institution where learning and effective teaching remain central to all functions. Ozarka College strives to define educational quality by fulfilling a mission founded on student learning, documenting and assessing student learning, providing for continuous improvement, involving stakeholders in providing educational quality, and utilizing broad participation as means of building institutional capacity.

CORE COMPONENT 3a

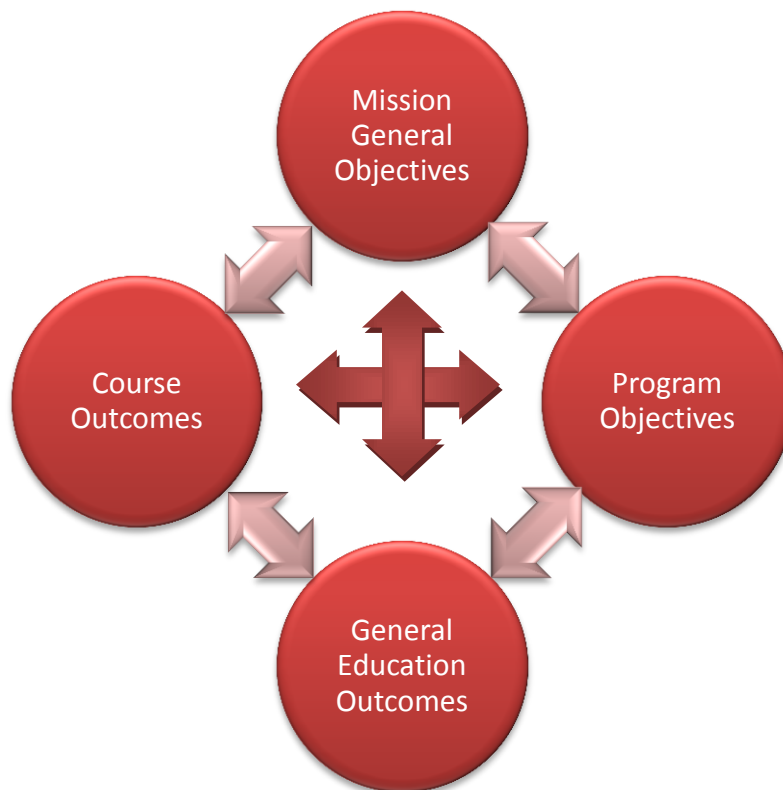
Ozarka College goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Ozarka College is agile and responsive, constantly assessing its environment and exploring ways to improve. The College has identified learning goals for each program and has identified assessment for programs and courses. Over the last several years, the College has been in the process of transitioning from learning objectives to learning outcomes and from feedback loop assessment to more clearly identified assessment of student learning in order to transform into a more learning-centered institution.

3a1. Ozarka College clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

Ozarka College is a two-year technical college and offers the Associate of Arts Degree, Associate of Applied Science Degree, Technical Certificate, and Certificate of Proficiency. There are four levels of learning goals associated with these degrees and certificates including the following:

- The *Mission General Objectives*
- *General Education Outcomes*
- Program Objectives
- Course Outcomes



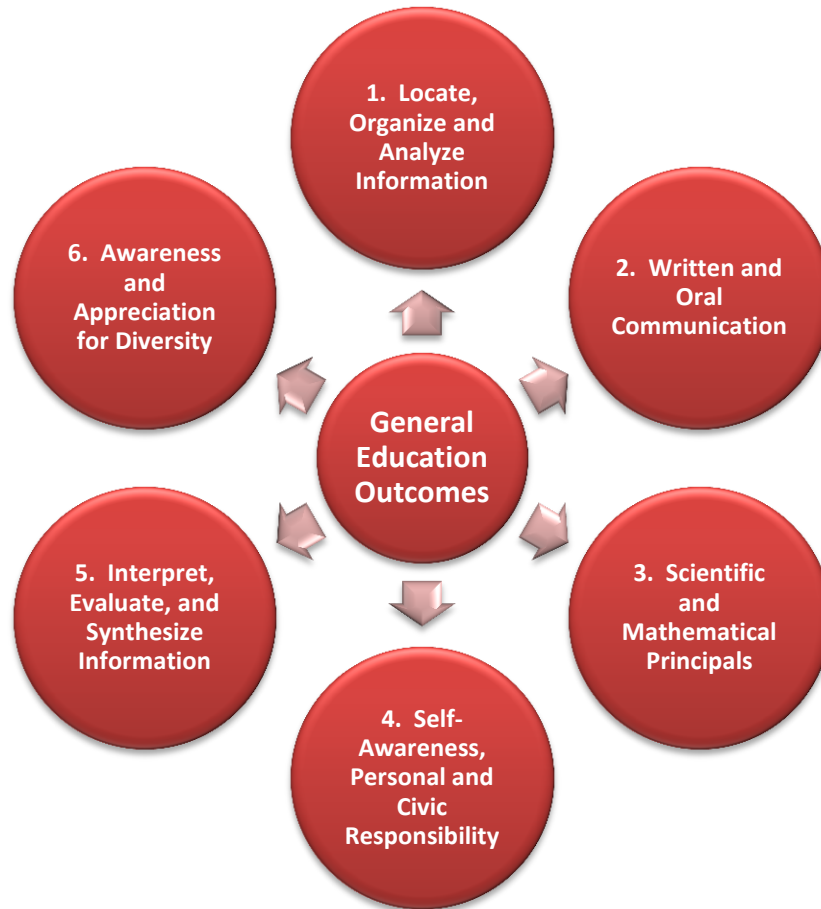
Mission General Objectives

The *Mission General Objectives* are listed in section 1a1 of this Self-Study under the discussion of Criterion 1 and may also be found in the 2010-2011 [Ozarka College Catalog](#). These twelve goals serve to explain how Ozarka College defines its educational commitments. The first six objectives define the purposes of the Associate of Arts program, the Associate of Applied Science program, the Technical Certificate/Certificates of Proficiency programs, Adult Education program, Continuing Education program, and Business and Industry Outreach programs. The second six objectives define learning goals that cross all degrees and certificates, ranging from low student/teacher ratio, off-campus course availability, technology and course delivery methods, student services, public services, and effective assessment.



General Education Outcomes

The *General Education Objectives* of Ozarka College were most recently revised in spring 2009 by a group of faculty with support from Faculty Council, Instructional Council and administrative leaders. These *General Education Outcomes* were identified as the skills needed by all Ozarka graduates and are listed in the 2009-2010 *Ozarka College Catalog*. The *General Education Outcomes* are listed below:



1. Locate, organize, and analyze information using a variety of methods, including technologies.
2. Develop effective skills for both written and oral communications.
3. Demonstrate knowledge of scientific and mathematical principles.
4. Demonstrate an understanding of self-awareness, personal, and civic responsibility.
5. Demonstrate analytical reasoning abilities to interpret, evaluate, and synthesize information across disciplines.
6. Demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect (ed) past and present society.

These *General Education Outcomes* are embedded in the coursework for each associate's degree and technical certificate. During Fall 2009, the *General Education Matrix* was revised to reflect the updated *General Education Outcomes* so that students, faculty, and other stakeholders may easily determine which courses will be taken to achieve each of the *General Education Outcomes* in the associate's and technical certificate programs. Below is the Associate of Arts matrix as it appears in the 2010-2011 *Ozarka College Catalog*.

General Education Associate of Art Matrix

Course Name	Course Number	Goal Numbers					
		1	2	3	4	5	6
Cultural Anthropology	ANTH 2023	X	X	O	I	I	X
Fine Arts: Visual	ART 1003	X	X	O	X	X	X
Gen. Biology Laboratory	BIOL 1001	X	X	X	I	X	X
General Biology	BIOL 1003	X	X	X	X	I	X
Communication	COMM 1313	X	X	O	X	X	X
Fine Arts: Theater	DRAM 1003	X	X	O	I	X	X
Principles of Economics	ECON 2313	O	X	X	I	X	O
English Composition I	ENGL 1013	X	X	O	I	I	X
English Composition II	ENGL 1023	X	X	O	I	I	X
World Literature I	ENGL 2213	X	X	O	O	I	X
World Literature II	ENGL 2223	X	X	O	O	I	X
Intro. to Geography	GEOG 2013	X	X	O	X	X	X
World Civ. I	HIST 1003	X	X	I	X	X	X
World Civ. II	HIST 1013	X	X	X	X	X	X
American History I	HIST 2003	X	X	I	X	X	X
American History II	HIST 2013	X	X	X	X	X	X
College Algebra	MATH 1203	X	O	X	I	I	I
Fine Arts: Music	MUSI 1003	X	X	I	X	I	X
Concepts of Phys. Act.	PHED 1002	X	X	I	X	I	X
Physical Sci. Laboratory	PHSC 2001	X	I	X	I	X	O
Physical Science	PHSC 2003	X	I	X	I	X	O
American National Gov.	PLSC 2003	X	X	O	I	X	X
General Psychology	PSYC 2003	X	X	X	X	X	X
Intro. to Sociology	SOCI 2013	X	X	O	I	I	X

X = Found I = Implied O = Not Found

Program Objectives

The *Ozarka College Catalog* outlines the philosophy and objectives for the available Certificates of Proficiency, Technical Certificates, and Associate's Degree programs. When Certificates of Proficiency and Technical Certificates are cognate or embedded programs, the same philosophy and objectives apply to both. Program Philosophy and Objectives are viewed in the *Ozarka College Catalog* (available on the [website](#) and in print form).

Course Outcomes

Students and other interested stakeholders may find course learning outcomes and/or objectives on [syllabi](#) available online. The syllabus for each course is standardized through the myOzarka course management system, ensuring that course syllabi are standardized across sites.

3a2. Assessment of student learning provides evidence at multiple levels: course, program and institutional.

Assessment of student learning occurs at multiple levels within the college. Throughout its natural evolution, the College has maintained assessment integrity at each of these levels. Ozarka defines its assessment in four areas: Classroom, Program, Division/Area, and Institutional. Each area builds on the other, providing data that drives the planning and budgeting process.

**Ozarka College
Matrix of Student Learning and Institutional Assessment
2009-2010**

Nature of Assessment Measure	Level of Assessment	Timing of Assessment Relative to Students' Academic Progress				
		Prior to Registration	Within Course or Semester	End of Course or Program	After Graduation	Annually
Measures of Student Learning	<i>Classroom Level</i>	Pre-Requisites	Pre/Post Tests Capstone Projects Measurable course obj. CATs Blue Sheets	Capstone Exp. Course Evaluations-SIR II English Portfolio	Program exit surveys	
	<i>Program Level Program:</i>	COMPASS	ServSafe – Culinary Nursing Benchmarks Partners in Care Praxis I	NCLEX-Nursing NATEF-Auto. NOCTI-Culinary CAAP WorkKeys OPAE	NCLEX CNA EMT	Division & Program Review Advisory Committees
Measures of Institutional Effectiveness	<i>Division/Area Level</i>	GED pretest TABE	Departmental Scans*	GED Testing Workforce Course Survey Community Service Course Evaluation	Employer Survey	Employer Survey Departmental Scans*
	<i>Institutional Level</i>	ACT COMPASS	Career Pathways Qtr Rpt Perkins Report Departmental Scans* Grant Reports		Graduate Survey	State Audit of Fiscal Procedures Environmental Scans Alumni Survey Employee Satisfaction Survey Entering Student Survey Foundation Audit IPED Report ADHE Report Non-Returning Student Survey Student Opinion Survey SWOT CCSSE (every two years) CCFSSE (every two years)

*Departmental Scans/Reports: Friendship Fund Questionnaire, Marketing Survey, TRiO-SSS evaluations, Grounds Survey, Library Gate Count, Financial Aid Scan, Library Advisory Board, Kitchen survey, Fire/Tornado Plan, Supply Inventory, Vehicle Maintenance Plan, Foundation Quarterly Reports, Alumni Survey, Admissions Enrollment Scan, Admissions Publication Review, Bookstore Survey, Adult Education Report, Library Users Survey and Database Review, Graduate Exit Survey, IS Survey, AAT-ATU Report, Workforce Training Report, Kids Academy Audits

Higher education assessment philosophy has evolved in the previous years, and Ozarka College has continued to keep abreast of changes and best practices. Ozarka has been fortunate to have leadership, faculty, and staff with the flexibility to acknowledge the benefits of change and the drive to incorporate

new philosophies into practice. The motivation of Ozarka is always the student, and this focus facilitates what can sometimes be challenging transitions.

Classroom: Course Assessment

Course outcomes are primarily measured through the [Course Assessment Plan](#) (page 49). Other instruments used for course assessment by various instructors include Classroom Assessment Techniques, pre/post testing, embedded test question assessment, and CAAP scores.

Course outcomes are listed on all class syllabi and are consistent across all course sections including traditional, online, compressed video, and concurrent credit. Syllabi can be found through the College online [schedule of courses](#) and the online course management system, myOzarka.

Course assessment includes both formative and summative assessment. Formative assessment may occur at any time throughout the semester to adjust teaching to a particular class. Many instructors have modified techniques from Angelo and Cross's classic text *Classroom Assessment Techniques* (1993), which was purchased for every full-time faculty member at Ozarka in 2006. Other instructors use the "Blue Sheet," writing assignments, quizzes, or exams as formative assessments, modifying subsequent teaching as a result.

Summative assessments occur at the conclusion of a course and are considered summative for the course, but they are considered formative in that they determine the course of action regarding changes for the next course offering. Summative assessments at the classroom level are also varied, and may include portfolios, pre and post test course results, embedded exam questions, capstone projects, writing assignments, and exams as measures of rigor and consistency.

Summative assessments occur across various sections of courses as well. One example of cross-course summative assessment would be the [portfolio assessment](#) that all English Composition I and English Composition II students are required to complete. This metacognitive assessment requires students to write a reflective letter to the portfolio assessment committee that must convince the committee that the student has achieved each objective listed on the syllabus. The assessment is summative for the student and formative for the course.

Another example of formative course assessment would be the use of focus groups by the Student Success courses. A group of students were selected to discuss the student success course for the purpose of determining the nature of the changes that should be made for the next semester.

Faculty members continue to have conversations regarding the difference between assessment and evaluation, particularly at the classroom level. In order to assist instructors in more clearly seeing this difference, the Vice President for Academic Affairs piloted a *Course Assessment Plan* in Fall 2008 which is now required of all instructors for each course taught each year. The instructor is required to begin a *Course Assessment Plan* at the beginning of the semester for each course taught to ensure continual

reflection and improvement. Individual instructors are responsible for uploading the completed *Course Assessment Plan* under the course assessment link in myOzarka.

The *Course Assessment Plan* serves as a summary of two main course assessment processes, course planning and course analysis. Within the planning phase, instructors are directed to identify each stated learning outcome, sources of assessment that will be used, and any expected results. The analysis portion of the matrix allows the instructor to document the actual results, any relevant information, and new strategies or adjustments to be used in future semesters.

Instructors for some courses, such as College Success Orientation, Concepts of Physical Activity, Personal Health and Wellness, World History, and English Composition, have revised their course outcomes in the past three years in an effort to improve outcomes based assessment. Since the introduction of the *Course Assessment Plan*, course outcomes undergo continuous summative assessment each year by each instructor.

Program Assessment

Program assessments are carried out through five venues:

- Arkansas Department of Higher Education reports
- *Program Assessment Plan*
- Annual Advisory Council Meetings
- Curriculum Committee minutes and reports
- Annual Division Reports (which include reporting occurring at various intervals for various outside accrediting agencies)

Program outcomes are identified through the collaboration of faculty, administration, and outside agencies when appropriate. These outcomes are required for associate degrees, technical certificates, and certificates of proficiency for each program. Program outcomes may be found in the *Ozarka College Course Catalog*.

Arkansas Department of Higher Education Documentation of Assessment

Historically, Ozarka College has timed its program assessment to coincide with [documentation](#) required by the Arkansas Department of Higher Education (ADHE). All programs were on a rotating schedule to be assessed every three years. During 2008, ADHE gave many institutions waivers instead of requiring program assessments, as ADHE had determined through its own internal assessment processes that a much stronger assessment element would be needed for upcoming reports, including the following requirements:

- Institutions will schedule an external review for all existing programs every 7-10 years (with the exception of outside-accredited programs, which will remain on their accrediting body schedule,

but the College must submit the visiting team's written evaluation and the institutional response within six weeks of receipt of the evaluation).

- External program reviews will employ out-of-state reviewers/consultants.
- Academic program viability standards will be increased.
- Academic programs that do not meet viability standards will be removed from the approved program inventory and will not be supported by state general funds.

According to the Comprehensive Arkansas Department of Higher Education (ADHE) [Annual Report on Productivity](#) (Dec. 1, 2009), Ozarka College will have little difficulty meeting program viability standards. Only six public colleges met the productivity standard at a rate of 100 percent, and Ozarka College was one of those institutions. Ozarka College will begin using external evaluators for ADHE assessment in 2011-2012. However, in order to maintain a culture of assessment within each program on a yearly basis, Ozarka College will use the *Program Assessment Plan*. The evolution of the *Program Assessment Plan* is detailed below.

Program Assessment Plan Documentation of Assessment

Between the 2000 and 2002 HLC accrediting visit, the Vice President for Academic Affairs had made great strides in implementing college-wide regular assessment at the course, program, and institutional level. This assessment was based on the feedback-loop model, and each department spent time each May documenting progress towards achieving program goals, including documenting Advisory Board input, Graduate surveys, and other environmental scanning results. Faculty carefully analyzed scores from sources including CAAP (Associate of Arts), OPAC (Associate of Applied Sciences), NOCTI (Culinary), NCLEX (Nursing), ASE (Automotive), as well as other measures that were appropriate to the degree or certificate option. If students achieved the goal level, then no changes would have been needed. Administration, faculty, and staff, however, recognized the importance of continuing to make changes to improve, so the College saw a need for a revision of this model.

The *Program Assessment Plan* was developed as the next step in the program assessment evolutionary process and is a vehicle for continuous improvement. This module was tested by the Allied Health Division Chair with 2008-2009 program data and used by all Divisions for program assessment in 2009-2010. The *Program Assessment Plan* incorporates a Planning and Analysis section ([page 50](#)) into the feedback-loop model and allows the program faculty a method to plan, capture results, and make adjustments based on those results. The Plan is started at the beginning of each fall semester, completed, and reviewed by the end of the following fall semester. This process allows the program to be reviewed for a year and necessary adjustments to be built into the planning and budgeting process for the next fiscal year.

Annual Advisory Council Documentation of Assessment

Advisory Council meetings have been held annually since 1997 in order to determine the needs of local and state stakeholders, and each department makes decision to adjust course or program content and objectives based on this input. Divisions and Programs assessed through Advisory Council include [Allied](#)

[Health](#), [Automotive](#), [Business Technology](#), [Culinary Arts](#), [Health Information Technology](#), and [Adult Basic Education](#). Program changes based on Advisory Council meetings may be seen in Division Reports and Curriculum Committee minutes, located in the Resource Room and on the College Effectiveness website.

Curriculum Committee Documentation of Assessment

According to curriculum committee minutes, [several changes to programs](#) have been made in the last three years as a result of assessment. One year after a course has been added to a program, a follow-up report on the course is given to curriculum for assessment purposes. Curriculum [minutes](#) and Advisory Council minutes are available for viewing at the College Effectiveness website.

Division Assessment

Annual Division Report Evidence of Assessment

Division Assessment takes place within the Division Report and therefore captures both Division and Program Assessment.

The four Division Reports that are compiled each May can be viewed at the Effectiveness website. These [reports](#) were developed and implemented in 2006 by the President's office to show all levels of assessment on one easy-to-read form. About one year after this form was developed, the form was modified to demonstrate a summary of Division progress toward reaching planning goals based on HLC Criterion. The document focus began to shift slightly from documentation of program assessment to documentation of planning goal achievement.

To give an example, the 2008-2009 [Allied Health Division Report](#) notes the following Assessment Procedure: At least 90 percent of LPN graduates will pass the NCLEX on the first try. The Feedback Loop showed the following data: Only 57 percent of December 08 graduates passed the NCLEX on the first try, and during the next semester, Spring 2008 pass rates at Melbourne were at 94.4 percent, Mountain View at 70 percent, and Ash Flat at 81.3 percent. The Analysis of Results showed that the number of student slots had significantly increased since 2002 when five programs had been added to meet the community need and the large applicant pool size, while the number of applicants had only slightly increased. The Division reasoned that entrance requirements may need to be examined, especially since the Nursing Entrance Test (NET) only measures basic math and English skills. The Improvement Plan involved two items: first, the department changed the entrance exam to the Test of Essential Academic Skills (TEAS), which also tests for reading comprehension and scientific knowledge. Second, the department appointed two faculty members to a curriculum review process to capture areas that needed further attention, focusing on improving student learning.

Another example of program assessment may be seen in a 2008-2009 [Division of Applied Sciences and Technology report](#). The report states that many 2002 assessment procedures were based upon the OPAC exam, but due to cost and Business Department Assessment Meeting questions regarding the efficacy of the test to measure program outcomes, the department decided to develop its own exam which it named the OPAE, the Ozarka Program Assessment Exam. April 2009 results sheets indicate that

each test is correlated to the 2002 assessment model, down to the program model and assessment procedure. These decisions were captured in both department minutes and the division report.

Other Evidence of Division/Program Assessment

The Associate of Arts program spans two divisions; therefore, its assessment is not captured as effectively by the annual division report. The Associate of Arts program has two objectives. The first states that students will be able to transfer to four-year institutions. In the past, the transfer outcome has been assessed by ensuring course transfer through the Arkansas Course Transfer System. The preferred method for tracking transfer success is to use the [Student Tracker](#) from the National Student Clearinghouse. This will give data to more clearly define successes and to further identify challenges. Ozarka College is scheduled to subscribe to this service in July 2010.

The second objective for the AA program is the achievement of the six *General Education Outcomes* listed under 3a1.

Transferable courses have all undergone additional evaluation of course outcomes as a result of Arkansas Act 672 of 2005 which created an [Arkansas Course Transfer System](#) that has reduced the number of individual articulation agreements and addressed transfer issues across the State of Arkansas. Under this Act, twenty-two college and university teams, including three Ozarka College faculty, established course descriptions and learning outcomes for eighty-eight freshman and sophomore level general education courses. Each course required toward the completion of a transfer degree has been submitted to a careful evaluation by Ozarka College as well as the Arkansas Department of Higher Education.

Institutional Assessment

Institutional assessment is guided by the Planning and Assessment Council and uses a variety of methods, processes, and assessment resources. All of these efforts are facilitated by the Ozarka College Assessment Plan which also oversees the Institutional Effectiveness Calendar.

The institution has a comprehensive assessment calendar that captures the assessment that occurs at all levels. This calendar was originally maintained by the [College Effectiveness Committee](#), and in January 2010 this committee evolved into the [Planning and Assessment Council](#) (PAC). The PAC membership consists of the key leadership of the college: The Vice President for Academic Affairs and the Vice President for Planning and Institutional Research as co-chairs, Administrative Council, Division Chairs, Faculty Council Chair, Staff Organization President, and the Ozarka College President, ex-officio.

The PAC provides oversight and guidance to all institutional planning and assessment. The PAC meets monthly during regular semesters to review the various assessments and the need to incorporate changes based on these assessments into the planning and budgeting process. The [Ozarka Assessment Calendar](#) and the [Assessment Plan](#) can be found on the College Effectiveness webpage.

3a3. Assessment of student learning includes multiple direct and indirect measures of student learning.

Student learning is assessed through multiple direct and indirect methods. Traditional direct methods include pre-test/post-test, quizzes, tests (both selective and cumulative), reports, presentations, research papers, laboratory observations, clinical observations, portfolios, etc., all of which are used to varying degrees by faculty. Some more systemized traditional direct assessments of student learning include the English Portfolio Assessment and the Ozarka Program Assessment Exams given by the Business Department (systematic across all sections of the same courses). Some faculty members also make frequent use of less formal methods of assessment, including Classroom Assessment Techniques (CATS) modified from Angelo and Cross. Others experiment with modifications of a [module](#) compiled by longtime Ozarka developmental instructor.

A traditional external direct method of assessment for Associate of Arts students at Ozarka has been the *Collegiate Assessment of Academic Proficiency (CAAP)* exam, which was once required by the State of Arkansas, but is now optional. Ozarka College has elected to continue to administer the assessment to students who have completed between 45 and 60 hours in the Associate of Arts degree. The Vice President for Academic Affairs receives [CAAP](#) results and makes them available. The VPAA and Divisions review the results to determine whether Ozarka students are performing at the national norms. Since the *CAAP* is now optional, the number of students who take the exam may not be large enough to provide a high level of statistical validity. A poll of other Chief Academic Officers in the state showed similar concerns and many state institutions are pursuing other general education assessments. The VPAA believes the *CAAP* is still a viable alternative for Ozarka and has had discussions with faculty about the possibility of the *CAAP* becoming a graduation requirement to increase the number of students who take it and give the assessment more statistical validity.

In addition to the *CAAP*, other nationally or state-normed, standardized tests are used in direct assessment of student learning, including the National Occupational Competency Testing Institute for Culinary students, Praxis testing for future teachers, ATI exam for formative assessment of nursing students, Certified Nursing Assistant pass rates, Licensed Practical Nurse pass rates, Registered Nurse pass rates, National Automotive Technicians pass rates, and COMPASS pre/post testing for developmental students.

Indirect methods of assessment at Ozarka College [include](#) exit surveys, [alumni surveys](#), diversity surveys, nursing surveys, and the SIR II.

The SIR II Student Instructional Report is a nationwide survey to evaluate teaching effectiveness and learning quality. The comprehensive feedback provided in SIR II reports are especially helpful to faculty who are experimenting with new classroom practices and teaching methods.

Results are used by faculty and administrators to assess course and instructional outcomes; pinpoint teaching strengths and improvement opportunities across disciplines, courses and classes; inform

administrative decisions; and compare results to peer institutions nationwide. Ozarka College provides the SIR II to students toward the end of the fall and spring semesters.

Ozarka College has also given the *Community College Survey of Student Engagement (CCSSE)* two times. The institution will be giving the *Community College Survey of Faculty Engagement* during 2010-2011. Students have been asked about how they spend their time, what they do in their classes, and how they interact with others at the college. Soon faculty will also be asked how they spend their work time both inside and outside classes, what they do in their classes, and how they view students' educational experiences. Comparing this data should give the college additional insight that can help to guide assessment practices.

3a4. Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Assessments of student learning are made available to appropriate constituencies through a variety of methods. The [Ozarka College Effectiveness webpage](#) that can be accessed online is available to all constituencies through the visitor site. Information available includes CAAP summaries, Annual Division Assessment Summaries, various surveys, the President's reports, committee meeting minutes, assessment results, and various other forms of assessment.

Every semester the Student Success Specialist releases a retention newsletter including the latest retention rates for Ozarka. Additional data is available from the Arkansas Department of Higher Education and the IPEDS website. With the focus on Institutional Research being elevated during the coming year, additional data will be gathered as needed and more careful analyses of this data will be performed.

Online Course Management System

Many instructors use the online assignment dropbox and the comment section in the gradebook in [myOzarka](#) to give and receive assignments, give students ongoing feedback, and post student grades, allowing students to monitor their progress during the semester. Furthermore, online quizzes, exams, and class projects can be administered and are often graded through the myOzarka system. This practice provides students with immediate feedback and shortens the time between submission and grading. Students, regardless of location, can access their records in an easy to use, manageable format, and when students are given feedback online, they are able to access that feedback throughout the semester. While grades are considered to be evaluation instead of assessment, a look at the increase in the number of grades given in myOzarka can demonstrate the growth of the use of the course management system in the last five years.

MyOzarka Gradebook Grade Entries	
2009-10 Fall	75,135
2008-09 Fall	72,160
2007-08 Fall	54,234
2006-07 Fall	31,803
2005-06 Fall	29,366

Early Alert

Many instructors utilize an Early Alert System to notify students and support staff that a student is in danger of failing. Instructors may log into to myOzarka and access the course roster to quickly and easily report students who are having academic difficulties or who are absent an excessive amount of class time. The myOzarka Early Alert system sends an automatic email to the Office of the Vice President for Academic Affairs (VPAA), the student's advisor, and the Student Success Center. Students receive a formal letter in the mail from the VPAA explaining the reason for the alert and a request that the student contact the instructor to get help. The advisor and Student Success coordinator also call or e-mail the student offering help. For spring of 2008-2009, 235 students were contacted by the Student Success Center, and 55 of those 235 students were assisted and continued on to complete the course.

Portfolios

In many classes, students are developing portfolios as a student and classroom assessment tool, demonstrating student growth, effort, progress, and achievement. The portfolio may contain records of individual and group projects, writing assignments, or field experience. These portfolios can serve as an evaluation or assessment tool while providing learning experiences and supporting employment. For example, ACS 2807 looks at previous coursework (both credit and non-credit) the student has completed and assigns credit based on an assessment from a board of reviewers. Credit is also assigned based on applicable experience (i.e. apprenticeship) and actual craftwork.

3a5. Ozarka College integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates).

Graduation Rates

Ozarka College collects evidence and records to help determine student success. The Vice President for Student Services maintains records on graduation rates based on information from the Arkansas Department of Higher Education. Especially since the State of Arkansas has implemented rules regarding the number of required graduates per year in order to continue subsidizing a program with state funds, all programs have more rigorously checked students who are nearing graduation in order to encourage those who are close to completing.

According to the Comprehensive Arkansas Higher Education [Annual Report](#) on New Program Productivity, Ozarka was noted as one of only seven colleges who had 100 percent fulfilled the productivity standards. Partly as a result of increased emphasis on completers as a funding formula enhancer, the Information Systems department has developed an enhanced Advising Center which shows a student's progress toward completion of a degree, as well as a notification if the student is overdue on completion of the degree. The chart below shows the five year degree and certificate summary for Ozarka College.

**Table 40. Ozarka College
Five Year Institutional Degree/Certificate Summary**

Degree Level CIP Code Program Name	Number of Degrees/Certificates Awarded in:				
	2004-05	2005-06	2006-07	2007-08	2008-09
Certificate of Proficiency					
19.0706 Early Childhood Development	2	2	10	9	9
52.0302 Accounting	-	-	8	6	5
52.0407 Business Computer Applications	-	-	57	12	4
52.1206 Information Science Technology	-	-	11	2	-
52.9999 Business Management	-	-	2	4	7
Certificate of Proficiency Totals	2	2	88	33	25
Technical Certificate					
12.0503 Culinary Arts	4	2	1	1	-
13.1210 Early Childhood Education	-	-	-	-	1
47.0604 Automotive Service Technology	2	3	2	2	2
51.0000 Health Professions	-	-	-	1	-
51.1613 Licensed Practical Nursing	27	27	45	38	71
52.0401 Business Technology	1	-	-	-	-
Technical Certificate Totals	34	32	48	42	74
Associate Degree					
11.0401 Information Science Technology	2	1	1	-	-
12.0599 Culinary Arts/Hospitality	-	-	3	5	6
13.1203 Teaching	11	11	8	13	23
24.0101 General Education	55	37	42	46	50
30.9999 General Technology	3	5	1	-	1
43.0103 Criminal Justice Leadership	-	2	2	2	-
47.0604 Automotive Service Technology	6	1	5	3	-
51.0707 Health Information Management	6	5	5	3	6
51.1601 Nursing	-	1	9	8	18
52.0401 Business Technology	18	12	16	17	14
Associate Degree Totals	101	75	92	97	118
Institution Totals	137	109	228	172	217

(ADHE, 2008)

Licensing Exams

Several exams are reported to external agencies, including Compass pre and post testing for developmental students, the *National Occupational Competency Testing Institute* for Culinary students, *National Council Licensure Examination* results for nursing students, Emergency Medical Technician-Basic results, *Praxis* testing for future teachers, and National Automotive Technicians exam pass rates.

One example of the use of this data for assessment can be demonstrated through changes in the Automotive program. Students taking the Automotive Service Excellence exams for NATEF perform well in all areas except Electrical Service and Repair. The automotive instructor has made several changes

throughout the years, the most recent of which was to add a part-time lab assistant to provide more one-on-one assistance to students.

Placement Rates

Placement rates are tracked through [alumni surveys](#) and surveys by Program Coordinators. These placement rates are used as part of program assessment.

Transfer Rates

Transfer is one of the General Education Goals. Transfer is part of the Associate of Arts assessment and is also monitored by TRiO-SSS, which currently tracks graduation and/or transfer rates for TRiO-SSS members using Student Tracker from the National Student Clearinghouse. Ozarka College is scheduled to subscribe to this service in July 2010.

Retention and Cohort Success Rate Data

According to Arkansas Department of Higher Education reports ([see 2-A](#)), Ozarka College has a retention rate and a cumulative success rate that is comparable to other two-year colleges in the state.

3a6. Ozarka College assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.

Credit-bearing certificates of proficiency and technical certificates are assessed within the cognate program at Ozarka. See sections 3a2 and 3a3 above for program assessment. Non-credit bearing programs include Adult Basic Education and Continuing Education.

The Ozarka College [Adult Education department](#) offers assistance to students working towards basic skills, particularly skills that assist students in getting jobs, retaining jobs, obtaining a GED, and entering post-secondary education. The College negotiates with the state each year to determine the core indicators of success that fit the Ozarka area population, and in order to demonstrate effectiveness and efficiency, the Adult Education department must meet or exceed 80 percent of the performance level. For 2007-2008, Ozarka College met the 80 percent or higher indicator in all nine areas, with an average effectiveness and efficiency score of 105.84 percent.

Since 2007, Ozarka College has offered 66 Continuing Education classes, serving a total of 970 students. The Continuing



Adult Education Personnel with State Supervisor

Education department has recently moved under the Vice President for Academic Affairs. This move will facilitate the testing of new program ideas within the community and more participation from faculty. In 2008-2009, the total number of continuing education course sections was 38, with 615 total students. Continuing Education courses are evaluated through student satisfaction surveys at the end of the course, and all courses should reach the indicator of 80 percent or more satisfied with the classes.

3a7. Faculty members are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Faculty members are often involved in defining expected student learning outcomes. In Arkansas, some courses have predefined outcomes according to Arkansas Course Transfer System ([ACTS](#)) requirements. However, when these predefined outcomes were set by the state, Ozarka faculty representatives joined their peers in meetings at the Arkansas Department of Higher Education to contribute to the development of these outcomes.

All syllabi contain either course objectives or course outcomes that have been crafted by ACTS or by other Ozarka faculty. These outcomes are standardized across sections of the same course. Faculty members may accept current objectives or outcomes for their courses or modify outcomes by working with Division Chairs and submitting changes to the Curriculum Committee, following the standard approval process required for any curriculum changes. In building outcomes for new programs and courses, the proposed curriculum that is submitted also must go through the Curriculum Committee process for approval.



Activities during Lunch at the
COLL1001 Retreat

The *Course Assessment Plan* ([page 49](#)) is designed to capture each instructor's plan for assessment of student learning, assessment results, and anticipated improvements. Faculty members discuss their plans with Division Chairs and peers in division meetings. These forms are shared with Division Chairs and the Vice President for Academic Affairs.

A recent example of faculty involvement in defining expected student learning outcomes was in the redesign of the mandatory student success course, COLL1001. In spring of 2009, all instructors of COLL1001 and other interested faculty and staff came together to reword course outcomes to facilitate student comprehension of the outcomes and to identify the thirteen most important

focus areas for the course. A retreat was held in May 2009 to develop teaching strategies, and these changes were implemented beginning fall 2009. Since then, interested faculty and staff meet each semester to make ongoing improvements to the course.

Another ongoing example of faculty members' involvement in defining the assessment process is the English portfolio assessment. In 2008 the full-time English Department instructors decided to take a more active role in summative assessment across different sections of the same courses, as well as deciding to more clearly document whether the writing portion of the *General Education Outcomes* were being achieved by students. At least one high school teacher, all English adjunct faculty, as well as full-time and adjunct faculty from each division on campus were invited to participate in both the planning and the subsequent meetings of the English Portfolio Assessment Committee. As a result of assessment, one instructor has piloted a résumé and cover letter module, and all Composition II instructors have incorporated teaching the APA format into the course. Faculty will continue to have discussions regarding the types of data that the assessment gathers and whether that data informs instructors towards continuously more-effective modifications.

3a8. Faculty and administrators routinely review the effectiveness and uses of the Ozarka College program to assess student learning.

At the course level, the Vice President for Academic Affairs implemented the *Course Assessment Plan* ([page 49](#)) to provide documentation that instructors were considering the extent to which students had mastered syllabus objectives. This process has been an effective improvement at the course assessment level.

At the program level, the most recent change in the assessment documentation process has been the introduction of the *Program Assessment Plan* ([page 50](#)) by the Vice President for Academic Affairs. Following the success of the *Course Assessment Plan*, this process shows promise in linking program assessment to program planning. It was beta tested by the Allied Health division in 2008-2009 and used by all academic programs in 2009-2010. This process will be monitored and assessed for success and improvements.

Also at the program level, the English Department's adoption of the [portfolio assessment](#) was a result of a documented need to assess writing more deeply than the multiple-choice CAAP exam. The details of the process are constantly being revised, and in January 2010, the English Portfolio Assessment Committee set spring 2011 for serious revision to the Portfolio Assessment system with the objective of simplifying the assessment process.

At the institutional level, the President established the [Planning and Assessment Committee](#) (PAC) in January 2010. The committee is co-chaired by the Vice President for Academic Affairs and the Vice President for Planning and Institutional Research to replace the [Institutional Effectiveness Committee](#) (IEC). The charter of the PAC is to build on the foundation of the IEC and advance to a higher level of

assessment and planning of the College. The PAC will ensure that pertinent discussions about and review of the assessment and planning processes are ongoing and critical. The members of this committee represent all sectors of the College: administration, all academic divisions, the Faculty Council, and the recently-established Staff Organization. The minutes of this committee may be found on the website at the College Effectiveness page.

CORE COMPONENT 3b

Ozarka College values and supports effective teaching.

Ozarka College has always valued effective teaching and continues to seek new ways to define and support effective teaching. Ozarka College strives to recruit, retain, and support faculty members who value student learning and innovative practices. Ozarka College demonstrates its focus on student learning and support of faculty through the provision of effective policies and procedures, innovative and focused student support services, progressive technology, and facilities that foster learning for all.

3b1. Qualified faculty members determine curricular content and strategies for instruction.

Qualified Full-time Faculty

Ozarka College currently employs 33 full-time academic faculty members, including four academic division chairs. Their qualifications vary based on discipline and course assignment. While no current full-time faculty members hold a doctoral level degree, two are currently enrolled in doctoral programs.

Full-Time Faculty Educational Background	
Highest Degree Attained	Number of Full-Time Faculty
Associate's Degrees	2
Bachelor's Degrees	4
Master's Degrees	24
Post-Baccalaureate	1
Specialist's Degrees	2
Doctoral Degrees	0
Total	33

Full-time faculty holding associate's and bachelor's degrees have extensive experience (particularly in nursing and the culinary arts) or advanced certifications (American Health Information Management Association or Master Automotive Service Excellence Certification).

Division chairs provide formal and informal orientation and mentoring for all faculty and then assess student satisfaction by examining SIR II student evaluations for all instructors each semester. This supervision and collaboration is designed to support each instructor's academic freedom to choose the best method of meeting the objectives or outcomes listed on course syllabi.

In response to fluctuating student enrollment and fiscal constraints, additional teaching assignments are made each semester in all program areas.

Academic Year	9/10 Month Faculty	11/12 Month Faculty	Total Full-Time Faculty	Adjunct Faculty	Total
Fall 2007	27	1	28	41	69
Fall 2008	29	4	33	50	83
Fall 2009	28	6	34	52	86
Fall 2010	27	6	33	61	94

The increase in 11/12 month faculty was a result of the addition of faculty through grant funding and the addition of two months to the length of Division Chair contract time.

Qualified Adjunct Faculty

Qualified adjunct faculty members also help determine curricular content and strategies for instruction. Ozarka College values the experience and education provided by adjunct faculty members. Adjunct faculty can provide a variety of unique perspectives based on their workforce experiences, bringing richness to both the classroom and to faculty meetings.

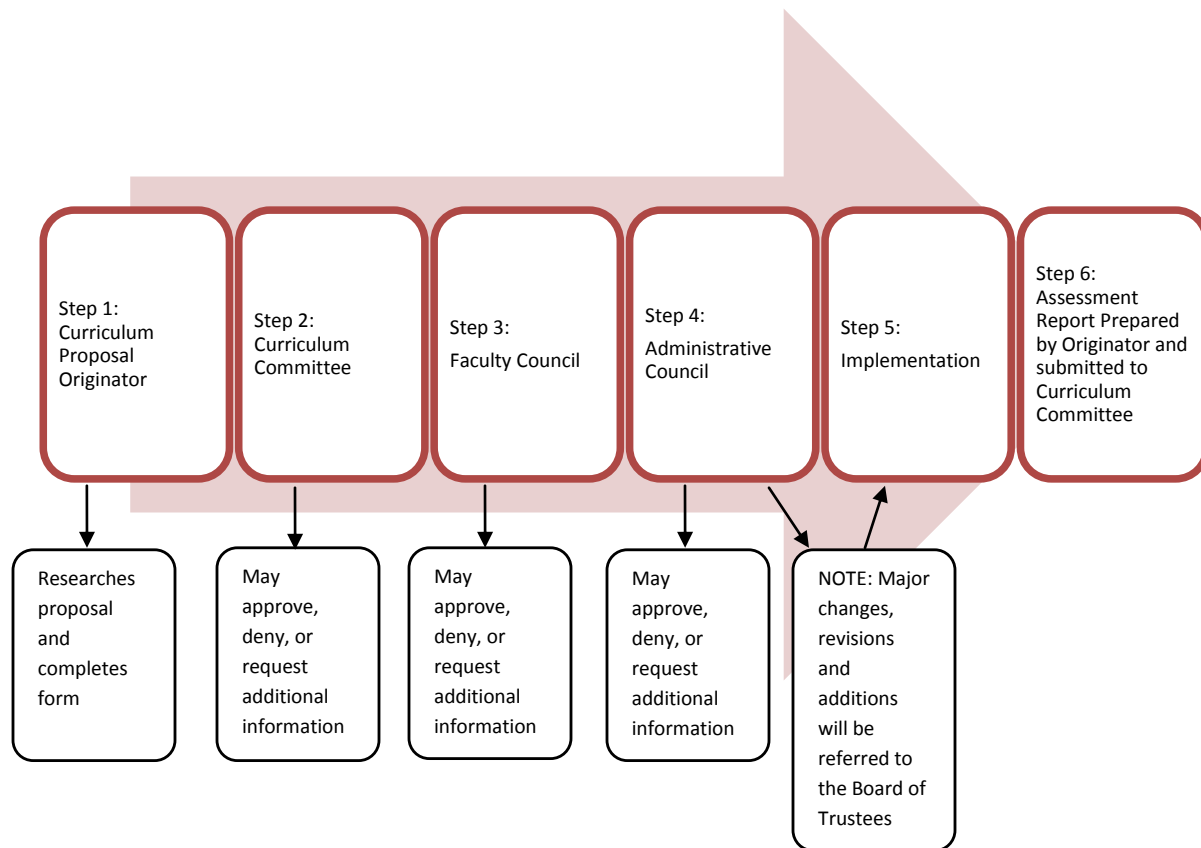
Adjunct faculty members are the majority of Ozarka College faculty across all disciplines, and Ozarka College currently employs sixty-one adjunct academic faculty members. Their qualifications are dependent on teaching assignment, requiring at minimum a professional certification or bachelor's degree. Educational backgrounds and professional experience for adjunct faculty are maintained by the Human Resources department.

While Ozarka College provides a formal orientation session both during the day and in the evening at the beginning of each semester, adjunct faculty need additional assistance and organizational support. A more comprehensive support program will be developed based on best practices and seminal literature, as well as input from adjunct and full-time faculty, administrators, and other stakeholder groups. The areas of employment, professional development, and institutional integration will be addressed in the new policy guidelines.

Faculty Determine Curricular Content

Curriculum development is a key element in the education process at Ozarka College and requires careful planning and implementation in order to meet student and community needs within the scope of the institution's mission. To enable the College to be accurate and consistent in curriculum

development, the following plan complements existing Board academic policies. These policies can be found in Section 4 of the Board Policy and Procedure Manual.



Proposals for new curriculum are generated from many sources. Common sources include faculty initiative, administrative initiative, curriculum committee, advisory committee, needs assessment, and program review.

Minor curriculum changes or developments such as adding or deleting specific courses necessitate the following procedure:

- Curriculum Committee Review and Approval ([form](#))
- Faculty Council Review and Approval
- Administrative Council Review and Approval

Additionally, minor curricular changes must also be examined before implementation to determine whether the proposal is compatible with the institution's mission and resources, and whether the proposed change will supplement (not supplant) current curriculum.

Major curriculum changes or developments include new programs that result in a certificate or degree, new majors leading to a certificate or degree, and others as defined by the Arkansas Department of

Higher Education. These require more intense research, planning, and documentation that will result in a formal written proposal to the Arkansas Higher Education Coordinating Board.

Generally, major curricular change or development requires a steering committee comprised of professionals in the field or related area, college faculty, and administration. As with all curriculum proposals, major curriculum proposals are subject to approval through the progressive committee structure of the College, the Ozarka Board of Trustees, the Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board. Any new programs involving Title IV funding that are comprised of 50 percent new courses must also be approved by the Higher Learning Commission.

The Ozarka College curriculum development process involves a hierarchy of procedures and opportunities for evaluation, assessment, and revision. At any step in the process, the proposal may be returned to the originator and/or the previous decision-making body for additional information, clarification, or revision. Curriculum changes, additions, and revisions reflect a persistent focus on program and course relevancy.

The supporting [documents](#) (semi-annual reports, curriculum proposals, and evaluation reports) are available in the Curriculum Committee folder on the Effectiveness webpage.

3b2. Ozarka College supports professional development designed to facilitate teaching suited to varied learning environments.

Ozarka College is committed to supporting all aspects of professional development. An array of professional development opportunities are provided through individual departmental budgeting, professional development committee events, in-service, institutional grants, and consortium offerings. When department and grant funding sources allow, faculty attend national, regional, and state meetings both to develop knowledge in content area as well as to develop strategies to enhance student learning. In 2008-2009, the expenditures for faculty professional development totaled approximately \$34,000. Professional development is tracked through the Office of the Vice President for Academic Affairs, as well as being documented by individual expenditure in the Office of the Vice President for Finance.

Professional development funds for in-state opportunities are included in departmental budgets as well as grants (Perkins, Workforce, and other grants) held by the institution. Faculty members are encouraged to attend the [Arkansas Association of Two Year Colleges Conference](#) every fall. In addition, the College encourages faculty to attend discipline- and program-specific conferences and workshops. Faculty members usually request permission to attend in-state, off-campus professional development through their direct supervisor. Out-of-state professional development opportunities are currently budgeted through restricted funds (Perkins, TRiO-SSS) or through the Office of the President.

The [Professional Development Committee](#), a subcommittee of Faculty Council, holds an additional \$3,500 professional development budget which is available to supplement individual or departmental budgets. The utilization of these funds is determined by the committee and is generally directed toward funding professional development opportunities that can benefit all faculty members. A recent [survey](#) completed in October 2008 by the Professional Development Committee offered an opportunity for full and adjunct faculty members to identify major areas of interest. The survey was completed by twenty-four faculty members, including eleven full-time faculty members and thirteen adjuncts:

- Many of the responses to past offerings indicated "did not attend."
- Response to the adjunct orientation indicated a high satisfaction ranking.
- Responses to specific areas presented in the fall 2008 in-service indicated a high level of satisfaction by attendees.
- The top five areas of interest for future professional development included the following:
 - classroom assessment – eleven responses;
 - improving instructional skills – ten responses;
 - teaching learning skills to students – eight responses;
 - learning styles/multiple intelligences – eight responses;
 - effective use of technology in classroom teaching – eight responses; and
 - student retention and completion strategies – eight responses.

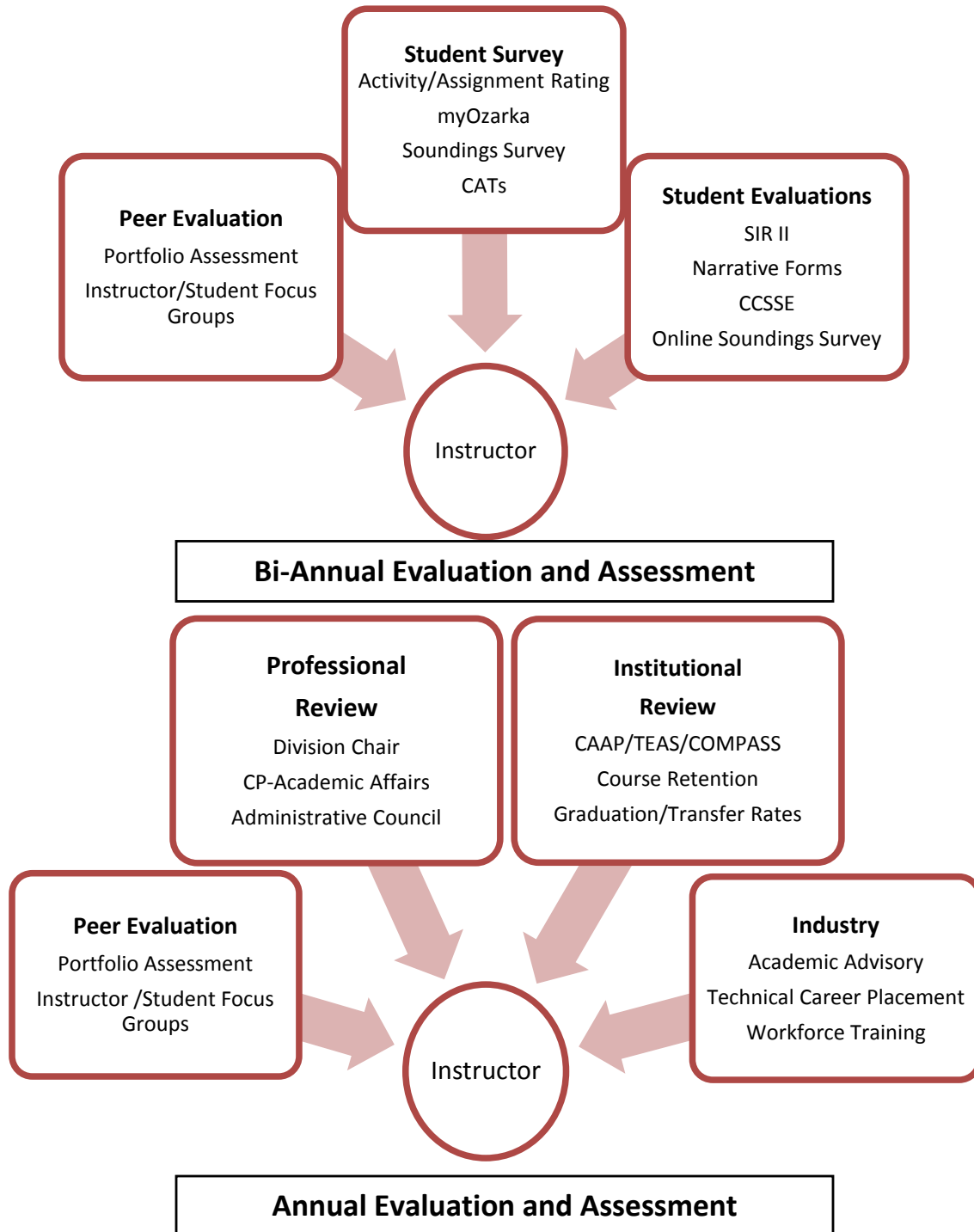
Both the Faculty Professional Development Committee and Academic Affairs provide institutional professional development through faculty in-service, adjunct faculty orientation, and a variety of invited speakers. Topics may include registration procedures, advisement guidelines, assessment plans, financial aid updates, class workshops, assessment, retention, and cultural diversity. Each of these sessions helps instructors to understand different aspects of the varied learning environments in which they teach.

Ozarka College also allows faculty members the opportunity to further their education by taking coursework that will enhance and develop their current skills. After obtaining approval by the individual's immediate supervisor and the President, the college will reimburse the employee for tuition expense upon satisfactory course completion.

Professional development that most specifically facilitates teaching in various learning environments includes sessions offered on a semi-annual and/or as-needed basis so that instructors can readily teach compressed video and online courses. Additionally, Ozarka College offers the Continuing Education course Teaching Successfully Online to teach all faculty members, both full time and adjunct, to effectively use myOzarka and to follow best practices in online teaching. Between 2007 and 2009, the course has had 51 participants. The Vice President for Academic Affairs revised the [faculty evaluation form](#) in 2007 and specifically included a section asking each instructor to outline professional development goals for the upcoming year.

3b3. Ozarka College evaluates teaching and recognizes effective teaching.

Ozarka evaluates effective teaching through a variety of assessments, both direct and indirect. The evaluation and recognition of effective teaching at Ozarka College is a multi-directional process. Faculty are evaluated and assessed by administrators, peers, and students. In many technical programs, the evaluation and recognition of teaching is also conducted by advisory councils which include both community stakeholders and local industry.



Institutional evaluation is implemented in the form of yearly professional reviews, including annual observation of each faculty member by the supervising division chair and/or Vice President for Academic Affairs. Effective teaching is also assessed through student surveys and/or Classroom Assessment Techniques (CATS) for each course section during each regular academic semester. Courses such as College Success Orientation offer multiple opportunities for peer, administrative, and student evaluation.

Another tool used by Ozarka that assists in recognizing effective teaching is the [SIR II](#) evaluation. Students evaluate all full-time and adjunct faculty members in each traditionally-delivered and compressed video course. This evaluation is reviewed by the VPAA, division chairs, and the faculty. Other resources to examine student knowledge are used by many including pre and post evaluations, CAAP, and TEAS.



2009-2010 Faculty of the Year Announced

Ozarka College recognizes that an effective faculty reward system can encourage faculty members to continually strive to exceed their own expectations. Each year the faculty at Ozarka College vote to determine the faculty member who will be honored as the Arkansas Association of Two-Year Colleges (AATYC) Faculty of the Year. This recognition is the primary reward for excellence in teaching at Ozarka College, and since 2009 the Faculty Council has carefully scrutinized the Faculty of the Year Selection process to meet the following goals:

- To increase the number of faculty members recognized for excellence through publicizing one-paragraph nominations;
- To increase the perceived value of the honor by associating a low-cost reward (like additional professional development monies or a prized parking spot); and
- To allow for student input in the process without the award becoming a popularity contest.

3b4. Ozarka College provides services to support improved pedagogies

Ozarka College provides services to assist faculty members in instructional preparation, student access to information, and research. These services include providing basic office supplies, copy machine

usage, computer usage, and library holdings, including access to almost all library databases from any computer on all three locations.

As enrollment at Ozarka College has gradually increased, faculty and staff have often been assigned to teach or work at multiple sites during a week. To facilitate effective communication, Information Systems upgraded the telephone system (both software/hardware) to add unified messaging capabilities in 2010. This upgrade allows the users real-time notification of voicemail through email and/or SMS text messages to cell phones.

For improving pedagogies through professional development related specifically to facilitating teaching suited to various learning environments, see 3b2. For professional development related specifically to participation in professional organizations, see 3b7. For professional development related to advising as a pedagogical tool, see 3c3.

For improving pedagogies through recognizing effective teaching, see 3b3. For supporting faculty in keeping abreast of research and technological advances, see 3c6. For ensuring access to resources necessary to support learning and teaching, see 3d1. For support in using technology effectively, see 3d4. For supporting partnerships, see 3d5.

For Student Support Services, see 3c4.

3b5. Ozarka College demonstrates openness to innovative practices that enhance learning.

Ozarka College is open to innovative practices that enhance student learning, encouraging any faculty or staff member on campus who can find the time to lead new initiatives. Administrative Council is supportive of change based on research and best practices, empowering the faculty to try new approaches or develop new curriculum, being sure to follow the curriculum process.

One particularly innovative offering at Ozarka College is the Entrepreneurship for Artisans degree, a degree unique in Arkansas, which has grown out of a partnership with the Arkansas Craft School of Mountain View. As one craftswoman described the partnership, this is an opportunity for artisans who love the art (but not the business of art) to earn a degree while developing both craft and entrepreneurial skills.

Another innovative approach towards teaching took place in a Biology classroom. After one instructor read research indicating the correlation between goal-setting and student assessment of progress towards reaching those goals, the instructor analyzed student grades and concluded that Anatomy and Physiology students had a higher success rate partly because they had a program goal in mind (acceptance to the nursing program). In order to attempt to replicate student success in Biology (the required life science course for students who will transfer), the instructor asked students to set goals for the grade they planned to make during the semester, and at midterm the instructor emailed each

student with feedback, either praise for achievement for the goal or encouragement to work harder in order to reach the goal.

Another Biology instructor has a particular love of field research, particularly rural watershed aquatic life, and created an independent study in Biology wherein the student does primary research in the field and lab rather than spending time in a traditional classroom. The student is awarded credit hours for the class depending on the number of hours spend in the field (45 for a 3-credit class) and through performance on a capstone project and an oral presentation.

To give another example, after an English and a Theater instructor discussed the number of students who struggle with critical reading skills even after having successfully completed College Reading (a developmental reading course), the two instructors began collaborating to create a course that will assist students in learning how to answer critical thinking questions, hopefully bridging the gap between reading levels and particularly ensuring success for students enrolling in the sophomore level literature survey course.

Developmental students may also benefit from a pilot program set for the fall of 2010 which will accelerate enrolled students' progression through the developmental programs by meeting for twice as many seat hours per week, completing a developmental course in half of a semester and then beginning the credit course at midterm.

In the field of nursing, in response to a growing community need for Certified Nursing assistants, the College developed a partnership with area high schools and, through the Partners for Care grant, began offering CNA courses to area high school students. These students are completing a certification in high school that will enable them to get experience in a health care field before starting college, assisting them to make career choices based on a greater number of actual work experiences.

Innovative practices that enhance student learning are not limited to credit courses. For instance, in the State of Arkansas, the Ozarka College Adult Education department is considered to be innovative in that it has a greater number of community outreach classes than any other program of its kind in the state. The Director states that taking education to the student directly correlates to the exceptional state Effectiveness and Efficiency rating of 105.84 percent.

One of the most important innovations that Ozarka College has embraced in the last three years is the revision of course objectives to be more student-centered and outcomes-based.

3b6. Ozarka College supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

Ozarka College supports improved teaching and learning in a variety of ways. Faculty and staff members are encouraged to continue pursuing content knowledge and pedagogical knowledge through

professional development opportunities, attainment of higher-level degrees, research (especially research conducted in pursuit of additional degrees), and institutional course enrollment.

Some examples of Ozarka College providing professional development for faculty include the development of the [Faculty Toolkit](#) and subsequent publication of the [Eating an Elephant One Bite at a Time](#) weekly professional development series, both of which focus on active learning techniques. In addition, the College has purchased copies of two books for all full-time faculty, including Angelo and Cross's *Classroom Assessment Techniques*, as well as Payne, Devol, and Smith's *Bridges out of Poverty*.

Many of the Ozarka faculty and staff members are involved in research projects that are correlated with the pursuit of bachelor's, master's, and doctoral degrees. The following table lists some of these endeavors.

Research Projects of Ozarka College Employees	
Faculty or Staff Member	Research Project
David Mitchell	Structure and Function of Large Wood in Ozark Headwater Streams
Deltha Shell	Student Services Elements of Effective Developmental Education Programs, First Year Experience Courses, Student Services in the Learning College
Zeda Wilkerson	Graduate Level Orientations and Practices, Retention Variables between Two-year Colleges Having Highly Developed Student Activity Programs vs. Colleges that Do Not
Jennifer Miller	Restructuring the College Success Orientation course
Holly Ayers	Pearson Higher Learning-Algebra-End of Course Research Project, Adjunct Faculty and Remediation, Developing an Adjunct Faculty Support Program, Field Study-Experiences in Accreditation: Ozarka College and the HLC/NCA, Outcomes Based Learning-Course Redesign at Ozarka, Women in Higher Learning-A Case Study, The Advantages and Disadvantages of Using Adjunct Faculty in Remedial Coursework
Tracie Morris	Mastery Goals of Students and the Effect in the Classroom
Michael Orf	How Two-year Colleges in Arkansas Evaluate Online Courses before Offering to Students
Melissa Martin	Effect of Didactic Lecture vs. Active Learning on Student Achievements
Bettie Estes	Remediation Research

Various faculty and staff members make [presentations](#) at the AATYC conference each year. In 2008, twenty-six faculty and staff attended AATYC, and in 2009 there were thirty-five faculty and staff attendees. Six Ozarka faculty and staff presented in 2008, and four presented in 2009.

Discovery of knowledge occurs through professional development, assessment, and continuing education as well. When time allows, faculty and staff disseminate the information gained to their peers.

Technological Advances

Ozarka College supports faculty in keeping abreast of technological advances that can positively affect student learning and the delivery of instruction (also detailed in 3c5). In the last three years, the College has offered in-service to faculty groups in person, online, or via email, as well as to individual faculty members and/or work study employees, in order to answer a variety of technological and sometimes pedagogical questions:

- A student ID "swipe" system to facilitate student sign-in and sign-out in the Fitness Center;
- College-wide update to Office 2007;
- Classroom computers with a network-enabled computer hooked to a projector and DVD/VCR player;
- Automated response system which results in instant feedback to see whether students have learned; and
- Streaming video from an instructor or chairperson via webcam in Ozarka chatrooms or Division Meeting chatrooms, enabling absent members with internet access to continue to participate.

3b7. Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Many Ozarka College faculty, staff and administration serve as adjunct faculty members for the institution. Several staff and administrative personnel belong to individual professional organizations. These professional organizations help to stimulate improvements individually, as well as institutionally.

Additionally, Ozarka College holds several institutional memberships to a variety of organizations. The institutional memberships allow administration, faculty and staff the opportunity to participate in various professional development opportunities in order to facilitate institutional improvements. A list of institutional and employee professional memberships can be found in the Appendix D and E, respectively.

CORE COMPONENT 3c

Ozarka College creates effective learning environments.

Ozarka College is small, rural, multi-site institution that provides an academic community and learning environment where faculty and staff understand the academic, economic, and social challenges facing the learning constituents of the service area. A large number of Ozarka College learners are first-

generation college students, and about 22 percent of all students test into one or more developmental courses. Many students are unemployed or underemployed with heavy family responsibilities. The Ozarka College average student age is 30. The College four-county service area has recently seen local closings of several large area employers, a local unemployment rate during 2009 of 7.6 percent (with spikes up to 9.2 percent), an average weekly wage of \$462 over the last two years, and a median household income of less than \$29,000 ([Discover Arkansas, 2009](#)).

3c1. Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Among the public's many expectations of higher education, the most basic is that students will learn, and in particular that they will learn what they need to know to attain personal success and fulfill their public responsibilities in a global and diverse society. The purpose of assessment at Ozarka College is to facilitate the continuous improvement of student learning by carefully examining the institution, programs, and courses as they relate directly or indirectly to student learning. After gathering and evaluating this information, the College makes informed and relevant changes and then assesses the effectiveness of those changes.

Implementation of assessment and planning at Ozarka College is a collaborative process involving students, faculty, and administration as well as potential employers and other constituents. This collaborative effort assists faculty in determining the knowledge, skills, and values graduates should possess both within and outside their disciplines. Assessment findings are analyzed and are linked to decision-making, instructional improvement, and the budget. By making adjustments in instructional methods and course content, these findings enhance student learning. Examples of the various types of assessments used by Ozarka may be found in the College [Assessment Plan](#) located on the website. More details regarding data collected at the various levels of assessment may be found in 3a2.

Curriculum and Pedagogy

The Vice President for Academic Affairs provides the administrative oversight of the Ozarka Academic Assessment Process. The VPAA works closely with Division Chairs through the Instructional Council to perform the following curricular and pedagogical functions:

- Provide leadership and support in all aspects of academic assessment;
- Analyze course, departmental, and programmatic assessment reports;
- Ensure that assessment conversations take place;
- Provide feedback at the course, departmental, and programmatic levels as needed;
- Oversee completion of assessment at these levels; and
- Report assessment activities to the newly-formed Planning and Assessment Council (see 3a2).

A few examples of the many curricular and pedagogical improvements resulting from the assessment process include the following:

College-Wide

- One of the primary pedagogical and curricular improvements that span courses and programs is the methodical process of shifting the College from syllabus objectives to course/learning outcomes. These revisions have been taking place for nine years and continue to evolve, partly because this also involves the paradigm shift from a teaching-centered college to a learner-centered college. Outcomes have been revised for many courses across the college.
- As a result of divisional assessments, the College *General Education Objectives* were re-written as measurable outcomes as well. One challenge facing the college during this process, however, is that since the *Mission* and *General Education Outcomes* have been revised, an accompanying revision of *Mission General Objectives* was found necessary. During strategic planning from April through October of 2010, the *General Objectives* will be embedded in the strategic plan. These revisions will need to be mapped across the College curriculum to ensure consistency.

Division/Program

- The Nursing program has a systematic assessment plan. As a result of several different assessments, it was decided to more fully incorporate ATI (Assessment Technologies Institute) testing, which helps LPN students to predict how well they will do on their state board exam. The ATI shows students the questions they missed as well as a rationale for each question. This package also allows students to remediate through the online service. During 2007 the package was not utilized to its fullest due to changes in ownership of the company and changes to the tests. However, the comprehensive test was still given. In 2008, the testing package was better utilized and specific tests given.
- As a result of the Nursing [*Cultural Diversity Survey*](#), the nursing program has incorporated further discussion of the treatment of patients of different cultures, races, ethnicities, or socio-economic status.
- Compass Reading pre and post testing results from 2007-2009 indicate that Reading students struggle in reaching the score needed to test out of the course. The developmental program has responded by piloting a computer-based developmental reading course in spring 2010. Two systems are being piloted: Comfit Learning and Weaver Instructional Systems. Both are web-based, on-line skills development that allow for greater adjustments for student ability. At the end of the spring semester, faculty will assess the gains made, the suitability for the students, and the practicality and ease of use for instructors of each program.
- As a result of CAAP and in class assessments, the English faculty developed a portfolio capstone experience. Student progress toward meeting syllabus objectives is measured first by the students themselves, second by the faculty member teaching the course, and third by

an interdepartmental assessment team. Participation from stakeholders across disciplines suggested that the *Writing across the Curriculum Rubric* be revised. After the revision, additional portfolio assessment a year later (January 2010) suggested that a second revision was warranted.

- Based upon the evaluation of divisional assessment data, the History faculty members have shifted to more collaborative learning exercises for the instruction of geography concepts.

Course Level

- College Algebra instructors have included a re-enforcement unit covering factoring in the course. Instructors have also revised the instruction methods and unit lengths of material dealing with rational binomials. These decisions were based on Course Assessment Techniques (CATs), end-of-course assessments, and CAAP exam results.
- The instructors for the College Success Orientation course (COLL 1001) have incorporated student presentations as a result of assessing *Community College Survey of Student Engagement (CCSSE)* data. Scores from 2008 indicated that Ozarka College ranked 1.42 on "made a class presentation" while other Arkansas consortium colleges scored 2.00 and the CCSSE 2008 cohort scored 2.04.
- CCSSE data also indicated that Ozarka College rated 2.22 on "worked with other students on projects during class" as compared to other Arkansas consortium colleges of 2.51 and the CCSSE 2008 cohort of 2.47. The Student Success Initiative and the College have taken the following steps to address this issue:
 - Professional development emails are sent which give tips for incorporating more active learning activities. The series is titled *Eating an Elephant One Bite at a Time* and breaks down a longer active learning manual compiled by one of the Developmental Education instructors.
 - The first year experience course instructor retreat in May 2009 and the instructor professional development in August 2009 modeled active learning and group work for use in COLL 1001.

Student Services and Instructional Resources

A few examples of the many student services and instructional resources improvements resulting from the assessment process include the following:

- The Registrar discovered through assessment that there was a need for more efficiency in the way student records were handled between the main campus and the sites. Working together, the Admissions Office and Information Systems developed a process for electronic scanning and transmission of records. This allows sites to retrieve full copies of transfer and immunization records in less time and with fewer errors.
- The Student Services Office revised the withdrawal/drop/add forms to better clarify those processes as a result of Advising Improvement Team and student assessment.
- The Student Success Center offered a "Government Made Easy" workshop based on input from student evaluations. The Student Success centers will continue to offer a myOzarka workshop

every semester since assessment reveals this to be the most-attended Student Success workshop.

- Career Pathways has adjusted schedules to meet the needs of students who may not be on campus during a regular 8:00 - 4:30 schedule. This change was based on student evaluations. All campuses now have Pathways personnel at least two days per week until 6:00 pm.
- As a result of student surveys, the TRiO-SSS Program now includes planning sheets for every TRiO-SSS event. The sheets are used in the planning process to ensure better planning and purpose identification. In addition, after each event, TRiO-SSS staff meets as a team to review the student evaluations and discuss the activity.
- Based on student and instructor feedback, the Information Systems department has continuously improved and augmented myOzarka, arguably the most-used instructional resource at Ozarka College. Since January of 2008 there have been 1,117 revisions, many of which were made in the following areas:

myOzarka Revisions since January 2008	
Exams Module	167
Grades Module	90
Video Module	75
Chat Module	73
Email Module	35
Announcements/Notices Modules	32
Content Module	17
Assignments Module	16
Discussion Module	2

3c2. Ozarka College provides an environment that supports all learners and respects the diversity they bring.

Ozarka College is aware of and deeply committed to providing multiple educational opportunities for all its learners. One important aspect of this commitment is providing the students with a variety of ideas, viewpoints, and perceptions by promoting diversity in all its dimensions. Ozarka College encourages its students to learn about one another, with one another, and from one another. This commitment to learning diversity is demonstrated by the following items:

The Ozarka *Mission Statement*: Caring

Ozarka College values people and ideas. We respect the dignity and potential of each individual, expressed through fairness, responsiveness, and just treatment for all. We value individual diversity and recognize the unique contributions of all individuals. We promote open and respectful communications and the free exchange of thoughts and ideas.

The Ozarka College *General Education Outcomes*: Statement Six

Demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect (ed) past and present society.

The Ozarka College Diversity Learning Initiative

The 2008 *Community College Survey of Student Engagement (CCSSE)* indicated that 68.4 percent of our students responded "sometimes" or "never" to a question asking whether students "had serious conversations with students who differ in terms of their religious beliefs, political opinions, or personal values" as compared to 60.0 percent for Arkansas consortium and 60.0 percent for the CCSSE cohort. In addition, CCSSE also indicated that 81.6 percent of Ozarka students responded "sometimes" or "never" to a question asking whether students "had serious conversations with students of a different race or ethnicity" as compared to 51.2 percent for other Arkansas consortium colleges and 57.8 percent for the CCSSE cohort 2008 group. In response, the President of the College established a [Diversity Committee](#) to review and promote diversity learning for all Ozarka constituencies. The Diversity Committee's first organizational meeting was November 14, 2008. Recognizing the need for a positive learning environment for all Ozarka College students and faced with the reality of the lack of "natural" cultural and ethnic diversity, the committee established The Ozarka College Diversity Learning Initiative.

The goals of this program are as follows:

- Produce a Diversity Learning Assessment Report to be submitted to the Institutional Effectiveness Committee that includes results of a targeted perception survey for specific groups (ethnic, generational, cultural, orientation, etc.) annually along with an executive summary of the survey and recommendations for future planning.
- Monitor diversity education success through CCSSE results and adjusting long range plans accordingly.
- Review divisional diversity reports from the academic divisions and the VPAA and from other vice presidents and directors of the college.
- Review a report from HR to monitor the recruitment process for faculty and high level administrator positions.
- Monitor the percentage of diversity students and employees as compared to the percentage of diversity in the service area and making appropriate recommendations.
- Meet with the VPAA to discuss the annual diversity report that monitors diversity academic success and is submitted to ADHE and offer appropriate suggestions.
- Develop a diversity statement for the master syllabi and the college catalog.
- Provide a minimum of one diversity professional development activity during the academic year.
- Provide a minimum of two diversity learning activities for students and community members per academic year.
- Research the possibility of offering special diversity scholarships.

- Recognize individuals and departments promoting diversity beyond the expectations of the college and monitor the effects of this recognition.
- Research the diversity learning experience at other colleges to provide internal motivation for the committee and fresh ideas.

The Diversity Committee and the Diversity Initiative have accomplished the following to promote diversity learning at Ozarka College:

- Developed a *Diversity Statement* for inclusion in the college catalog. This statement was developed in cooperation with both the Faculty and Administrative Councils.
- Developed a *Diversity Statement* for inclusion in all course syllabi. This statement was developed in cooperation with both the Faculty and Administrative Councils.
- In cooperation with the Arkansas Association of Women in Two-Year Colleges the committee developed and hosted an International Day event at the Melbourne campus and at the Ash Flat and Mountain Views sites. The fall 2009 event featured learning activities centered on the country and culture of France. Over one hundred students (107) filled out the event evaluation forms. This number does not reflect the students who did not complete the evaluation form or the faculty and staff who participated. Italy and Greece have also served as the countries of interest for two additional International Days.
- Ozarka College hosted five speaking engagements at two locations addressing Hispanic issues, African American history and issues in Arkansas, and the start of the Women's Movement in Arkansas.
- Several members of the committee attended sessions at state and national conferences focused on diversity learning issues, with titles such as *Diversity in the Community College Classroom* and *Diversity Leadership: Developing, Organizing, and Implementing a System Wide Initiative*.
- A consultant presented as part of the fall 2009 semester pre-session in-service. *CARE: Diversity as a Campus Commitment*.
- Some new course offerings have been added to the College curriculum specifically to address diversity issues, including the History of World Religions course. Speaking engagements on each campus including presentations about Japan in Melbourne, Hoxie 21 (regional black history) in Ash Flat, and the Ukraine in Mountain View have also been hosted. In addition, a Mountain View class connected with a Siberian college class.



Diversity Committee Hosts Fayth Hill of the Hoxie 21

A wide variety of courses incorporate specific learning outcomes directly related to diversity and the specific disciplines; examples of some of these follow:

- Interpersonal Communication - gender and cultural perception and communication;
- Nursing - ethics and cultural considerations guidance to ensure fair treatment of patients;
- Automotive - respecting, communicating, and dealing with customers different than the student
- History - alternative points of view;
- History - oral history interviews with a member of another diversity group; and
- English - address diversity issues especially relating to audience analysis.

Domestic Violence Awareness

Ozarka believes all of its constituents have a right to pursue higher education. In an effort to provide a safe, caring, and supportive environment for all learners, Ozarka College sought and was awarded a grant from the Department of Justice to address violence against women on college campuses. During 2006 and 2007, the grant-funded personnel developed a new domestic violence, stalking, and sexual assault policy for adoption, educated College personnel, provided awareness articles and projects on campus and for the general public, and established a blog to help institutionalize the efforts of the grant. The blog provides a means of advancing Ozarka initiative to prevent and address violence against any person. This [site](#) has much useful information and helpful contacts for both women and men in preventing and addressing violence.

Before the grant ended in July 2008, it served students by having victim advocates and sheriff deputies available on the Ash Flat and Mountain View sites and the Melbourne campus. Although the deputies and advocates are no longer provided a campus office, advocacy contacts are [available](#) at all three sites.

3c3. Advising systems focus on student learning, including the mastery of skills required for academic success.

Ozarka College is committed to a strong, effective academic advisement system, a system in which advisement goes beyond mere schedule-building to assisting students to explore their potential, clarify their goals, and discover the best means of achieving those goals. The advisement function at Ozarka serves to assist and often initiate this process of self-exploration with skilled advisors who provide general information and expertise in their fields. Ozarka College recognizes that effective advising is the primary institution-related factor in retaining students.

Ozarka College has dedicated considerable human and financial resources to the constant assessment and improvement of advising in the last four years. In 2006 a president-appointed [Task Force](#) assessed the advising process and identified six primary barriers and four secondary barriers to effective advising. Since that time, all of these barriers have been addressed in multiple venues. These solutions were re-evaluated by Administrative Council in 2007. The College also sent two faculty members to the National

Academic Advising Association (NACADA) Conference to assist in forming a college-wide advising improvement initiative. One of the results of this conference was the formation of an [Advising Improvement Team](#) which would meet regularly to provide ongoing assessment of the advising process.

The Advising Improvement Team developed the following roadmap and timeline as shown on the table below:

Advising Improvement Team Roadmap				
Vision: Advising is streamlined and outcomes-driven; creating student ownership, shared vision, and a clearly defined process				
Action Item	Assessment	Assessment Outcome	Individual Responsible	Time Line
Selecting Advisors	Percentage of students who chose an advisor	100 percent of students	Stirling, Wilkerson, DeLong	Before November 1, 2009
Developing Advisor and Advisee Handbook	1. Satisfaction Survey 2. Completion of Handbook	Completed	Orf, Brown, Shell	By August 1
Advisor Development	1. Survey of participants at development session 2. Survey of students Graduate survey	Increased satisfaction	Faculty and DeLong	Fall in-service then throughout the semester
Forms Available on line	Forms are on line	100 percent	DeLong and Helm	Immediately
Be Advised Campaign	Number of Student Advised	100 percent increase over previous semester	DeLong, Helm, Stirling, and Wilkerson	April 1-May 8, 2009
Student Success Class	1. Student evaluations 2. Faculty evaluations	80 percent student satisfaction 90 percent faculty satisfaction	DeLong, Helm, Stirling, Miller Shell	Summer 2009

The Advising Improvement Team, chaired by the Vice President for Academic Affairs, clarified the purpose of advisors at Ozarka College, defining three primary roles: clerical, informational, and developmental. In the routine clerical role, advisors insure that students register for courses consistent with their abilities and needs. They assist students in coping with paperwork associated with a college

education. In the second role, advisors serve as a source of information. Using the *Ozarka College Catalog*, the semester schedule of classes, articulation agreements, and catalogs from receiving institutions, advisors should be able to answer most questions concerning academic policies and procedures. When unable to provide needed information, advisors refer students to the office where they can obtain additional assistance. The third role, the developmental role, is closely related to some definitions of “counselor.” The ability to listen with empathy when a student voices a concern is the mark of a good advisor, but advisors are also encouraged to refer students to other alternatives when the complexity of the students’ problems warrants it. The developmental role also involves aiding students in improving their decision-making skills and assisting students in career planning decisions.

Ozarka College has made several changes to the advising system and orientation of the student over the last four years to improve the advising outcome and encourage the mastery of skills by the student to increase college success:

- COLL 1001 (College Success Orientation) has been modified with course outcomes and focus areas identified to facilitate student learning and life-long learning. This course provides activities that supplement the advisement process and provides another "advisor" who can answer informational and developmental questions for the student. Components in the course that encourage the mastery of skills for academic success include the following:
 - Time management, stress management;
 - Note taking, test taking, study hints;
 - Choosing a career;
 - Relationships, self-knowledge, diversity;
 - Catalog, advisors, graduation plans; and
 - Library, financial aid.
- Orientation had been made more active to improve student learning about the College and student success.
- Planning and implementing orientation for three locations has been challenging, especially as the Mountain View site has grown. This difficulty should be alleviated when the new building is completed.
- Registration has been changed to encourage returning students to see their advisor in the semester prior to when courses will be taken, providing greater opportunity for relationship building. However, registration of new students while faculty advisors are gone in the summer is still a challenge.
- Advisor-advisee assignments are made campus/site specific when possible.
- Advisees can fill out a change-of-advisor form and list up to four advisor choices in order of preference to leverage first-semester student relationships and encourage relationship building.
- Information Systems has built a system where advisor notes can be added to the student's profile, allowing for advising by multiple advisors when needed (as of February 2010, 2,697 advising notes were entered for 1,285 students).

- Some student support services personnel are now listed as advisors for students who have built relationships with these persons through student service venues.
- Information Systems modified myOzarka so that a notification email is sent to the advisor for each new advisee.
- Information Systems modified myOzarka so that students are queried every 180 days to update biographic data, facilitating advisor-advisee contact.
- Information Systems provided a pop-up on online registration to get information from the student on major, site/campus, hours, educational objective, and intent to graduate.
- The Vice President for Academic Affairs instituted the Early Alert System that is fully automated by Information Systems, including notification of the Student Success Center.
- Information Systems built a custom roster into the advising center showing each advisee and the percentage of courses for which the student has a D or lower.
- The Vice President for Academic Affairs revised the [Advising Handbook](#).
- A Degree Audit System has been jointly constructed by the Vice President for Academic Affairs and the Director of Information Systems.
- The "Be Advised" program was initiated to increase early advising and registration for classes.
- Information Systems released a second advising module in myOzarka that streams advisee activity in the form of updates.
- Advisor professional development opportunities are offered three times a year, and the fall 2009 session was based on the Process Education Model.

3c4. Student development programs support learning throughout the student's experience regardless of the location of the student.

Ozarka College is keenly aware of the academic challenges facing many of its learners. In order to meet these challenges and contribute to the development of the wide range of skills essential for the acquisition and application of learning, Ozarka College has developed a system of overlapping programs to meet all students' needs. These include the first-year experience course called College Success, academic advising, developmental coursework, and a series of overlapping student support services (TRiO-SSS, Perkins, Career Pathways, and the Student Success Centers).

The College Success Course and Academic Advising

See section 3c3 for a discussion on academic advising COLL 1001.

Developmental Programs

Fundamental to student success is placement in course work appropriate to the student's level of academic preparation. Ozarka College offers developmental coursework in English, reading, and mathematics at all levels at all three sites and at varying other sites as student enrollment continues to grow.

The number of developmental courses taught by year of the past two academic years and number of students enrolled are reflected in the following table:

Developmental Courses and Student Enrollment		
Academic Semester	Number of three hours courses	Number of students enrolled
Fall 2007-2008	27	289
Spring 2007-2008	23	241
Fall 2008-2009	30	308
Spring 2008-2009	31	288
Fall 2009-2010	31	355

Under Ozarka College academic guidelines, students whose ACT or Compass scores fall below the minimum scores must enroll in and complete the appropriate developmental courses. About sixty percent of Ozarka entering students require remediation in mathematics with a slightly smaller percentage requiring English and reading remediation. On average, about twenty-two percent of all students and fifty percent of first-time full-time students test into one or more developmental classes per semester.

Percent Developmental Students by Total Head count and First Time Full-time Head Count						
TERM	Head Count (HC)	HC of Developmental (Dev.)	% Dev. Per HC	First Time Full Time (FTFT)	FTFT Dev.	% of Dev. Per FTFT
Fall 2005	1055	286	27.11	301	180	59.80
Spring 2006	942	214	22.72	105	63	60.00
Fall 2006	1064	221	20.77	239	124	51.88
Spring 2007	1069	188	17.59	123	65	52.85
Fall 2007	1209	261	21.59	323	153	47.37
Spring 2008	1211	224	18.50	148	72	48.65
Fall 2008	1333	271	20.33	286	135	47.20
Spring 2009	1262	258	20.44	151	88	58.28
Fall 2009	1364	307	22.51	335	170	50.75

Developmental education at Ozarka faces some challenges, and the greatest of these challenges is rooted in a recent legislative change ([Act 971](#)) that requires all Arkansas institutions of higher education to use exit standards equivalent to the ACT for all students enrolled in each level of developmental coursework. Ozarka will be using the COMPASS exam as an exit measure. Many challenges exist in using high-stakes testing as a single measure of success in any course but especially in developmental coursework. Ozarka has taken steps to address this challenge:

- Hire an additional developmental education instructor;
- Revise course sequencing after careful examination of the fall 2010 pilot of an accelerated developmental program;
- Re-examine placement policies, especially considering adding another level of reading improvement; and
- Increase professional development regarding best teaching practices in developmental education.

Student Support and Success Services

While developmental education is open to all, some grant-funded programs at Ozarka focus specifically on particular student populations. However, the [combined overlapping effort](#) of these dynamic programs makes a wide variety of student success services available for any student at any of the three locations. The efforts of TRiO-SSS, Career Pathways, and the Student Success Centers create a synergy that exemplifies the phrase "the whole is greater than the sum of its parts." All three support services have a presence on the main campus and the off-campus sites.

TRiO Student Support Services Program

[TRiO-SSS](#) is a grant based program funded through the Department of Education. The program is designed to provide extra services to disadvantaged students who are actively pursuing an associate's degree. Specifically, eligible students must meet at least one of the following three criteria: first-generation college student, low-income, or disabled. TRiO-SSS personnel are housed primarily on the Melbourne campus but are active on all three sites, providing services to students at Ash Flat and Mountain View at least three days each week.

The TRiO-SSS program focuses on retention, graduation and transfer. Some of the services which are provided to SSS participants are as follows:

- Extensive advising process provided to participants with midterm review.
- Tutoring:
 - During 2007-2008, 55 students were tutored an average of 275 hours.
 - During 2008-2009, 48 students were tutored an average of 228 hours.
- Transfer advising and assistance:
 - From spring 2008 to spring 2009, 20 trips were taken to 8 colleges and universities, with anywhere from 1-11 students per trip.
- Workshops:
 - During 2007-2008, 88 TRiO-SSS participants attended an average of 229 hours.
 - During 2008-2009, 496 TRiO participants attended an average of 282 hours.
- Career information
- Equipment Lending
- Cultural Opportunities each year, as exemplified in the following table:

Cultural Activities 2008 - 2009		
Cultural Activity	Location	Number of Students
Ozark Cultural Day	Mountain View/Blanchard Caverns	13
Opera (The Scarlet Letter)	UCA-Conway	14
Coffeehouse Night	Ozarka-Melbourne	4
Madrigal Feast	ASU- Jonesboro	15
Ballet Folklorico Mexicano	Lyon College-Batesville	6
Memphis Grizzlies	Memphis	9
Clinton Library	Little Rock	11
Gourmet Night	Ozarka-Melbourne	14

Career Pathways

The [Career Pathways](#) Initiative is a state-funded workforce development program designed to encourage parents with children living in the home to get an education and enhance job skills which will make them a more marketable employee and increase their earning potential. The Career Pathways office is designed to be a single resource which provides assistance to students in the following areas: academic advising, basic skills enhancement, career counseling, résumé building, and tutoring. The Career Pathways office also assists students in applying for financial aid, obtaining textbooks, and acquiring funding to pay fees, tuition, childcare, and transportation expenses. Services are available at least two days per week on all three sites.

During the 2007-2008 academic year, Career Pathways enrolled 259 students. Of those students, 65 received an award of some type: certificate of proficiency, technical certificate, associate's degree or a Career Readiness Certificate. During the 2008-2009 academic year, Career Pathways enrolled 366 students.

Career Pathways has provided the following services:

- Started a book loan program currently housing approximately 800 volumes of books in a loan library;
- Awarded transportation assistance (in the form of prepaid gas cards) to 75 students.
- Awarded childcare assistance for up to 14 students during the 2008-09 school year;
- Plans to award gas cards to every eligible Career Pathways student for the 2009-10 school year. To be eligible, students must demonstrate satisfactory attendance by requesting instructors to sign attendance forms each month;
- Provided school supplies to all Career Pathways students who have complete files;
- Provided a small computer lab (four computers) along with assistance in using the computers or software;
- Scheduled monthly activities to increase student contact;

- Contacted students who receive Early Alert Reports;
- Served the Ash Flat and Mountain View sites weekly and will be increasing hours at each site next year to accommodate night students; and
- Partnered with TRiO-SSS on the Student Seminar and the Student Success Center on the Fall Festival and Spring Carnival.

Student Success Center

The [Student Success Center](#) is funded through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 which provides technical education programs with federal assistance. The grant is administered through the State at the postsecondary level and Ozarka College receives federal grant dollars (\$93,333 in 2009-10) according to the number of technical students who qualify for PELL. The grant is monitored at the State level by six core indicators:

- Technical Skill Attainment;
- Credential Attainment;
- Student Retention or Transfer;
- Student Placement in Employment;
- Nontraditional Participation; and
- Nontraditional Credential Attainment.

Attempts to positively affect these core indicator levels are consistent with the mission of the College of changing lives through education. Specifically from 2007-2010, the Perkins Grant has supplied student success support through the Student Success Center. While the Perkins grant funds focus on technical education students, by combining its funding with institutional funding, Ozarka College is able to serve all previously unserved students with tutoring, career counseling, and Early Alert support.

The Student Success Center (SSC) opened in January of 2008 after realization that TRiO-SSS and Career Pathways were seeing increased retention due to the services they provided. Unfortunately, both grants only allow those programs to serve a specific student population. The SSC was opened to provide services to the unserved student population. Services provided from the SSC are free and open to all students. The SSC is staffed by two full-time student success positions; numerous part-time tutors; and volunteer staff, faculty and administrators.

During the 2008-09 academic years, the Center provided the following services:

- Tutoring – Academic tutoring is provided in most areas with concentration on math, English and nursing courses. Tutors were available for 1,714 hours, documenting 464 sessions.
- Newsletters – Staff released four different newsletters.

- Student Success Closet – provides new and gently used interview attire to students. Clothes are donations from staff and the community and given to students as available. The SSC clothed eight students with its Success Closet.
- KUDER testing – The KUDER Career Assessment is offered to students to help them determine what career they would like to enter. It also helps students select a major, search for colleges and find local employers. The SSC KUDER-tested 77 students.
- Early Alerts – processed 90 Early Alerts by phone and 251 by email.
- Workshops- provided various workshops for students and 11 professional development opportunities with attendance from two employees to over 80.
- Workshops – Mini-workshops are presented monthly in the SSC. Workshops include any number of topics that address student success.
- Résumé Assistance – SSC staff will assist interested students in creating and sending a résumé.
- Mock Interview – To help prepare students for a job interview, the SSC staff will set up a mock interview. Students are asked a variety of typical job interview questions and provided feedback afterwards.
- Computer Lab – the Student Success Center provides computers for students to use for school or personal use. The Melbourne campus has twenty-four computers, Ash Flat has five, and Mountain View does not have an established location for the SSC.

- Drug and Alcohol Prevention Activities – Staff members from the Success Center are members of the Arkansas Collegiate Drug Education Committee (ACDEC). This membership provides the opportunity to request grant funding to provide drug and alcohol prevention activities.



Fall Festival at Ozarka College

These funds have been used for several student activities, including a Fall Festival and Spring Carnival.

- Professional Development for Faculty and Staff – The Student Success Center and Perkins Grant have funded several professional development activities including sending faculty to the Arkansas Academic Advising Network's regional conference in Mountain Home and bringing in guest speaker Charlotte Strickland to speak about diversity and motivation.

3c5. Ozarka College employs, when appropriate, new technologies that enhance effective learning environments for students.

Ozarka College is committed to using all possible venues to promote student learning. Ten years ago, "new technologies" might have referred primarily to a number of computers, development of compressed video systems, and wired internet access. However, while advancements in these areas are all part of creating an effective learning environment, these are now often considered standard technologies that support each student's growing ability to learn using a variety of new technologies in every field.

Standard Technologies

Ozarka College fully appreciates the need to make standard technologies available to students. The following pictures demonstrate the shift from the Ozarka College computer lab of ten years ago to the present-day lab.



Evidence of student access to Ozarka computers can be demonstrated by one month's usage profile (August, 2009). This usage examines Ozarka computer usage only; since all buildings also have wireless access, actual bandwidth usage will be higher.

Ozarka College Computer Usage by Location during August 2009				
Campus	Campus Location	Number of Computers	Number of individuals logged in	Number of hours of usage
Melbourne Campus	Hall Building	22	106	678
	Learning Lab	24	270	863
	Paul Miller Library	17	281	671
	TRiO-SSS Lab	7	44	164
	Nursing Lab	6	59	295
	Student Center	4	135	225
Ash Flat Site	Lab/Classroom	21	201	970
	CenturyTel Lab	9	218	818
	Student Center	6	134	370
Mountain View	Lab/Classroom	21	160	998
	Resource Room	10	190	530

In addition to computer lab facility usage, Ozarka College also has seven compressed video systems. There are two classrooms at each site connected to a Polycom system, enabling Ozarka to meet student demand for low-enrollment courses by drawing students from all three sites. A third system is compatible with area high school systems and with the Arkansas Rural Nursing Consortium, enabling Ozarka to meet student needs by offering concurrent credit courses as well as LPN-to-RN courses through consortium agreements.

Ozarka College has also recently standardized equipment in all classrooms, including wireless internet, wired internet, computers, VCR/DVD players, speakers, projectors, and presentation remotes.

Department-specific Technologies

These technologies are relatively new in that they are updates since the last accrediting visit. However, as the world embraces technology, so do the students and instructors at Ozarka. Many instructors, for instance, require students to test with a CD that accompanies textbooks. Other instructors require students to test online at websites that give instant feedback regarding the correctness of the answer, and many instructors allow students to retest until mastery level (usually 80 percent) is reached.

The Automotive students regularly use ALLDATA, an online database accessed through the Ozarka home page that provides electronic diagnostic and repair information and services for the automotive service industry, including daily updates of Technical Service Bulletins and recalls, printable wiring diagrams and maintenance tables, and automatic repair information updates. There are three computers in the office adjacent to the shop, and one of the computers is on a rolling cart so that it may be rolled into the shop for easy access. The Automotive department also recently purchased a new Mentor MacTool diagnostic computer, which can read the computer and diagnose problems on most makes and models. The instructor teaches students to use these new technologies but also continues to teach students to use older technologies like the Snap-on Counselor II and the MacTools EM710 for two reasons. First, not all area shops have the newest diagnostic equipment. Second, the instructor states, "If we teach the student the theory, then students can easily adapt from the old to the new."

The sciences have recently purchased updated LoggerPro software, which combines graphing and data analysis based on accurate data collection. This software can be used in conjunction with LabQuest data collection units, which simplify the data collection process so that students can collect more accurate data, record that data quickly and correctly (through use of the collection unit), and then have conversations and draw conclusions from more accurate results, increasing student learning. At the Melbourne campus, the LoggerPro devices can be easily shared between instructors since they are in a laptop cabinet on wheels that can be rolled from one lab to another.

In the Fitness Center at Melbourne, a custom application was built to assist students in tracking calories, body mass index, and weight loss. A second technological innovation that facilitated student learning was the implementation of the Student ID Cardswipe system, enabling all students, whether enrolled in Fitness Center or in the 60+ program, to quickly and easily sign in and out of the fitness center.

The nursing department purchased two obstetrics models to give students hands-on experience in the methods of delivery of babies. Many of the smaller hospitals in the area do not perform deliveries and it is only by rotation through the larger hospitals that students receive any clinical experience related to obstetrics. The intended measure was that Nursing Process III grades would increase from 3.1 to 3.4, and this goal was achieved. In addition, the nursing programs have two SIM men available for providing a simulated clinical experience prior to actual clinical days for the nursing, certified nursing assistant, and EMT students.

Health Information Management recently purchased USB foot pedals that interface with medical transcription software for classes where lab skills are practiced, ensuring that students would not have to be dependent upon cassette tapes recorders and other outdated equipment.

Culinary Arts limits enrollment to eighteen students, but even in a small class, students have had difficulty in the past getting a close look at textures and consistencies of foods during classroom demonstrations, especially when temperature creates a quick change. Recently, a 42-inch television was installed and hooked to two high-resolution cameras, one in the classroom demonstration area and one in the kitchen. Instructors can zoom in on detailed work, ensuring that all students can observe each technique closely.

New technologies used in each of these departments, however, usually affect that department alone. At Ozarka College, the technological innovation that impacts most students' learning is the outstanding institution-developed course and learning management system, myOzarka.

Campus-wide Customized Learning Environment: myOzarka

Ozarka College is often looked at as the role model for technology-assisted learning environments due to the constantly improving and expanding uses of myOzarka. For over ten years an ever increasing number of faculty, students, and staff have incorporated myOzarka into nearly every aspect of the learning environment.

All members of the Ozarka learning community praise myOzarka for its ease of use, adaptability, and reliability. The majority of faculty on campus with past experiences with WebCT and Blackboard vastly prefer myOzarka.

Other important and popular elements of myOzarka are the student discussion boards and chat rooms. In many courses student use these to communicate with each other, to learn cooperatively, and to document their learning. Educational research clearly demonstrates that students who learn together reflect upon that learning and share those reflections with others will often do better in school than those who do not. The e-communities developed by myOzarka enhance student learning and build cooperative and collaborative teaching and learning environments.

The use of myOzarka has allowed Ozarka College to increase its commitment to the College service area and to provide teaching and learning beyond its physical boundaries. Evidence of this usage can be seen in the following data:

A general sample usage profile (September 2009) for myOzarka reveals the following:

- 1,380 people logged in
- 44,590 visits
- 504,309 page views
- 8:34 minutes average time on site

A sample academic usage profile reveals the following data:

myOzarka GradeBook		myOzarka Course Discussion Boards	
Academic Semester	Number of Sections	Academic Semester	Number of Sections
Fall 2009-10	183	Fall 2009-10	267
Spring 2008-09	190	Spring 2008-09 2	260
Fall 2008-09	178	Fall 2008-09	259
Spring 2007-08	161	Spring 2007-08	245
Fall 2007-08	156	Fall 2007-08	249
Spring 2006-07	122	Spring 2006-07	199
Fall 2006-07	114	Fall 2006-07	186
Spring 2005-06	105	Spring 2005-06	205

myOzarka Course Mail		myOzarka Student Discussion Boards	
Academic Semester	Number of Sections	Academic Semester	Postings by Semester
Fall 2009-10	236	Fall 2009-10	6230
Spring 2008-09	251	Spring 2008-09	13,249
Fall 2008-09	228	Fall 2008-09	12,803
Spring 2007-08	218	Spring 2007-08	12,396
Fall 2007-08	210	Fall 2007-08	9,569
Spring 2006-07	178	Spring 2006-07	6,642
Fall 2006-07	181	Fall 2006-07	5,808
Spring 2005-06	212	Spring 2005-06	10,196

Other recent additions to myOzarka include the following:

- SMS, the Student Messaging System, allows student to receive text messages from both their instructors and the institution. These messages can be class specific (last minute assignment or schedule changes) or campus-wide (campus closings or emergencies).
- The college also maintains sites on both Facebook and Twitter.
- With YouTube Video Direct, instructors may post a url to a YouTube video and myOzarka will play it directly instead of the student visiting YouTube and then having to re-enter the myOzarka system.
- MyOzarka now allows student to rate content items (content, assignments, discussions, and exams) with the instructors having real time feedback.
- Chat rooms have live video support for the instructor, with the instructor having the ability to grant a student permission to broadcast.
- Instructors can upload videos into myOzarka; the videos are converted and then delivered in the content or assignment modules.
- The Committee Manager was recently added to increase institutional communication, which indirectly impacts students in that it facilitates all meetings, many of which discuss ways to enhance student learning.

Online Courses

Ozarka College offers almost fifty different courses online. These include courses in the following disciplines: Accounting, Anthropology, Biology, Communications, Business, Computer Information Systems, Criminal Justice, Communications, Theater Arts, Education, English, Geography, Physical Science, Medical Technology, History, Health, Management, Nutrition, Psychology, Sociology, Social Work, and Spanish. Recent enrollment in on-line courses is represented by the following statistics:

Online Courses at Ozarka College		
Academic Semester	Number of Courses Offered	Number of Students Enrolled
Spring 2010	47	506
Fall 2009	42	547
Summer I and II 2009	22	230
Spring 2009	42	499
Fall 2008	27	352
Summer I and II 2008	16	215
Spring 2008	35	469

3c6. Ozarka College systems of quality assurance include regular reviews of whether its educational strategies, activities, processes, and technologies enhance student learning.

Ozarka College has a series of regular, systematic, system-wide, transparent and overlapping processes and procedures to insure reviews of the student learning at the institution. This commitment to transparent quality assurance is clearly documented.

Some examples of the institution's internal assessments and quality assurance reviews processes directly related to student learning include the following assessments which are all done at least annually, while many others are done more often. For more detailed description of assessment at each level (course, program, and institution), see 3a2.

Learning/Instructional Level	Assessment/Review Processes
Individual classes	CAT (frequent classroom assessment techniques)
	SIR II Student Evaluations (each class per academic semester)
	Professional Reviews (including classroom observation by Division Chair and/or VPAA)
	Instructor <i>Course Assessment Plans</i> and Planning Results
	Online Evaluation
Course Level	SIR II Student Evaluations (for all credit courses)
	Divisional Assessment Plans and Reviews (Division Chairs)
	External Testing in some areas (<i>CAAP, NOCTI, NCLEX, etc.</i>) And Internal multi-section course assessments (<i>OPAE, Biology, English Portfolio, etc.</i>)
	External assessment in some areas in the form of licensure exam or advisory councils
	Program/Degree Level
Divisional Assessment Plans and Reviews	
Institutional Assessment and Review at the VPAA level	
External assessment in some areas in the form of degree level licensure and/or certificate examination	
External assessment in some areas in the form of advisory councils and/or employer surveys	
External assessment in the form ADHE Program Reviews	

In addition to a thorough internal review process, each academic program offered by Ozarka undergoes a state-mandated quality assurance assessment. Starting in 2011, each [ADHE program review](#) will also include a thorough review by an external consultant-evaluator hired to consider the following areas: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.

A much broader look at the Ozarka College frequent and comprehensive review processes can be seen by examining the [Assessment Matrix](#) as well as the College [Assessment Plan](#) on the website. Frequency of review of educational strategies, activities, processes, and technologies are detailed beginning on page 11.

CORE COMPONENT 3d

Ozarka College learning resources support student learning and effective teaching.

Even though Ozarka College is a small, rural two-year technical college, it provides learning resources at the main campus and two sites comparable to larger, less rural institutions. Ozarka has maximized its funding to effectively provide its students, faculty, and staff a variety of learning resources that ensure state-of-the-art learning environments and immediate access to contemporary information and data.

3d1. Ozarka College ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

Ozarka College is keenly aware of its role as the sole physical provider of post-secondary and specialized education in the service area. To respond to the needs of learning constituencies, the institution has developed several specific learning environments.

Library

Renamed in 2004 to honor Senator Paul Weaver's contributions to Ozarka College and the community, the [Paul Weaver Library](#) strives to meet its patrons' academic needs. The Paul Weaver Library is an integral part of the educational process at Ozarka College. The library mission supports the mission of the College as it strives to meet the education needs of the community and to serve as an educational facility where students and faculty can access and retrieve information to provide life-changing experiences through education.

Goals of the Paul Weaver Library include the following:

- Providing timely convenient access to information regardless of format, content, or location;
- Educating patrons in critical use of information access points and resources;
- Using regional and national information networks (Online Computer Library Center) to provide access to information and materials in other libraries;
- Providing library resources relevant to professional development and enrichment for staff, faculty and administration;
- Having qualified professional library staff available to serve students, faculty, staff, and administration; and

- Evaluating services and activities on a continuing basis.

The Paul Weaver Library provides the following services to its patrons:

- Reference (information assistance, interlibrary loan, Internet access);
- Circulation (reserve shelf, check-outs);
- Technical (acquisitions, cataloging and processing);
- Audiovisual (video and DVD viewing rooms);
- Administration (supervision, planning, and cooperative agreements);
- Instructional (orientation sessions, one-on-one instruction, guest lecturer in library unit of College Success classes); and
- Testing (proctoring services for instructors of traditional, distance learning, and makeup examinations).

The collection held by the Paul Weaver Library has grown from 9,178 in July of 2000 to over 15,000 in 2009. The library receives 85 print periodicals and 14 local, state, and national newspapers. Additionally the library currently has a wide variety of academic electronic indexes and full-text databases online that are available from any Ozarka College IP address. Through electronic databases, Ozarka College has access to over 530 newspapers and over 6,000 electronic periodicals, as well as over 500 reference eBooks on 14 online databases. Currently the library is open 54.5 hours per week during regular semesters and 42 hours during the summer semesters. Hours during the regular semesters are Monday-Thursday 8:00 a.m. to 7:30 p.m. and 8:00 a.m. to 4:30 p.m. on Friday. During these hours, the library serves around 600-800 students per week with a circulation of around 150 items per week. Students have access to 18 computers with various software applications available as well as Wi-Fi for wireless use.

The Ash Flat and Mountain View sites both have a small reference library and access to the card catalog and the online databases from the Paul Weaver Library Web page and myOzarka. An email address is available for students to send interlibrary loan requests to the library staff. Requested items are then sent via courier to respective sites and couriered back the same way.

Computer Laboratory Facilities

Essential to discovery of knowledge in the modern age is computer access. The College also provides students with several computer laboratories. At the Melbourne campus, there is one classroom lab for computer-based classroom instruction from 8:00 a.m. to 2:00 p.m., but students can use the computers when a class is not scheduled. Students may also use any of the twenty-two computers in the Learning Lab between 7:30 a.m. and 4:30 p.m. in the John E. Miller Building, which is adjacent to the Student Success center and provides assistance to students who need help using the computers. Students may also use any of seventeen computers in the library during library hours. Students may use the TRiO-SSS lab from 8:00 a.m. to 4:30 p.m. if they are TRiO-SSS students. The nursing computer lab in the nursing building has six computers and provides students access to work on clinical papers, look up current

information on the web, access course materials, access the online databases provided by the Ozarka library, and research topics as assigned by the instructor. At Mountain View, one lab of twenty-four computers is available for both computer-based instruction and open lab. This lab is usually full, so students often have difficulty accessing computers in order to complete assignments. Administration has sought and received additional funding from the state in order to build another facility at the Mountain View site, and this site will add one open lab and one tutoring center with four to eight computers. At Ash Flat, there is one lab of twenty-four computers available for computer-based instruction which becomes open when classes are not in session. In addition, there is a Student Success tutoring center with six computers, and there is an open lab of eight computers in the Student Center available for student use.

Other Laboratories

In addition to standard library and computer resources, Ozarka College provides several laboratory and practical application facilities to meet student needs. These include areas dedicated to nursing, science, automotive, culinary, physical fitness, art, early childhood, adult education, and tutoring.

Nursing

The nursing department has four dedicated nursing laboratory classrooms, two at the Melbourne site and one each at the Mountain View and Ash Flat sites. Labs are equipped with models and equipment that provide future EMTs, CNAs, LPNs, and RNs with accurate practice for checking blood pressure, inserting an IV, listening for breathing and/or cardiac sounds, learning birthing techniques, learning breast care, learning testicular care, and charting fetal development. The nursing department also has one Sim boy and recently purchased two \$30,000 Sim adults. One of the Melbourne classrooms is also equipped with compressed video equipment so that courses may be offered and received from various sites or consortiums. Ozarka College currently has partnerships with area high schools to provide CNA courses via compressed video with clinicals held in rotations at area nursing homes. Ozarka College also has a partnership with Arkansas Rural Nursing Education Consortium to offer a LPN-to-RN program.

Automotive

The Automotive laboratory/shop facility is located at the Melbourne campus and provides opportunity for students to practice the skills they learn in the classroom. Students work on donated vehicles, students' vehicles, and on community members' vehicles. When the lab accepts community work, it must be relevant to the syllabus objectives for that semester (only accepting vehicles with brake problems during the relevant semester of study, for instance). Community members may also bring their vehicles in for standard servicing (oil change, etc.) when they bring necessary parts (oil, filter, etc.). Monetary donations that the department receives for these services goes into a savings fund which helps alleviate the cost of sending students to state or national SkillsUSA competitions.

Culinary Laboratories

Culinary Arts students have access to various facilities to practice skills learned in the classroom. The Culinary Arts classroom is adjacent to a kitchen that has all necessary equipment. In the next room is a restaurant area with its own entrance where students practice serving gourmet meals at monthly "Gourmet Nights." Also, students learn catering skills by catering various events both for Ozarka College as well as for various organizations within the service area.

Physical Fitness

Ozarka College opened the Physical Fitness Center at the Melbourne campus in 2007, and through a partnership with a local private fitness center, Fitness courses are now available at the Ash Flat site.

Early Childhood Development

Ozarka Kids Academy is a special facility which makes available to nursing students and Associate of Arts in Teaching students a clinical observation site while it provides education to children from six weeks to six years old. The Director of the Kids Academy is also the instructor of the Child Development courses, and the philosophy of education for both the Kids Academy and the Early Childhood Certificate is based on the same principles: age-appropriate education, active learning, community involvement, and parental participation. The Kids Academy models the skills that Child Development students should emulate.

Other Clinical Practice Sites

Through partnerships with stakeholders in the community, Ozarka College provides clinical practice sites to nursing and teacher education students. The LPN, RN, and CNA programs use thirty-seven facilities in twelve different communities to provide students access to the varied learning resources and environments available. Students enrolled in the Associate of Arts in Teaching program are required to observe twenty hours in school classrooms. These hours are divided so that five hours are required at each age level: P-3, 4-6, 7-9, and 10-12. An additional ten hours is required as a volunteer in some kind of K-6 environment. The number of public schools in partnership with Ozarka generally varies from semester to semester, but there have been as many as ten schools in addition to the Ozarka Kids Academy.

Through a partnership with Arkansas Tech University, Ozarka students may transfer to Arkansas Tech University to finish a Bachelor's degree in Education. While the student is enrolled in the four-year college, the student is no longer considered an Ozarka College student. However, after the student transfers to the four-year college, the Director of the Associate of Arts in Teaching still continues to work with the student to facilitate the student's success, providing advisement and arrangement of student teaching sites. One student's success in this program was highlighted in [Arkansas Online](#), a regionally-distributed newspaper.

Entrepreneurship for Artisans

Ozarka College has developed a new program for Artisans, offering courses in small business management and accepting portfolios that are created by Artisan students in collaboration with the [Arkansas Craft Guild](#), the [Arkansas Craft School](#), and/or the [Ozark Folk Center](#). The Ozark Folk Center provides studio space, student housing, and food services. The Craft School provides courses in the standard two-dimensional art forms of painting, water colors, photography, as well as six media: wood, glass, fiber, clay/ceramics, and metal. The Craft Guild assists students by providing tuition scholarship opportunities.

GED/Adult Education Programs

Ozarka College has provided adult education classes since 1983. The first class was a General Educational Development class held in the evening and taught once per year by a high school teacher. Since then the [Adult Education program](#) has grown to four full-time instructors and ten to fifteen adjuncts across the four-county service area. Courses are taught in area schools, conference rooms in banks and other business, and other small offices across the counties.

Student Services Programs

Additional information regarding Student Services programs is detailed in 3c4. These include TRIO-SSS, Career Pathways, and The Student Success Center (SSC).

3d2. Ozarka College evaluates the use of its learning resources to enhance student learning and effective teaching,

and

3d3. Ozarka College regularly assesses the effectiveness of its learning resources to support learning and teaching.

Ozarka College regularly evaluates and assesses its learning resources, including facilities usage and maintenance as well as educational effectiveness.

As part of a biennial review process, Ozarka College closely examines each structure at each of the three learning locations, determining whether Ozarka College has the [physical capacity](#) to meet student and community needs.

2008 Facilities Audit Building and Land Summary			
Ozarka Location	Building	Year Built	Total sq footage
Ash Flat Facilities: 30 Acres	AF Classroom/ LH/ Labs	2004	16,062
	Nursing/Student Center	2008	8,944
Mountain View: 10 Acres	MV Classrooms / Lab / Offices	2005	9,322
	MV Addition (planned)	2010-2011	10,500
Melbourne 38 Acres	Admin / Classroom / Shop	1975	34,644
	Adult Education / Nursing Complex	2000	9,000
	Bookstore/Office Building	2008	2,000
	Daycare Building	1997	2,480
	Hall Classroom Building	1986	8,960
	John E Miller Complex	1997	33,333
	Maintenance / Storage	1975	3,600
	Miller Addition	1999	11,800
	Physical Plant Building	2007	1,920
Storage Building	1984	350	

Assessment and evaluation are central to Ozarka College Mission and planning process. Ozarka believes that improvements cannot be made unless proper measurements are established. Careful evaluation of the usability of facilities and learning resources is inextricably tied to careful assessment of student learning. Examples of how Ozarka College assesses its learning resources are as follows:

Library

The library staff conducts [assessments](#) throughout the year to help ensure its contributions to the instruction process. The library's policies emphasize the appropriateness and adequacy of the collection in relation to the institutional mission, instructional programs and services, and student learning goals. Assessments measure the usefulness of this learning resource according to students, faculty, and other stakeholders.

Student use of the library is assessed in several ways. For instance, College Success students often must complete a scavenger hunt that measures students' abilities to find information. Another assessment, the Library Database Review, allows a student panel to rate the quality of research databases they have used, sometimes swaying decisions to drop or keep databases. Students are also given the opportunity to rate the quality of library holdings they have utilized and services provided by the library. Given each April, the Library User's Survey is used to improve library services for patrons. For example, results from the spring 2009 survey helped the library realize the need for more reference questions to be answered by phone or e-mail, as well as the need for an increased number of materials to be checked out and sent by courier to the Ash Flat and Mountain View sites. The results also revealed that the traffic flow around the circulation desk created study problems for students near the circulation desk. The furniture

was re-arranged to create a more study-friendly floor plan and create noise barriers around some study tables. According to the 2007-2008 *Graduate Exit Survey* conducted in April 2009, students feel they have been well served by the library. Approximately 90 percent of respondents to the survey agreed they knew how to use the library for information. Seventy-five percent marked they continue to use library for information and pleasure.

The faculty also has an active role in the assessment of materials through the use of a Library Holdings Assessment Form, which provides a place for faculty to document the examination and evaluation of library holdings related to their subject area as well as holdings related to professional development. It allows faculty to make suggestions for adding materials they feel would contribute to learning and removing materials they feel are outdated. In addition, a yearly review of interlibrary loan requests helps identify frequently-requested titles which should be added to the permanent collection.

A Library Advisory Committee consisting of the librarian, faculty representatives, area school and public librarians, community members, and a student representative promotes the library and the college and provides input and feedback on the effectiveness of library services through helping develop the Library Users Survey. In addition, advisory members complete a *Library Advisory Survey*, which helps gather information on the strengths and weaknesses of the library. It is used to allow the community a voice in improving the overall library operations.

The Library has recently formed a new committee to increase ties with the community and foster communication and increase library donations. The Friends of the Library committee is still currently in the planning stages.

Computer Laboratory Facilities

Information Systems regularly evaluates and assesses all computer technology learning resources. Additional information can be found in 3d4. Information Systems has an array of monitoring instruments that signal problems to the Director twenty-four hours a day. Various charts and data are gathered and displayed on graphs for quick, spontaneous monitoring throughout the day. Information Systems utilized both an online and telephone reporting system for problem reporting by employees and students. Labs are updated prior to the beginning of semesters when needed. Questions are included in the *CCSSE*, the *Employee Satisfaction Survey*, and the *Online Course Evaluation*. On the 2009 *Employee Satisfaction Survey*, Information Systems was ranked the second highest of 4.4 out of 5.0. Information Systems maintains a log of faculty suggestions and complaints and the subsequent solutions and improvements made during the evolution of the Ozarka portal, myOzarka.

Other Laboratories

The following laboratories are part of a classroom setting and are assessed in the relevant course and *Program Assessment Plans*: Science, Nursing, Automotive, Culinary Laboratories, and Physical Fitness. One of the purposes of the Course Assessment Form ([page 49](#)) is to identify the need for additional or new equipment. As assessment indicates need, items are budgeted, purchased and put into service.

Partly as a result of needs assessment, at least one art classroom will be added at the Mountain View site.

Early Childhood Development

The Ozarka Kids Academy, a clinical observation site for Child Development students, is licensed by the Department of Human Services, Division of Child Care and Early Childhood Education. The Academy is routinely monitored by the Division of Child Care and Early Childhood Education for compliance with the minimum licensing requirements for child care centers. Ozarka Kids Academy is also monitored regularly by the Arkansas Department of Health and the Melbourne Fire Department. All meals and snacks are monitored and served in compliance with the USDA Food Program.

GED/Adult Education Programs

A key element to the success of the Adult Education program has been that Ozarka has a higher average number of off-campus adult education courses as compared to other adult education programs around the state of Arkansas, according to the Director of Adult Education. Adult Education students must overcome barriers such as child care, transportation expense, and in many instances, little encouragement from family or friends. Providing a greater number of classes closer to students has enabled student success. The average number of adult education students enrolled in the program for the past five years has been 500, and the average number of GED graduates for the past five years has been 150.

- In 2007, the Ozarka College Adult Education Department tested a total of 232 students. Of those students, 178 passed the GED. The pass rate for the year was 77 percent.
- In 2008, the Ozarka College Adult Education Department tested a total of 228 students. Of those students, 172 passed the GED. The pass rate for the year was 76 percent.

Tutoring Facilities

TRiO-SSS

The TRiO-SSS program evaluates and assesses their programs in multiple ways to ensure student success. For instance, TRiO-SSS uses the Council for Advancement of Standards guidelines to determine how well the program is reaching objectives. In addition, a Start of the Academic Year Review determines where changes throughout the year can be made to better serve the students. Weekly meetings provide constant reassessment of these yearly plans. Weekly meetings also review ongoing assessments like Student Academic Evaluations, Event Surveys, and Tutor Evaluations. Annually, the program performs a Year End Review to allow students to assess all services and offer feedback to improve the TRiO-SSS program. Finally, the program submits an Annual Report for evaluation by the Arkansas Department of Higher Education in order to ensure that TRiO-SSS is meeting performance measures.

Career Pathways

Career Pathways monitors the requests for and participation of students who receive financial services in an effort to determine the effectiveness of the present services as well as to implement new services as allowed by the grant funding.

Number of students who receive financial services from Career Pathways:								
	Fall 2007	Spring 2008	Summer I 2008	Fall 2008	Spring 2009	Summer I 2009	Fall 2009	Spring 2010
Childcare assistance (\$50/wk)	19	13	n/a	12	14	n/a	7	8
Tuition assistance				5	7	34	2	7
Prepaid gasoline cards (\$25/month)	50	50	n/a	75	75	n/a	75	75
Books loan program	n/a	n/a	30	100	116	61	176	182

Services are increased based on student demand. For instance, a large number of students requested assistance with buying textbooks; in response to this need, a textbook loan program was piloted during the summer sessions of 2008 with full implementation during the fall 2008 semester. Requests by students far exceeded the number of books budgeted for during the first year, so all unspent student services funds were moved into the textbook fund and used to buy more textbooks. In addition, when Career Pathways meets performance measures at the end of each year, the program earns incentive funds. A part of these funds will be used each year to add additional volumes of books to the book loan library. Career Pathways also accepts donations of textbooks from students at the end of each semester.

After visiting with students, personnel also realized that some students were unable to keep appointments or meet with Career Pathways staff due to the limited hours on campus and each site. Career Pathways staff members now use flex time in order to offer extended hours to meet the needs of students who work or take night classes. The main campus office is open until 6:00 Monday through Thursday. Each site is staffed two days per week until 6:00 pm.

Career Pathways also offers employment skills services. Students may take advantage of workshops or individual meetings that focus on job searches, résumé building, and interview skills. Career Pathways is then responsible for tracking graduates for one full year after leaving Ozarka College. Students who transfer to other colleges are classified as "waivers" because they are continuing their education. The employment of students who graduate and enter the workforce is reported monthly to Arkansas Department of Higher Education. Employment status is verified by matching with Unemployment Insurance reports provided by the Department of Workforce Services**. Career Pathways began being responsible for tracking students in 2008 after a two-year "grace period" from its first grant award in 2006-07 which allowed time for students to earn an associate's degree.

Ozarka College Career Pathways Student Statistics			
Fiscal Year	Entered employment after graduation	Retained in employment after 6 months	Retained employment after 12 months
2008	58.33%	92.86 %	92.31
2009	55%	Available June 2010	Available December 2010

**Unemployment Insurance Match provided by Dept. of Workforce Services and Arkansas Dept. of Higher Education

Student Success

The Student Success Center monitors the number of students who use tutoring services, attend workshops, receive early alert emails and phone calls, and receive newsletters. This information is compiled for each campus/site and can be found on the "I" drive under *Success*. This information provides administrators valuable data to determine viability of the Student Success Center. The following is the 2008-2009 usage report:

Student Success Center FY 2008-2009				
	Ash Flat	MV	Melbourne	Yearly Total
Tutoring Sessions	248	40	176	464
Coach Hours	519	498	697	1714
Newsletters	130	0	350	480
Success Closet Distribution	8	0	0	8
KUDER Test	25	0	52	77
Early Alert-Calls	90	0	0	90
Early Alert-Emails	251	0	0	251

The Student Success Center also administers several surveys in order to measure aspects of student success. These surveys help staff to decide what workshops are needed to better teach and inform students, faculty, and staff. Staff also survey to determine student satisfaction with services in the Student Success Center. Finally, staff survey students to discover what factors impacted non-returning students and whether Ozarka College could do anything to make their return easier.

For additional information on the assessment of student services and other learning resources, see the Ozarka College *Assessment Plan* located on the Effectiveness webpage.

3d4. Ozarka College supports students, staff, and faculty in using technology effectively.

The two primary institutional surveys that capture this data are the [Employee Satisfaction Survey](#) and, for students, the [Online Course Evaluation](#) and the [Graduate Exit Survey](#). According to the fall 2009 [Employee Satisfaction Survey](#), 93 percent of respondents rated themselves "very satisfied" or "satisfied"

with computer access, equipment, and support. In addition, in response to whether myOzarka assisted in serving students well, not a single respondent stated that he or she was dissatisfied. The survey captured responses from 90 employees, and the absence of a single negative response is remarkable. This is strong evidence that Ozarka College supports students, staff, and faculty in using technology.

Since students' primary exposure to technology is through the myOzarka portal, the following data supports that Ozarka College supports students in using technology effectively.

According to the May 2009 *Graduate Exit Survey*, 100 percent of the students utilized myOzarka and the Ozarka College website during their enrollment. In addition, 97 percent considered the sites to be informative and useful. These extremely high student satisfaction ratings can be substantiated with data gathered from the Online Student Survey. In spring 2009, students reported that myOzarka was easy to use, with 94 percent ranking "very satisfied" or "satisfied," and six percent ranking "neutral." No negative responses were given to this question. A total of 203 students participated in this survey with varying experience with online courses: 10 students with over five years of experience taking online courses, 57 with 2-5 years, 83 with 1-2 years, and 53 first-timers. Students who have taken online classes previously with other web-based delivery platforms (Blackboard, WebCT, etc.) rated The Ozarka platform as better. In fact, not a single student rated myOzarka as "worse" or "far worse." More information regarding student use of technology may be found in 3c5.

Ozarka College provides students, faculty, and staff with access to technology at the main campus and on its two sites. Ozarka College has centralized management on the Melbourne campus with a centralized login system with replicated shared network storage space that provides students with the ability to create a document at Mountain View then drive to Ash Flat and work on the same file. Each site has an independent copy of the files so a disaster will not prevent anyone from retrieving files. In addition, files are also replicated on a server in Dallas, to provide additional safety for Ozarka College computer records.

Technology Timeline

The following is a timeline of Ozarka technology evolution over the past five years:

2005

- Added online work orders for Physical Plant and Information Systems.
- Added direct deposit for employee payroll in July 2005.
- Renovated the H101 (Business Lab), changing the orientation and installing new desks, projectors, a custom built instructor station, and fresh carpet/paint.
- Replaced expensive and proprietary automated library system that was not available from off-campus sites to an open source ILS - OpenBiblio. This allows reduced administration functions such as replication of student/faculty records.
- Added new computers along with new custom built cabinets for classrooms in Mountain View new building.

- Completed 100 percent of the wiring on the new building at Mountain View.
- Expanded to multiple T1 lines at Mountain View.

2006

- Expanded the number of workstations in the Nursing building lab to eight.
- Changed from MCI to CenturyTel for 3M internet connection.
- Developed check-in/out system for the fitness center.
- Virtualized campus servers such as the SAGE accounting SQL server, OpenBiblio, an LDAP server, myOzarka instances, and an Active Directory server.
- 100 percent of classrooms have both wired and wireless network connections.
- Added scanned checks/invoices/purchase orders online for departmental budgets.
- Added executive summary for budgets to give clear picture of the overall health on budgets.

2007

- Labs have standardized equipment. Labs are swapped out as a unit instead of a machine or two at a time. Information Systems has developed a system for one lab/campus per year on a 3-5 year cycle.
- 100 percent wireless on-campus with a centralized managed wireless network replacing mismatched access points placed irregularly.
- Moved to iSCSI EMC SAN for mission critical databases, file storage (myOzarka documents, videos, archived lectures, user files, shared network drives).
- Worked with grounds to bury phone/network cables to provide connectivity for new physical plant building. The building was wired directly into the Adult Education building using the expansion capabilities that were planned during its construction in 2001-2002.
- All classrooms have computer, DVD/VCR, projector, and access to the network/internet. (In prior Self-Study there was only a cart per building).
- Linked EdExpress and SoniswebWeb importing student ISIR records. Created processes for PELL awards to reduce administrative functions required by Financial aid.
- Created processes to import loan records for students daily without user intervention.
- Created processes to check the billing (student accounts) daily for errors/ miscalculations.
- Replaced shared drive access over WAN with local copy of user files on the Ash Flat site.
- User files are replicated in near realtime to provide redundancy and efficiency.
- Added card swipe to fitness center check in process.
- Added computers in the new student center on the Melbourne campus.
- Changed archived lectures from Windows Media to Flash Media format and embedded the player in myOzarka

2008

- Replaced shared drive access over WAN with local copy of user files on the Mountain View site.
- User files are replicated in near real time to provide redundancy and efficiency.

- Replaced campus firewalls with open source Untangle boxes at all sites.
- Added the cybercafé in the new student center at the Ash Flat site.
- Replaced all technology on the Ash Flat site to include the new building.
- Replaced all existing technology on the Mountain View site.
- Completed 100 percent of the wiring on the new bookstore/career pathway building.
- Worked with grounds to bury cables to provide phone/networking connectivity to the Bookstore/Career Pathways building.
- Added ten computers and tables in the resource room at the Mountain View site.
- Added an off-campus dedicated server in a data center in Dallas, Texas. Financial and student records are replicated to Dallas.
- Added direct deposit for student refunds.
- Added carpet squares to labs in Mountain View and Melbourne.
- Designed and had custom-made steel computer mounting brackets built for the Learning Lab on the Melbourne campus.
- Installed data center monitors to include temperature, smoke/fire, motion, power, device monitoring.
- Added classroom technology to three classrooms at the LPN center on the Mountain View high school campus (acquired after a tornado forced relocation of the nursing program lab).
- Set up connectivity and phones in the location.
- In July of 2008 installed Metro-Ethernet provided by CenturyTel, increasing capacity to 10M between Ash Flat and Melbourne. Also replaced bonded 3M connection from MCI to a symmetrical 10M.

2009

- Due to the problems with the number of items running off of the natural gas feed in the Administration building, Information Systems changed the generator to a 250-gallon propane tank serving only the generator.
- Developed and launched Blackbox module for myOzarka, adding committee scheduling and document management.
- Replaced miscellaneous network switches with a core switch which increased capacity.
- Automated the Early Alert System so that faculty can just click on a link in their myOzarka student roster that generates an Early Alert e-mail and letter to at-risk students.

As can be seen from the previous timeline, faculty and staff have benefited significantly from technological changes at Ozarka over the years. For instance, in February 2010 staff members were able to process \$1.9 million in Pell grants in less than two hours—a process that, ten years ago, took days. In addition, because of technological updates, many faculty and staff members are able to attend webinars, saving themselves time and travel. Finally, one of the most remarkable methods by which Information Systems ensures that students, faculty, and staff are able to use technology effectively is to ensure that Student Information Systems continues to operate effectively and unnoticeably in the background.

The following are comments from Staff on their utilization of technology:

- Finance uses the myOzarka portal for students to pay online.
- Students may register online, check finances, or use e-mail.
- Students have their own hard drive on the Ozarka server, which is backed up daily.
- Course Schedule and college events are online.
- Facebook is used. Ozarka College has a Facebook account where students may be "friends" and follow what is going on at the college.
- Twitter is also used.
- Career Pathways and the Student Success Center do Kuder testing on the computer. This online interest inventory helps students to discover careers that match their interests.

The following are comments from Faculty on their utilization of technology:

- I have been using myOzarka not just for online classes but also to direct my other students to see their overall course grade live.... it's nice for them to keep track of their own progress by accessing the online grade book.
- I do a myOzarka workshop in all of my classes. Also, I have students turn in all of their assignments and do their exams in myOzarka.
- I use PowerPoint, interactive sites provided by the textbooks publishers to accompany lessons from the text, interactive sites for data collection and research assignments. I also require my students to complete several self-assessments via online portals.
- I do the following:
 - pull up and show pertinent, current newsworthy items online--primarily in communications classes, but also in art;
 - project brief (just a few minutes' worth) DVD/VHS material when relevant in all classes;
 - I'm probably one of the few dinosaurs still occasionally using an overhead projector;
 - I also share/project received email attachments that pertain to subject matter (students often forward interesting things they've found);
 - I post assignments and grades though I'm not teaching online courses.
 - Occasionally, I have students perform an assignment and submit online in all classes.
- In my business technology classes such as Keyboarding Essentials, Electronic Spreadsheet, and Information Processing, the course is taught "hands-on," using the computers every day. Students are learning a skill in order to obtain an occupation that would require use of the computer and the techniques correspond with the class involved.
- I use technology in my courses through the use of myOzarka (online course and in-class), through the use of DVD/VHS videos, PowerPoint lectures, websites shown in class (You Tube, PBS videos, Google images, just to name a few), as well as e-mail communications to students.
- I use myOzarka and make sure that students have handouts, PowerPoint, and supplementary material in the content part of the portal. I post their grades in myOzarka, so the students are

aware at all times of their standing. Where possible, I test using myOzarka, which allows the students to take the test at their convenience during the open window. I use the advising notes so that other faculty and staff are aware of issues.

- I take my Composition II class to the computer lab so that they can work with each other as they try to use Word or some online reference software (like "EasyBib") to do their citations. If anything goes wrong, I call Information Systems, and someone always comes quickly to solve the problem.
- I am going "green," so most rough drafts and final drafts are submitted online for me to grade and return to students in myOzarka.
- I spend time in Practical Writing teaching students the difference in the C drive and the H drive, and I explain that the C drive is kept virus-free with cleaning software that will erase their documents if they try to save to the wrong drive (this is so that students don't accidentally download viruses that reduce the number of working student computers). I also encourage students to save to a "jump" drive and/or email files to themselves, and I teach students how to do this. This is only one of many examples of using this particular course to teach basic computer skills.

Development

Ozarka College believes that the technology it provides is only as good as the guidance provided to use it. The following are examples of how Ozarka provides a solid platform to better ensure its resources are utilized to the fullest:

Student Technology Guidance

- MyOzarka is presented to students in first time orientation and in the orientation for students taking online courses.
- At the beginning of each semester, instructors provide orientation for online students.
- College Success Course for all First-Time Full-Time (FTFT) students has a complete unit on using the computers and myOzarka.
- Faculty use myOzarka portal for students to submit assignments, take exams, discuss topics with other students and communicate with the instructor and other class members. See various examples above.
- Tutoring Centers (TRiO-SSS, Career Pathways, and Student Success Center) all have access to computers and provide technology tutoring on an as-needed basis.

Faculty and Staff Technology Professional Development

- Faculty and staff are given in-service updates on using myOzarka twice a year at the beginning of each semester. In addition, one-on-one sessions are provided on an as-needed basis. These sessions cover such activities as use of Microsoft Office, Outlook, Sonisweb (the Student Information System), myOzarka, Soundings (the survey tool), etc.

3d5. Ozarka College provides effective staffing and support for its learning resources.

The Ozarka Administrative Council continuously reviews personnel needs in all departments and divisions to ensure adequate staffing is available to meet current and projected needs.

Library

The Paul Weaver Library is staffed with one full-time librarian and a full-time Multimedia Specialist who both hold a Master of Science in Library and Information Studies from a program accredited by the National Council for the Accreditation of Teacher Education. The library also has a part time paraprofessional and utilizes Federal work study students. The library is staffed at all times.

Computer Laboratories

Computer laboratories used primarily as computer-assisted classrooms are staffed by qualified faculty members during class time. In addition, each computer lab that is associated with a department is staffed by that department: Library, Nursing, Business, TRiO-SSS, Career Pathways, and Student Success Learning Labs.

Classroom Laboratories

Laboratories are all staffed by faculty, whose certifications may be found listed in the Appendix as well as in the [Ozarka College Catalog](#). These learning environments include the nursing lab, automotive shop, culinary kitchen, art studios, and adult education lab.

Fitness Center

The Fitness Center at Melbourne is staffed by one Fitness Center Director, three part-time institutional employees, and one work-study student. Beginning July 1, 2010, the structure will be one Fitness Center Coordinator and one 30-hour employee.

Early Childhood

The Ozarka Kids Academy maintains a staff of four teachers, one director, one part-time teacher and three work study students. All staff and volunteers must meet the teacher qualifications. Teachers at the Ozarka Kids Academy must be at least eighteen years of age, have a GED or high school diploma, have their CDA or be willing to obtain one and pass a criminal background check. Applicants who have lived out of Arkansas in the last six years are required to pass a full FBI check. Teachers are required to maintain current infant, toddler and adult CPR certification, as well as First Aid certification. They must also accrue a minimum of fifteen continuing education units annually.

Clinical/Observation Practice Sites

These sites are staffed by clinical instructors who are either full-time instructors who monitor the clinical sites or adjunct instructors hired specifically to monitor the clinical experience.

Entrepreneurship for Artisans

The Arkansas Craft School and Ozark Folk Center have the primary responsibility of assuring that courses are taught by highly-skilled experts within each craft field. A committee will evaluate portfolios in order to determine whether credit may be awarded.

Student Services Programs

TRIO-SSS

TRIO-SSS is staffed by five full-time staff members. One is a doctoral candidate, one holds a specialist degree, one holds a master's degree, and one is pursuing a master's degree.

Career Pathways

Career Pathways is staffed by four full-time staff members. The program director and one employee hold a Master's Degree in College Student Personnel, one employee is working toward that degree, and one employee is finishing a bachelor's degree.

The Student Success Center

The Student Success Center is staffed by an eleven-month and ten-month positions, one at Melbourne and one at Ash Flat. The Student Success Specialist is working towards a master's degree while the Student Success Coordinator has a bachelor's degree. The Mountain View site is staffed by instructor and staff volunteers. A full-time office will be established in Mountain View upon the completion of the new facility. All three centers are staffed by peer tutors.

3d6. Ozarka College systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Ozarka College strongly values its partnerships and encourages faculty and staff to be innovative in all aspects of teaching and learning. The following are examples of current partnerships and innovations:

Internal Partnerships

Mythology: Rodney Williams (Social Science instructor) and Jeremy Nicholson (English instructor) are team teaching a Mythology class this semester.

Introduction to Film: An English instructor and a Social Science instructor are in the process of designing a team taught Introduction to Film in order to introduce developmental students to writing about literature.

History of Women and Gender in the West: An Art instructor and a Social Science instructor are in the process of designing a team taught History of Women and Gender in the West to expand diversity learning in the area of gender.

Portfolio Assessment: The English Comp I and II portfolio assessment team is comprised of multi-disciplines and full-time and adjunct faculty.

Student Services: TRiO-SSS, Career Pathways and the Student Success Center provide a joint student seminar each semester.

External Partnerships

Physical Fitness

Ozarka College opened the Physical Fitness Center at the Melbourne campus in 2007, and through a partnership with a for-profit facility, Fitness courses are now available at Ash Flat.

Kids Academy

Ozarka Kids Academy was completed in 1998 with grant money from the Arkansas Industrial Development Commission. The City of Melbourne applied for and received the grant to build the facility. The City of Melbourne owns the land and building; however, Ozarka College operates and maintains the facility. The City and Ozarka College have recently partnered for another \$425,000 grant to expand the existing facility.

Arkansas Rural Nurse Education Consortium (ARNEC)

[ARNEC](#) is a consortium of eight community and technical colleges located in rural areas of Arkansas. ARNEC was created to provide Licensed Practical Nurses, Licensed Psychological Trained Nurses, and Licensed Vocational Nurses with the opportunity to take the next step towards advancing their careers in nursing by earning an Associate of Applied Science in Nursing degree, which prepares them to sit for the RN licensing exam, the NCLEX-RN. Many LPNs/LPTNs/LVNs have not taken this step yet because they were not able to stop working and travel to colleges that offered Registered Nurse (RN) completion programs. ARNEC was created to help rural nurses meet this need.

Clinical Observation Partnerships

The College partners with area hospital, nursing homes, and clinics to provide the clinical experience for the Allied Health programs. Affiliation agreements are maintained and renewed yearly for all sites to assist students in the RN, LPN, CNA, and EMT programs to meet their clinical experience requirements.

Partners for Care

This is a partnership among Ozarka College, University of Arkansas Community College at Batesville, and Arkansas State University–Mountain Home to offer healthcare related programs to the service area. Ozarka College is offering Certified Nursing Assistant education to area high schools and Ozarka students and a Practical Nursing program on the Ash Flat site.

Associate of Arts in Teaching (AAT)

Ozarka College has engaged in a partnership with Arkansas Tech University in order to provide area students the ability to enroll in a Bachelor's degree in Elementary Education at Arkansas Tech while remaining within the Ozarka four-county service area, taking classes online and doing observations

at local schools. Ozarka College provides facility usage and advising assistance to Ozarka Associate of Arts students who enroll at Arkansas Tech.

Entrepreneurship for Artisans

Handmade craft, in its many forms, is a primary industry throughout the state and especially in the Ozark region. A partnership with Ozarka College, the Ozark Folk Center, and the Arkansas Craft Guild developed in 2007 to serve a need to provide a support system for new and young artisans and practicing artisans in the state of Arkansas. The Arkansas Craft School offers courses in specific craft media, in management of the small craft business, and in marketing. Courses taught by local artisans will be designed to meet the needs of beginning artisans and hobbyist, including children and youth. Intermediate and advanced coursework will require that outstanding national and international teachers be brought to the School.

Ozarka College will provide accreditation for continuing education, provision of college credit courses, and guidance in curriculum design. Many intermediate and advanced courses will be accredited for transferable college credit through the College.

Concurrent Enrollment

Concurrent enrollment courses provide a rich learning environment for qualified high school students to take college level transfer courses without having to leave their high school campus. Ozarka College is convinced that concurrent enrollment classes aid students by successfully beginning their college education in a familiar setting; providing a meaningful transition from high school to college; maximizing their financial resources; and convincing students they can go to college and be successful. Concurrent enrollment courses meet the same standards (follow the same curriculum, faculty qualifications, course evaluations, and learning outcomes) as on-campus courses.

Ozarka College partners with seven local high schools to offer concurrent enrollment classes. Since July 2007, 564 students have been served in 111 course sections as a result of concurrent enrollment agreements between Ozarka College and local high schools.

Academic Year	Semester	Head Count	Sections
2004-2005	Fall	246	31
2004-2005	Spring	211	30
2005-2006	Fall	169	20
2005-2006	Spring	158	22
2006-2007	Fall	200	18
2006-2007	Spring	160	18
2007-2008	Fall	172	22
2007-2008	Spring	118	16

2008-2009	Fall	242	20
2008-2009	Spring	153	17
2009-2010	Fall	178	19
2009-2010	Spring	128	17

Over the years, concurrent enrollment course numbers have declined for a variety of reasons. Many area high school teachers with master's degrees have retired in the last few years. Another factor in declining concurrent numbers is new state requirement that public schools offer more Advanced Placement courses. A third important factor involves new laws put into place by state legislation that restrict the College from paying high school teachers when they teach between the hours of 8 a.m. and 3 p.m.

However, even with these changes in concurrent scheduling, a variety of concurrent enrollment courses are still available to students during each academic semester, including Health Skills I and II, Medical Terminology, General Biology, Microcomputer Applications, English Composition I, World Civilizations I, College Algebra, American National Government, and Elementary Spanish I.

Arkansas Department of Correction North Central Unit Instructional Program

The Ozarka College program at the Arkansas Department of Corrections North Central Unit (NCU) was implemented in the fall semester of 2004. The program is made possible by a grant administered by the Arkansas Department of Correction. The program is currently available to inmates who are approved by the Department of Corrections and who meet eligibility requirements. Participants must be thirty-five or younger with seven years or less until their release date and must not have committed certain violent crimes. Upon approval, the inmates are enrolled and tuition and textbooks are provided by the grant. Students who do not meet the eligibility criteria may pay for their tuition and textbook and enroll in selected courses. Most inmates will earn between six and eighteen semester hours prior to being released or transferred to another correctional facility.

Instructors for the NCU college program are full time and/or adjunct instructors. Classes are offered on a rotational basis, with six to twelve semester hours offered each semester. In addition to classroom learning, students also learn what successful students must know, including financial aid application processes, employment possibilities, independent study skills, and other strategies for success seminars.

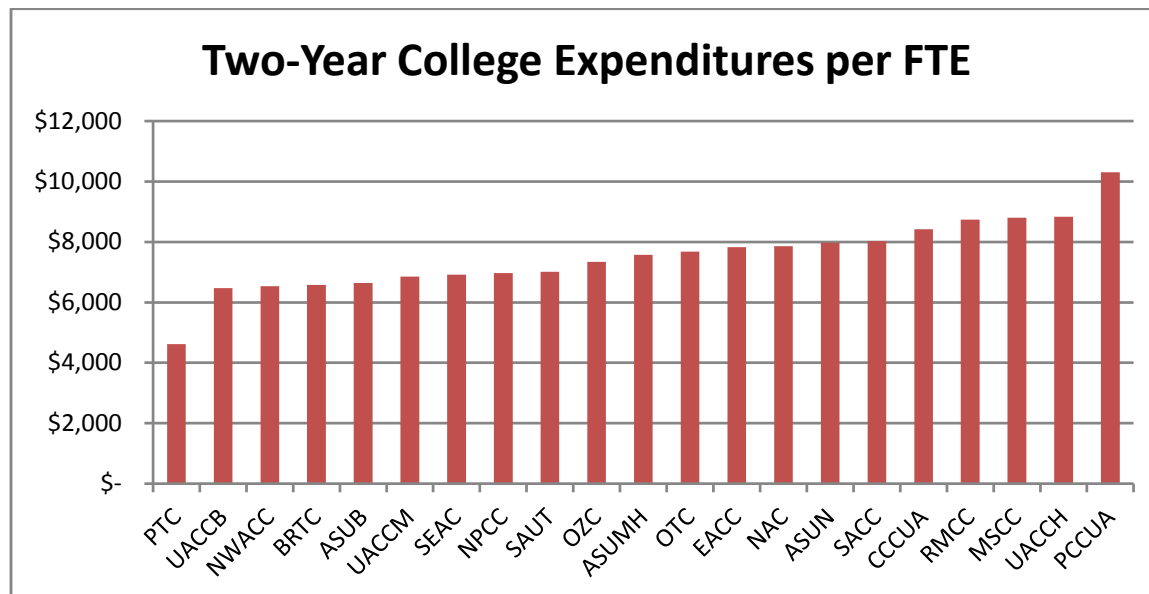
- Fall 2008 enrollment: 14 students
- Spring 2009 enrollment: 11 students
- Fall 2009 enrollment : 14 enrolled students
- Spring 2010 enrollment: 16 students

During fall 2009 it was reported to the Vice President of Student Services that, of the students who have been paroled, no Department of Corrections student who attended the Ozarka College program has returned to prison. In addition, several students have enrolled in college after their release.

3d7. Budgeting priorities reflect that improvement in teaching and learning is a core value of Ozarka College.

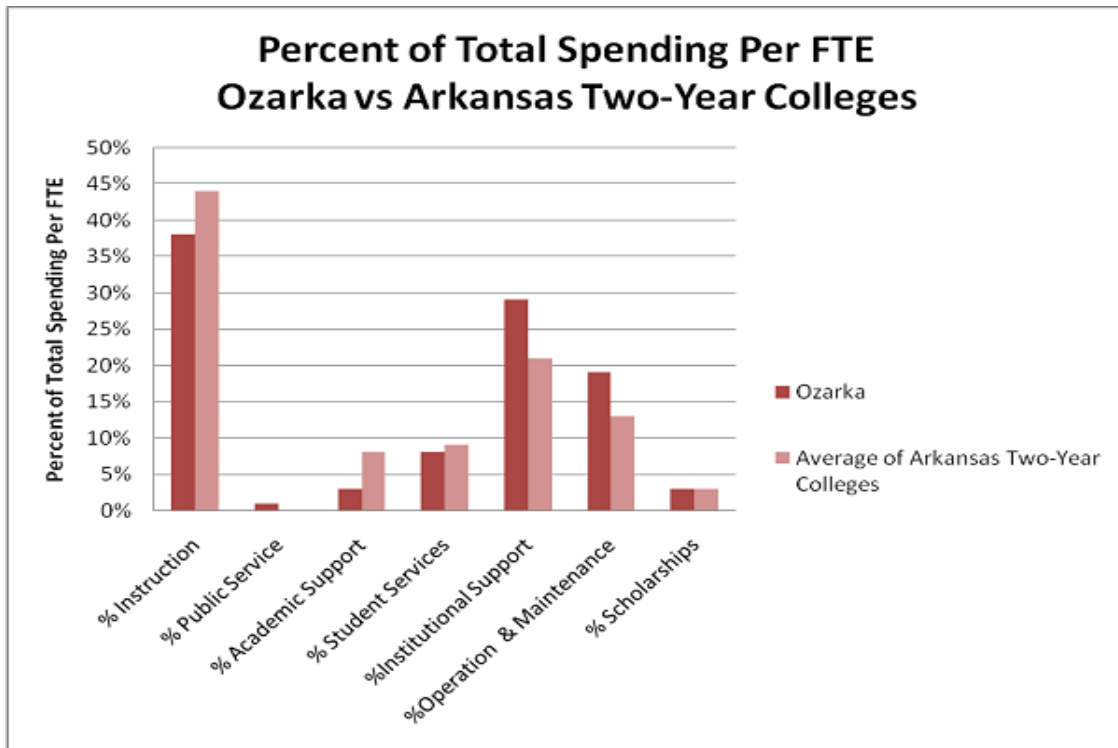
For Academic Affairs, the budgeting process starts in the classroom with faculty assessing needs utilizing the *Course Assessment Plans*. Needs are identified and brought forward to the Division Chairs who then plan their budgets accordingly. The Division budgets are reviewed by the Vice President for Academic Affairs who forwards them to the Vice President for Finance for consultation. Budgets are then sent to the Office of the President for final approval. Program assessments are documented toward the end of each academic year utilizing the *Program Assessment Plan*. These needs are also incorporated into the budgeting process described above.

Ozarka College (OZC) understands the need to ensure learners are provided the opportunity to acquire the career skills and knowledge necessary by providing the resources for their personal intellectual development. The College dedicates about the same amount of money per student as other two-year colleges in Arkansas, as shown in the chart below.



[\(ADHE Financial Condition Report, 2009, Table C-2\)](#)

The following chart demonstrates that Ozarka dedicates the largest percentage of its revenue directly toward instruction.



(ADHE Financial Condition Report, 2009, Table C-2)

CRITERION THREE: STRENGTHS AND CHALLENGES

Strengths - The College identifies the following strengths related to Criterion 3:

1. The combined efforts of student support services (TRiO-SSS, Career Pathways, and the Student Success Center) provide learning resources that strongly support effective teaching. Tutoring, laptop and book loan programs, student workshops, intrusive advising, early alert follow-up and other services assist students in keeping pace with instruction and classroom demands and preparing them for future educational challenges. These services are available at all sites to all students.
2. Ozarka College supports effective teaching and student learning by providing current technology and ongoing support to enhance learning environments. MyOzarka, the online educational support platform, ensures that students have the tools they need to be educated, contributing members of an increasingly technologically-focused society.
3. Ozarka College administration, faculty, and staff encourage, enhance, and promote diversity learning for all Ozarka students. A carefully planned and well-executed series of learning activities promoted by the Diversity Learning Initiative are designed to bring diversity to a geographic area lacking "natural" diversity.

4. Ozarka College has expended a significant number of human and fiscal resources towards assessing, modifying, and re-assessing the advising process. This has led to a number of effective changes in the advising process, enabling intrusive advising and the teaching of skills for academic success.
5. Ozarka College is agile: The institution engages in both top-down and bottom-up evaluation and assessment, responding quickly to identified needs and ensuring innovation and focus in the development of improved instructional strategies.

Challenges - The College identifies the following challenges related to Criterion 3:

1. Since the College serves a rural area, qualified instructors in many subject areas are hard to find. As the state slowly recovers from the recent economic recession, the College will continue to carefully analyze student enrollment as it considers the hiring of additional full-time instructors.
2. Ozarka College has strong course level assessment but also recognizes an opportunity to strengthen both program and institutional assessment. The Planning and Assessment Council will leverage areas of strength and increase systemization of assessment.
3. Ozarka College recognizes the challenge in providing systematic professional development to faculty and staff at all sites. Ozarka College also recognizes that effective professional development is the method by which many other challenges may be resolved, and that developing a comprehensive program to address additional opportunities for improvement will require significant planning.
4. Ozarka has acquired significant momentum in transitioning from objectives-based assessment to outcomes-based assessment and is accompanying that change with a shift in focus from being a teaching-centered college to a learning-centered college. Although Ozarka College has moved toward becoming a learning college, the institution plans to continue methodically redeveloping course curriculum to be outcomes-driven instead of objectives-driven.

OZARKA COLLEGE SELF-STUDY

PART IV



CRITERION 4 – ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Ozarka College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction to Criterion Four:

The Ozarka College commitment and focus to a life of learning is exemplified in its *Mission Statement*, "Ozarka College provides life-changing experiences through education." Ozarka College links the *Mission* throughout the board policies, financial allocation, professional development opportunities, and public recognition of student, staff, and faculty achievements. Ozarka College recognizes that continued scholarship is necessary for organizational and educational improvements. It recognizes that preparing students for a life of learning is even more important than ever before in the modern rapidly progressing, technology-oriented, global environment.

CORE COMPONENT 4a

Ozarka College demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

4a1. The board has approved and disseminated statements supporting freedom of inquiry for Ozarka College students, faculty, and staff, and honors those statements in its practices.

Freedom of inquiry is synonymous with academic freedom. The American Association of University Professors in June 1987 adopted the *Statement of Professional Ethics* which states, "The freedom to teach and the freedom to learn are inseparable facts of academic freedom." Ozarka College supports that statement as revealed in the presented examples of evidence.

Board of Trustees Policies and Procedures Manual

In the [Board of Trustees Policies and Procedures Manual](#), Number 1.00, subject area Governance — states the Ozarka *Mission, Vision and Values*. Under *Values* is a Learning statement which reflects the essence of core component 4a "...promoting life-long learning...and values learning and scholarship for our students, our employees, and the community."

Ozarka College Catalog

The [Ozarka College Catalog](#) states, "We value individual diversity and recognize the unique contributions of all individuals. We promote open communications and the free exchange of thoughts and ideas."

Faculty Handbook

The [Ozarka Faculty Handbook](#) states, "...faculty are extended the widest possible opportunity to explore and reflect upon the reaches of human experience and understanding....they should be free from institutional censorship or discipline...."

Adjunct Faculty Handbook

The [Adjunct Faculty Handbook](#) states, "As an adjunct faculty member, you are extended the widest possible opportunity to explore and reflect upon the reaches of human experience and understanding." The document also states, "College teachers are citizens, members of a learned profession, and representative of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline...."

Library Documents

The Paul Weaver Library endorses and adheres to the *Library Materials Selection Policy*, the *Library Bill of Rights*, and the *Freedom to Read* statement as established by the American Library Association. The *Library Bill of Rights* on file in the Library found in the *Paul Weaver Library Policies and Procedures Manual* indicates that freedom of inquiry is well supported for students, faculty, and staff.

Planning Results Manual

The 2008-2009 [Planning Results Manual](#) states, "These statements (supporting freedom of inquiry) will continue to be published in the *Board Manual* and are present in the recently reviewed *Board Manual*."

4a2. The Ozarka College planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

Ozarka College is committed to linking planning with budgeting to provide the appropriate financial resources necessary for a life of learning. The College provides opportunity for staff, faculty, and administration to receive professional development by providing funds, time, and opportunity. The dedication to learning is evident throughout the policies, practices, and programs at Ozarka College. The range of educational opportunity at Ozarka College extends from the infant in the Kids Academy through

the 60+ scholarships awarded to students meeting that age requirement. The College promotes life-long learning for its employees through funds for professional development, students through preparation, and constituents through providing opportunities from pre-K through 60+.

Adult Education

Ozarka College has provided [adult education](#) classes since 1983. Ozarka is located in a rural area where a large number of individuals do not have a high school diploma. The Adult Education program provides a bridge from GED to post-secondary education and recognizes its students receiving the GED during the College commencement ceremony each spring. Since its origination in 1983, the program has expanded to four full-time instructors and ten to fifteen part-time instructors. The average number of adult education students enrolled in the program for the past five years has been approximately 500 students per year with approximately 150 graduates per year. Of the 2007-2008 GED student population at Ozarka, 194 students declared entering post-secondary education as a goal and 123 (63 percent) of those students achieved their goal, entering higher education. The Ozarka GED program is an excellent promoter of life-long learning.

Board of Trustees Policies and Procedures Manual and Faculty Handbook

- Under subject area of Governance (1.01):
 - Ozarka College is a student-centered college focusing on meeting the learning needs of all students, whether part-time, full-time, first generation, non-traditional or traditional through strong instruction, counseling, advising, and support services.
- Under subject area of Finance and Administration (3.01):
 - All department administrators contribute to the formation of institutional budgets. This includes concurrence with approved personnel staffing schedules, fringe benefit programs, exchange of information concerning changes in unavoidable expenses, as well as plans for plant expansion and special program improvement needs.
- The *Faculty Handbook* expresses that planning is ongoing, shaping the budget and growing out of the needs of the classroom.

College Success Orientation

Ozarka College requires all first time full-time students to complete an eight-week, one-hour course which improves their abilities to succeed in college. These very skills that are taught in College Success Orientation and practiced throughout the Ozarka College experience are also skills that will assist students to achieve a higher degree or enable them to continue educating themselves while in the



Active Learning Emphasized for College Success Instructor Orientation

workforce. The class is performance-oriented and covers thirteen themes and five outcomes. The focus of the class is on the development of practical knowledge and skills to assist students in meeting the goal of a successful college experience. The class teaches students myOzarka and webpage navigation, study skills, time management techniques, library skills, test-taking skills, and other useful tools for succeeding in college and in life-long learning. Planning for this course during a retreat and subsequent training of instructors was funded as a College priority through a Perkins grant.

Continuing Education and Workforce

The Ozarka College commitment to providing life-changing experiences through education is demonstrated through its [Continuing Education and Workforce](#) programs. Both continuing education and workforce education provide a variety of opportunities for individuals to improve their skills and knowledge. Examples of classes include the following: Fitness, CPR, Certified Nursing Assistant, Introduction to Computers, Scrapbooking, Arthritis Exercise, Equine Management, Basic Spanish, Real Estate, and Instant Piano. Since 2006, the programs have provided classes to over 1,400 students and 18,759 contact hours. The College budgets over \$10,000 per year to facilitate the success of this program. Also, a College partnership with the Arkansas Craft School (ACS) provides scholarships for students participating in ACS courses.

Date of Birth Program

The Date of Birth program allows individuals over 60 years old to attend classes tuition-free and has benefited 188 students who are 60+ since July 1, 2007 – amounting to \$73,000 in scholarships awarded.

Diversity Committee and Diversity Education

The [Diversity Committee](#) and courses supporting the General Education Outcome number six on diversity prepare students who live in an area of low ethnic and racial diversity to appreciate diversity. This education will enable them to adapt to a more diverse environment that they will experience both as they leave the area and as the area increases in diversity. The Committee and courses also address other types of diversity such as items in the nursing program [Cultural Diversity Survey](#).

General Education

General education is a priority at Ozarka College, and the *General Education Outcomes* produce a student who is well-rounded. With these general education skills, Ozarka students leave with the basic knowledge that serves as



Arbor Day Celebration at Ozarka

a foundation for continued learning at the workplace, for advanced degrees, or for personal achievement. A thorough discussion of General Education at Ozarka College can be found in section 3a of this Self-Study.

Kids Academy

Ozarka College Kids Academy preschool hosts events such as fire safety education with local fire department staff, Arbor Day, and Earth Day. These fun and educational activities enhance children's positive attitudes toward a life of learning from a very young age.

Paul Weaver Library

The [Ozarka Library](#) teaches library and research skills to all College Success Orientation students and to various other classes on campus. It provides resources for life-long learning to any person who needs help, including community members. The spring 2009 [Alumni Survey](#) of graduates of the 2007-2008 academic year responded on average 3.7 on a 5.0 scale that they continued to use the library for information and pleasure.

Professional Development

Ozarka College provides funds and support for professional development of its employees. In the 2009 budget, the College earmarked approximately \$120,000 for professional development and state meetings. See sections 2b4 of this Self-Study for a more thorough discussion. In addition, see section 4a6 of this Self-Study.

Professional Organizations

Professional organizations provide for life-long learning. Many of the College administration, faculty, and staff belong to professional organizations and provide an example to Ozarka students. Importantly, the College is a host to several on-campus professional student organizations. See section 4a6 of this Self-Study for a thorough discussion of college and employee professional organizations and 4b3 for student professional organizations. Ozarka College funds many of these memberships.

Scholarships

In the 2007-2008 fiscal year, \$7,250 was paid from the [Ozarka College Foundation](#) to Ozarka College for student scholarships, and in 2008-2009 fiscal year, \$17,773 was paid from the Foundation to Ozarka College for student scholarships. The fundraising goals for the Foundation have centered on increasing endowments for student scholarships over the last four years. Ozarka College [institutional scholarships](#) totaled \$205,356 in 2009.

Student Services

[Student Services](#), through a combination of Ozarka and grant funds, provides student assistance primarily through three student success programs. These programs, in ways similar to College Success Orientation, teach student success skills and reinforce these skills to provide for immediate and life-long success in learning.

- **Career Pathways:** [Career Pathways](#) is a state funded program provided to eligible students to assist with the academic and financial obstacles faced while attending college. Career Pathways can also assist those who are not enrolled in college courses with a variety of services as the Employability Certificate and other skills to help students prepare for the workforce. Qualifications for services include having a child under the age of twenty-one living in the home and meeting income guidelines. Services offered by Career Pathways include: academic advising, career readiness certificates, résumé building, Kuder Learning System, interview skill building, book loan library, and assistance with job search, transportation, and childcare.
- **Student Success Center:** The [Student Success Center](#) (SSC) is provided through funds from both Ozarka College and the Carl Perkins grant. The SSC opened in January of 2008 after realization that TRiO SSS and Career Pathways were seeing increased retention due to the services they provided. Unfortunately, both grants only allow those programs to serve a specific student population. The SSC was opened to provide services to the un-served student population, especially the technical students who mostly did not meet the transfer requirements to be members of TRiO SSS. Due to the program being partially funded by College funds, any student can be served by the Center.

Services provided from the SSC are free, are open to all students, and include tutoring, résumé assistance, mock interview sessions, workshops, computer access, newsletters, drug and alcohol prevention activities, and access to a clothes closet of almost new professional attire. In addition, the Success Center provides student success related professional development for faculty, staff, and administration. As of mid-February 2010 for the 2009-2010 academic year, the Center had provided 863 tutoring sessions, provided three informational newsletters, given seventy-two Kuder tests (career testing), made forty-three Early Alert calls, and sent 127 Early Alert emails.

- **TRiO Student Support Services:** [TRiO](#) SSS provides peer and professional tutoring, intrusive academic advising, workshops, seminars, financial counseling and assistance, career counseling, and transfer assistance. Since over 70 percent of Ozarka students are first generation students, the transfer process can be difficult. TRiO SSS offers transfer trips to provide students with the knowledge and confidence necessary to matriculate to a four-year institution. TRiO serves approximately 215 students each year.

Technology

Ozarka College uses its portal, myOzarka, as a basis for technological course support. The portal allows students to access information about their courses including assignments, quizzes, grades, discussion boards, etc. Login provides them with information about the College similar to the College webpage. This constant interaction with technology increases their technology skills and prepares them for further study at four-year institutions or to interact with technology in the workplace. A [blog](#) maintained by Information Systems assists students with frequently-asked technology questions. The September 2009

data for myOzarka indicates 1,380 people logged in during that month, with 44,590 visits, and 504,309 page views.

The College provides students with the opportunity to interact and learn from one another with blogs, Facebook, and Twitter. Students can also sign up for text messaging related to the college such as weather closings or the daily kitchen menu. In spring 2009, 379 students were registered to receive these texts.

Tuition Waivers

Full-time faculty and staff (and the spouse or child of full-time faculty and staff) receive full tuition waivers. In 2008-2009, faculty and staff waivers totaled \$43,200. Adjunct faculty also benefit from tuition waivers to the Ozarka fitness center. Full-time faculty and staff may also apply to the President for approval of tuition reimbursement from other institutions of higher learning for undergraduate and graduate courses if it is required for their positions.

4a3. Ozarka supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Ozarka College provides many opportunities for administrators, staff, and faculty to receive quality professional development. Ozarka College encourages administrators, staff, and faculty to take advantage of various professional development opportunities and to bring back new knowledge to the College community.

Departmental Professional Development Opportunities

Through the planning cycle, faculty members budget individually for professional development. Out of state professional development may be requested through the President's Office. TRiO SSS has most of its professional development out of state and can do any amount of professional development available, providing that travel does not exceed four percent of their salary budget. Career Pathways budgets each year for Arkansas Association of Two-Year Colleges and other professional development is provided through Career Pathways at the ADHE level. The Paul Weaver Library budgets approximately \$750 each year to purchase professional staff development materials. In 2008-2009, Perkins budgeted \$13,329, and TRiO SSS budgeted \$9,367. In 2009-2010 the College budgeted approximately \$120,000 for professional development and meetings.

An example of the Professional Development provided by the Perkins grant in conjunction with the College during 2008-2009 and 2009-2010 and the impact on the College follows:

- NCAADA instruction for two faculty members led to changes in advising.
- National Symposium on Student Success attended by an administrator and a member of the professional staff led to the restructuring of College Success.

- Teaching Digital Natives presentation attended by two administrators and a member of the professional staff assisted with online tutoring.
- Visit to another community college, Pulaski Tech, by an administrator and two professional staff members led to beginning the online tutoring program.
- A Student Success Symposium attended by faculty, staff and administration assisted in the restructuring of the College Success course and improvements in Student Services initiatives.
- A First Year Experience Leadership Conference attended by a member of the professional staff facilitated the staff member in leading the Student Success Class Volunteer Restructuring Committee.
- The College Success Retreat attended by administration, staff, and faculty members led to the restructuring of College Success.
- High School Visits by a team of faculty, staff, and administration led to Compass testing high school students.
- Numerous webinars by Noel-Levitz attended by professional staff and administration led to a committee for restructuring advising.
- A Diversity professional development activity presented by Charlotte Strickland and attended by faculty, staff, and administration led to increased understanding about diversity issues.
- A professional development speaker, Bethanie Tucker, who spoke about teaching methods for the under-resourced college student provided employees with a deeper understanding of student needs.

Additional Employee Development

The Vice President of Academic Affairs provides the faculty with the [Teaching Professor](#), a pamphlet that provides teaching information every month. The Student Success Center releases [The Teacher Toolbox](#) compiled by a faculty member in weekly snippets, *Eating an Elephant One Bite at a Time*, by email. Ozarka College hosts a professional development event at the beginning of each semester. All administration, faculty, and staff are encouraged to attend this event, which includes updates and improvements on the college, academic affairs, student services, IT, finance, planning, advancement, and financial aid. Ozarka College provides professional development on topics such as customer service, diversity, assessment, planning, retention, active learning, sexual harassment, and more.

Arkansas Association of Two-Year Colleges

Ozarka College enjoys outstanding participation in the Arkansas Association of Two-Year Colleges (AATYC) annual conference. Ozarka encourages faculty, administration, and staff to attend. Between twenty-five to thirty-five administrators, staff, and faculty members attend this annual conference. Five administrators, faculty, and staff members have served on the organization's board of directors within the last five years. Several faculty and staff members have been presenters at the conference including six in 2008 and four in 2009.

4a4. Ozarka College publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Ozarka College publicly acknowledges and celebrates the value placed on lifelong learning by recognizing student, faculty, and staff achievements. Through publications and activities, such as newsletters, news releases, scholarship recognition, [AATYC awards](#), and employee recognition, Ozarka College strives to recognize the accomplishments of staff, faculty, and students. Below are Ozarka examples of acknowledgement of student and employee accomplishment.

Student Achievements

The Ozarka College marketing department provides student success stories in the form of news releases to area newspapers, the *Ozarka College Connection*, and local radio stations. The Ozarka College President's List is also published in local newspapers each semester through a news release. The Ozarka College [website](#) provides news information about the achievements of students and staff members and highlights a variety of successful alumni. A successful alumnus was selected as a graduation speaker.

Ozarka College faculty members encourage students to apply for the AATYC Academic All-Star scholarship in April, and one excellent student is selected as recipient of this award. The student is honored at the Arkansas Association of Two-Year Colleges conference [brunch](#), and the Arkansas Democrat-Gazette dedicates a full page to showing pictures and stories of each of the students from institutions across the state. This student then has the opportunity to attend one of the four-year institutions on a full tuition scholarship. An alumnus of Ozarka is also chosen and awarded a plaque at this event each year. Faculty and staff submit nominations to a committee, and the College votes each May to determine the recipient.

Phi Theta Kappa faculty advisors may nominate high-achieving students to the All-USA Academic Team, which is sponsored by *USA Today*, the American Association of Community Colleges, and Phi Theta Kappa International Honor Society.

TRiO Student Support Services recognizes outstanding students each month in its monthly [newsletter](#). TRiO nominates a TRiO Hall of Fame student and a TRiO Achiever to its state and regional associations. Also, TRiO selects a Student of the Semester, Student of the Year, and Tutor of the Year.

Public ceremonies are held throughout the year to recognize and celebrate student achievements. The [Capping and Pinning](#) ceremony celebrates each nursing graduate's journey. The [Phi Theta Kappa Induction](#) ceremony publicly inducts the new members into the honor society. A scholarship reception is held to honor all scholarship recipients. The annual commencement ceremony offers another public forum for recognition of student attainment of degrees. The [Culinary](#) department displays national medals previously won by students in the culinary dining room.

Faculty and Staff Achievements

Each month, the President of the College submits a board report to the Board of Trustees. The function of this report is to keep the trustees informed of the activities and accomplishments within the college. In this report, the "Kudos" section addresses faculty and staff successes. Kudos are found on the Ozarka website under the monthly [President's Reports](#).

The Paul Weaver Library located on the Melbourne campus preserves a *History of the Campus Scrapbook* containing local news articles and pictures of the college, the activities, the students, the faculty, and the staff. These scrapbooks date back to 1993, and since then, there has been historical documentation of the Institution and its components. Most importantly, the students, faculty, and staff are all recognized in the scrapbook, as well as the local community. A scrapbook is also being maintained at the Mountain View site.

Celebrations are held in honor of faculty and staff members. Employee Years of Service Awards are granted to faculty and staff who have been employed for a given amount of time. Furthermore, [retirement](#) celebrations are hosted when an employee retires.

The *Friendship Fund Newsletter* is sent via e-mail to all Ozarka employees each month. This newsletter acknowledges several events and occasions of employees' personal lives. The birthdays of faculty and staff are mentioned, as well as the births of their newborn children. Hospitalizations and deaths are also made known and condolences are given. Hire date anniversaries and retirements are recognized, too. In addition to all of these personal events and occasions, professional achievements and successes are acknowledged.

Each year, the faculty and staff nominate a co-worker for Faculty of the Year and Staff of the Year awards. A vote is taken and a winner is announced. At the annual AATYC conference, the recipients are honored at a special banquet. Plaques are presented to each winner.



Faculty and Staff Persons of the Year with the President

The College newsletter, [Ozarka College Connection](#), reports campus news including accomplishments of employees and students.

4a5. The faculty and students, in keeping with the Ozarka College Mission, produce scholarship and create knowledge through basic and applied research.

Ozarka College focuses primarily on education, with some basic and applied research. Since Ozarka is a technical two-year college, students learn the essential properties of fundamental research, whereas students at a university learn the intricate components of more advanced research. However, momentum for basic and applied research has increased in recent years.

There is a new emphasis on research to be used in planning and College improvement with the changing of the Director of Planning and Special Projects' title to Vice President for Planning and Institutional Research. The Director is currently receiving professional development associated with the new position. This position will assist employees with data decision-making in the upcoming year.

Student Research

Across the curriculum, students are involved in research in individual courses. Research papers, in-class projects, and out-of-class projects are examples of instructional methods used to promote basic and applied research techniques. In the Arts and Humanities Division, public speaking, small group projects, and art, music, and theater projects are used to produce scholarship and create knowledge. In the Business Technology department, hands-on applications, small group projects, real world simulations, and case studies are used.

A specific example of research being performed at Ozarka College includes a project being done by a biology student from the Mountain View site. She is studying seasonal changes in abundances in aquatic invertebrates and whether these changes are driven by natural season regimes or seasonal changes in land use up stream. The biology instructor usually has one to two students each semester involved in research.

Faculty Research

Many Ozarka faculty and staff members are involved in research projects that are correlated with the pursuit of bachelor's, master's, and doctoral degrees. See the chart entitled "Faculty Research at Ozarka College" in section 3b6 for details on faculty research.

Various faculty and staff members make presentations at the Arkansas Association of Two-Year Colleges conference each year and at other conferences such as the Higher Learning Commission and National Symposium on Student Retention held by the Consortium for Student Retention Data Exchange. Discovery of knowledge occurs through professional development training, assessment, and continuing education as well. Faculty and staff disseminate the information gained through these trainings to their peers.

Ozarka College Presentations at Conferences			
Year	Conference	Presenter	Presentation
2007-2008	AATYC	Johnson	Serving the Needs of Rural Arkansas Nurses
	HLC	Johnston, Stirling	Planning with the Five Criteria Equals Institutional Change
	SAACRO, ArkAACRO	G. Brown	Reducing Stress in the Registrar's Office
2008-2009	AATYC	Lovelace, J. Miller	Retaining Students for Graduation into the New Economy: Stolen Ideas that Work
		Johnston, Stirling	Effective Institutional Planning to Meet New Challenges and Opportunities
		Ayers, Shell	Motivation: the Key to Success
		Shell	Leading from the Middle
	AAS	Mitchell	Diel patterns of invertebrate drift and feeding in two small fishes in Cadron Creek
	SAACRO	G. Brown	Reducing Stress in the Registrar's Office
	ASU Beebe	G. Brown	Stress Management
2009-2010	AATYC	Shell	Dysfunctional Leadership
		Ayers, J. Miller	Active Learning, Yes You Can
		McConnaughay, Winey	Declutter Me!
	CSRDE	J. Miller, Stirling, Williams	Practical Retention Solutions for the Community College
	AR-OK AFS	Mitchell	Structure and Function of Large Wood in Ozark Headwater Streams and Its Effect on Fish Community Structure
	AASAP	K. Brown, Titus	Publishing in TRiO
	SAACRO	G. Brown	Reducing Stress in the Registrar's Office

4a6. Ozarka College and its units use scholarship and research to stimulate organizational and educational improvements.

Many of the Ozarka College faculty, staff, and administration belong to individual professional organizations. The institution as a whole also belongs to many organizations. These professional organizations help to stimulate improvements individually, as well as institutionally. Local professional organizations, though not related to College employment, provide for constituent feedback for educational improvements. See the Appendix for a list of institutional organizations.

Individual Organizations

Forty-four Ozarka employees (twenty-four faculty and twenty staff and administration) held a total of ninety-five memberships in various professional organizations during 2009-2010. Organizational memberships provide a means for professional development to the members through websites, journals, meetings, and conferences. See the Appendix for a list of individual organization memberships.

Some examples of organizational and educational improvements resulting from professional development and researching solutions for specific areas at Ozarka College can be found in section 4a3.

Course and Program Assessment Form

In completing this process routinely used for assessment and planning, more in-depth approaches can be identified as research. Below are two examples of assessments advancing into research.

Through assessment, research is done to enhance student learning. One example includes a science instructor having students declare their final grade goal for the class. At midterm the instructor gives the students feedback on how their midterm grade coincides with the end-of-semester goal. She encourages those not meeting their goal to receive additional assistance from Student Services and to change their study habits. In recording this data she observed that preliminary data indicated students who have clear career goals such as those students in Anatomy & Physiology I, Anatomy & Physiology II, and Microbiology who are taking Registered Nursing prerequisites have a far greater tendency to meet or exceed their course educational goals than General Biology students who represent a mixed group of Associate of Arts students. Her results at midterm showed for Anatomy & Physiology I, Anatomy & Physiology II, Biology, and Microbiology respectively were 43 percent, 47 percent, 11 percent, and 46 percent of the students met or exceeded their course educational goals at midterm. Additional studies designed to confirm these initial implications, such as correcting for number of courses previously taken and using a more direct method of determining career goals, could point to significant actions for improving student performance at Ozarka College.

Another example of assessment involving research can be seen in the Developmental Education department. The lead instructor has been collecting and analyzing Compass pre and post testing data which has revealed that reading is the hardest developmental area to improve. This information has led to additional research: In the spring 2010 semester, two separate classes were used to pilot two different types of software intended to supplement the course. Student opinions from both classes indicated that specific feedback was not given about errors that moved students back into previous levels. Students felt that this was an undesirable characteristic of both programs. Additional studies will be performed to continue to shed light on this problem.

CORE COMPONENT 4b

Ozarka College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Ozarka College seeks to educate the whole student by embedding a general education component into all of its technical certificates and degrees. This education includes preparing the student to thrive in a diverse environment although the area has low natural ethnic and racial diversity. The educational goal to increase critical thinking and analytical capability is a part of all programs on campus. The College serves its community by providing students (over 70 percent of whom are first generation) with a breadth of knowledge to not only help them become good employees but also good citizens.

4b1. Ozarka College integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Ozarka College has strategically integrated general education components into all undergraduate programs. Technical certificate programs require three hours of English and three hours of mathematics. Associate of Applied Science degrees usually have from fifteen to nineteen hours of general education, and all require at least six hours of English, three hours of mathematics, three hours of social science, and three hours of computer science. The Associate of Arts degrees require forty-four hours of general education with six hours in English, three in speech, four each in the biological and physical sciences, three in fine arts, three in literature, fifteen in social science, and two in physical education. Specific requirements are listed in each program.

In program development, Ozarka College faculty select learning outcomes to ensure the presence of curricular and experiential learning to develop attitudes and skills required by our students for life-long learning in a diverse society. In addition, all first time full-time students are required to take College Success Orientation, a course intentionally created to develop attitudes and skills necessary for college and life-long learning. Many of the College Success sections include one or more self-awareness activities such as True Colors, Meyers-Briggs Learning Styles, Kuder, etc.

General Education Matrix: The *General Education Outcomes* are embedded in courses at Ozarka College. A matrix showing where these outcomes can be found is discussed in section 3a1 of this Self-Study report and can be found in the [2010-2011 Ozarka College Catalog](#). The current *General Education Outcomes* are listed below in section 4b2 of this Self-Study.

General Education OutcomesOutcome 1: Using Technology

Data demonstrating that this outcome is infused into the curriculum can be found in myOzarka statistics. In fall of 2008, 79 percent of the students logged on to myOzarka more than ten times

during the semester and fall 2009 saw an increase to 83 percent. MyOzarka is used consistently by faculty to communicate with students. During the fall and spring semesters of Academic Year 2008-2009, a total of 479 (74 percent) course sections used the discussion board for a total of 26,052 postings. Course email in myOzarka was used by 479 course sections. In addition, the newly structured College Success Orientation course required of all first time students has four components related to technology: library usage, myOzarka, Kuder, and Ozarka online.

Surveys at the College also reveal that Ozarka students use technology to fulfill the General Education Outcome. In the 2008 *CCSSE*, 62 percent of the students at Ozarka replied that they had used the internet or instant messaging to work on an assignment very often or often. This is comparable to the national *CCSSE* cohort of 63 percent. On the same *CCSSE*, the Ozarka students saying that they had very much or quite a bit used a computer for academic work was 80 percent as compared to the national cohort group at 75 percent. The [Alumni Survey](#) from spring 2009 included the entry, "Know how to use technology for communication." This item received a 4.4 on a 5.0 scale.

Outcome 2: Writing and Oral Communication

The English Portfolio has been used to assess writing and to assure that selected English courses are consistent between campuses and sites and between full-time and adjunct faculty over the last three years. The assessment tool functions to improve effective teaching and student learning at the department level. The efficacy of the tool has improved over the years but continues to evolve as an institutional assessment process for writing in conjunction with the *CAAP* scores. Currently the College is using *CCSSE* as a means for monitoring the general education outcome of effective oral communication in formative assessment and the *Alumni Survey* for summative assessment. *CCSSE* results from spring 2008 showed that only 46.7 percent of the students felt that they spoke clearly and effectively and 66.7 percent said that they had never made a class presentation. Even though the Ozarka students taking the *CCSSE* had fewer hours than the *CCSSE* cohort and could be expected to have had less opportunity for speeches and presentations, the restructuring of the student success class in spring 2009 resulted in one of the suggested components being a class presentation. The item related to oral and nonverbal communication on the *Alumni Survey* given in spring 2009 to 2007-2008 graduates scored 4.2 on a 5.0 scale: Learned to speak effectively/non-verbal communication.

Outcomes 2, 3, and 5: Math, Science, Writing Skills, Critical Thinking and Reading

The *CAAP* test is given each semester to assess some of the *General Education Outcomes* at the institutional level. The following report shows that Ozarka students' average score is consistently above the national mean score for the last four years. In Mathematics, the students' mean score fell significantly in 2009 and an improvement plan is being developed per the Ozarka College *Assessment Plan*. The Critical Thinking mean score has been consistently below the national mean until 2009 where it is 0.7 percent higher. This score is to be monitored to see if current teaching practices have made a difference or if the increase is coincidental.

Science scores dipped significantly below the mean in 2008 but returned above the mean in 2009.

CAAP SUMMARY REPORT										
Mean Test Scores for 2006-2009										
	Writing Skills		Mathematics		Reading		Critical Thinking		Science	
	Ozarka	National	Ozarka	National	Ozarka	National	Ozarka	National	Ozarka	National
2006	63	62.3	57	56.1	61	60.4	61	62.7	60	59
2007	63	62.2	56	56.1	62	60.5	62	62.7	60	59.1
2008	63	62.1	57	56.2	59	60.5	58	60.6	55	59.2
2009	64	62	55	56.2	62	60.4	63	62.3	60	59.2

Outcome 4: Understanding of Self-awareness and Personal and Civic Responsibility Self-awareness and personal responsibility issues are directly addressed in each program of study. For instance, College Success Orientation includes Kuder testing for career awareness, learning styles assessment, time management activities, study skills assessments, and goal setting activities. Civic responsibility activities are a requirement for the practical nursing program and other courses. Service learning and volunteerism are included in various other courses.

Examples of the demonstration of Civic Responsibility by students:

- Automotive students repairing cars for fellow students in service learning;
- Student organizations sponsoring Blood Drives where students also volunteered as donors;
- Culinary serving meals for the "Hamburgers for Haiti" fundraising event;
- College Success Orientation students collecting food for the needy and other service learning projects;
- Physical Education students building two wheelchair ramps for homes in IZard County;
- Students volunteering to tutor other students and to read to children at the Kids Academy;
- A student participating in the *SWOT Analysis* and Planning;
- Ozarka College Ambassadors helping with orientation, graduation, and other events;
- Students participating in voter registration in the Ozarka Library;
- Collecting food, clothes, etc. for a fellow student whose house burned; and
- Students participating in the discussion board.

Items on the 2008 *CCSSE* indicated that Ozarka students exceed the national cohort on three of the items, compares with the national cohort on one item, and falls below the national cohort

on one item related to the General Education Outcome associated with self-awareness and personal and civic responsibility:

CCSSE Items Related to Self-Awareness, Personal and Civic Responsibility		
CCSSE Item	Ozarka Students responding in the two highest (positive) categories	National Cohort responding in the two highest (positive) categories
Developing a personal code of values and ethics	44 %	43 %
Developing clearer career goals	60 %	56%
Understanding yourself	51 %	53 %
Contributing to the welfare of your community	39 %	28 %
Participated in a community-based project as part of a regular course	7 %	7 %

Outcome 6: Diversity

The *Community College Survey of Student Engagement (CCSSE)* assesses diversity education at Ozarka at the institutional level. During the past year, an internal *Student Diversity Survey* was conducted to further identify opportunities for enhancing diversity education. The *CCSSE* of spring 2008 indicated that students did not have much opportunity for meaningful conversations with students of other ethnic/racial groups. The *CCSSE* results included that 45.3 percent of Ozarka students surveyed had never had serious conversations with students of a race or ethnicity other than their own and 31 percent had never had serious conversations with student who differ in terms of their religious beliefs, political opinions, or personal values. Though diversity education is embedded in the general education curriculum, efforts have been extended over the last two years to enhance effective diversity education. A Diversity Committee was appointed and charged with this endeavor. To monitor progress, the committee developed and administered an online diversity survey to students in fall 2009 to serve as a baseline and supplement the *CCSSE* diversity items. Some of the additional efforts occurring in the last two years include three International Days (France, Italy, and Greece), diverse speakers as guests in history courses, including "diversity" as one of the required topics in College Success Orientation, and various other activities such as posting Martin Luther's "I Have a Dream" speech on the College website for Martin Luther King Jr. Day. As of March 2010, the President and Administrative Council decided to begin formally recognizing Martin Luther King Jr. Day as a holiday on the Academic Calendar.

The CCSSE is given to a random sampling of students and in the survey mentioned above, almost 65 percent of the students had zero to fourteen hours accumulated. This was significantly above the national cohort group where less than 50 percent had zero to fourteen hours. This may have skewed data on diversity issues and resulted in Ozarka College diversity programming appearing to be less effective. According to the [Alumni Survey](#) of spring 2009 (that queried students who graduated in 2007-2008), the students said that they learned to appreciate others different from them and rated it greater than 4.2 on a 5.0 scale.

Additional Data on Student Achievement of General Education

Alumni Surveys

Administration performs an annual survey of alumni, requesting information about student experiences at Ozarka College and how those experiences relate to their current experiences, such as transfer to a four-year institution or a career. The 2007-2008 *Alumni Survey* reports that students were satisfied with their experiences while attending Ozarka College. In addition to the previously listed survey results, students rated Ozarka College above a 4.0 on a 5.0 point scale on the following relevant topics:

- Learned steps necessary to transfer to a four-year institution;
- Gained knowledge, skills and attitudes necessary for work;
- Learned math concepts useful to what I do;
- Learned to appreciate others different from me;
- Can adapt what I learned to current needs;
- Learned what I needed for what I am doing;
- Ozarka helped me to have a more productive life;
- Attending Ozarka improved the quality of my life;
- Learned to plan and carry out projects;
- Learned to work cooperatively;
- Learned to learn and work independently;
- Know how to use technology for information;
- Know how to use the library for information;
- Learned to think and solve problems; and
- Learned skills for life-long learner.

4b2. Ozarka College regularly reviews the relationship between its mission and values and the effectiveness of its general education.

Ozarka College reviewed its mission documents during spring of 2007 and crafted a new *Mission, Vision* and *Values*. The documents were again reviewed as scheduled in 2010 with minor changes recommended and approved by the Board of Trustees in March of 2010. In light of the major changes of

2007, the Faculty Council reviewed the general education objectives in 2008-2009 and modified them into the *General Education Outcomes* in the form that they appear in the 2009-2010 *Ozarka College Catalog*. These outcomes are listed in section 3a1 of this Self-Study.

4b3. Ozarka College demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

Ozarka College provides opportunities for student engagement outside of the classroom, realizing that engagement increases retention and completion. Another key component of outside engagement is that it often provides opportunity for students to work with faculty members outside of the classroom, another reported means of increasing student retention and completion. For co-curricular activities, instructors and other College personnel select activities that enhance the educational experience.

Diversity Lecture Series

A history instructor has diversity speakers for his students and any other students or employees who wish to attend the event. The instructor connects the diversity lectures to his classroom: For instance, when teaching about racial tension during the mid 1900s, his guest diversity lecturer is a person who is the curator of a black museum in Little Rock, Arkansas. During 2009-2010, additional instructors joined the Diversity Lecture Series and classroom speakers spoke on the Ukraine, Japan, and Arkansas. The Arkansas speaker reported on the “Hoxie 21” experience where she was an elementary school student in the mid-fifties during integration. The speaker was one of the twenty-one black students who entered a white school in Hoxie, Arkansas, approximately one hour east of the Ash Flat site. In addition, one Mountain View class connected with a Siberian University for a cultural exchange.

Student Organizations

Ozarka College offers a variety of student organizations. The following organizations are active and provide opportunities to gain leadership skills and practice social responsibilities. Many of the organizations perform community service activities, allowing the students to become involved with the community and to serve others.

- American Association for Medical Transcription
- Arkansas Licensed Practical Nurses Association
- Baptist Collegiate Ministry
- Drama Club
- Skills USA
- Student Arkansas Education Association
- Student Government
- Student Nurses Association
- Phi Beta Lambda
- Phi Theta Kappa

Some examples of the linkages made between the curricular and co-curricular activities are included in the chart below:

Linkages between Curricular and Co-Curricular Activities				
Activity and Linkage	Inquiry	Practice	Creativity	Social Responsibility
LPN students perform blood pressure screenings at county fairs and obtain experience with taking blood pressures, problem solving, responding to patients, and learning volunteerism.	Present	Present	Present	Present
When Culinary Arts students compete at Skills USA, they practice their skills in a competitive environment.		Present		
Students participating in Student Government learn leadership skills and problem solving.	Present		Present	Present
Students participating in PTK activities such as collecting items for the local women’s shelter apply themselves to create ways to be helpful, learn leadership skills, and practice their written and oral communication skills in getting donors for their activity.		Present	Present	Present
When LPN and RN students help to organize the Relay for Life activity and participate in this activity, they learn organization skills, social skills, cooperation, how to serve others, and how to use creativity to fundraise.		Present	Present	Present
Members of the Baptist Collegiate Ministry meet regularly to discuss the Bible. They practice communication skills and analyze meaning in Bible verses.	Present	Present		Present
Students in Automotives will do additional work for other students and community members. They practice the skills they have learned in class, problem solve, create solutions, and learn social responsibility.	Present	Present	Present	Present

TRiO Activities

TRiO Transfer Trips are co-curricular activities designed to give the student practice in the transfer process to a four-year institution. Students travel to institutions of interest with a TRiO Transfer Specialist, become familiar with the campus, and visit with advisors. TRiO also sponsors cultural events where students travel to cities to see plays, visit museums, and participate in other activities that relate back to some component of their education at Ozarka.

Art Activities

Students taking art appreciation classes at Ozarka participate in open house activities where the students visit the homes of local artisans for an opportunity to appreciate local arts and crafts. In addition, the drawing students participate in International Day where they create art related to the highlighted country such as Greece this past fall semester. Both of these activities include creativity and practice.



Student Displaying Art at France International Day

Community College Survey of Student Engagement (CCSSE) Results

Ozarka College participated in the *CCSSE* in 2008. The results from this survey show evidence that the College curricular and co-curricular activities support inquiry, practice, creativity, and social responsibility. The following are survey results that lend evidence to this fact:

- 1) Ozarka students (forty-eight percent) said that they could make judgments about the value or soundness of information, arguments, or methods (either very much or quite a bit).
- 2) Ozarka students (forty-eight percent) said that they could apply theories or concepts to practical problems or in new situations (either very much or quite a bit).
- 3) Ozarka students (fifty-eight percent) said that their coursework at Ozarka College has emphasized the synthesizing and organizing of ideas, information, or experiences in new ways (either very much or quite a bit).
- 4) Ozarka students (fifty-one percent) said that their coursework at Ozarka College has emphasized the use of information that they have read or heard to perform a new skill (either very much or quite a bit).
- 5) Ozarka students (seventy-one percent) said that, while attending Ozarka College, they had read at least one book on their own (not assigned) for personal enjoyment or academic enrichment.

4b4. Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Ozarka College has continued to administer the *CAAP* test to Associate of Arts students even though the State of Arkansas no longer mandates the test. In addition, the *CCSSE* and [Alumni Surveys](#) and other classroom and program assessment provide information as evidence of the students' acquisition of broad knowledge and skills and intellectual inquiry skills.

Collegiate Assessment of Academic Proficiency (CAAP) Examination Scores

Ozarka College administers the *CAAP Examination* on a volunteer basis to Associate of Arts students who have accumulated between 45 and 60 credit hours. This provides Ozarka with national and state norms for benchmarking general education outcomes. Ozarka College students scored higher than the national average in most areas, which indicates that they have achieved a breadth of knowledge and skills as compared nationally. Refer to the chart in section 4b1, *CAAP Summary Report*.

Community College Survey of Student Engagement (CCSSE) Results

Ozarka College participated in the *CCSSE* in 2008. The results from this survey show evidence that students achieve a breadth of knowledge and skills and exercise intellectual inquiry. Please note in analyzing *CCSSE* data that approximately 65 percent of the students had accumulated 0-14 hours and only 15 percent had accumulated over 30 hours. The following survey results lend evidence that Ozarka students receive a breadth of knowledge and the ability to exercise intellectual inquiry. The percentages listed below represent the total responses for very much and quite a bit:

- 1) Seventy-five percent of our students said that through their experience at Ozarka College that they have acquired a broad general education.
- 2) Fifty-two percent of our students said that through their experience at Ozarka College that they have learned to write clearly and effectively.
- 3) Forty-eight percent of our students said that through their experience at Ozarka College that they have learned to speak clearly and effectively.
- 4) Seventy-four percent of our students said that through their experience at Ozarka College that they have learned to think critically and analytically.
- 5) Sixty-seven percent of our students said that through their experience at Ozarka College that they have learned to solve numerical problems.
- 6) Fifty-two percent of our students said that through their experience at Ozarka College that they have acquired job or work-related knowledge and skills.

Alumni Survey

The [Alumni Survey](#) of 2009 yielded the following results, implying that students have received a broad education and can use this education to solve problems and make their lives more productive:

- Can adapt what I learned to current needs (4.2 on a 5.0 scale);
- Learned to think and solve problems (4.3 on a 5.0 scale);

- Learned skills for life-long learner (4.4 on a 5.0 scale); and
- Know how to use technology for information (4.4 on a 5.0 scale).

4b5. Learning outcomes demonstrate effective preparation for continued learning.

On page 93 of the 2009-2010 *Ozarka College Catalog*, the following statement under the section *General Education Outcomes* describes the rationale behind including general education in all technical certificates and degrees:

Ozarka College recognizes that the General Education component of higher education is intended to provide students with the common body of knowledge, skills, and attitudes considered to be the core learning required of every educated person. This knowledge prepares students for lifelong learning and productive participation. The goals of the General Education component are clearly linked to course learning outcomes.

Ozarka College has six *General Education Outcomes*. These outcomes are linked to life-long learning skills and knowledge and can be found listed in section 3a1 of this Self-Study. A discussion of the results of assessment of *General Education Outcomes* can be found in section 3a2 and 4b1 of this Self-Study.

CORE COMPONENT 4c

Ozarka College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

4c1. Regular academic program reviews include attention to currency and relevance of courses and programs.

Currency and relevancy of program design is addressed in Arkansas Department of Higher Education program review for all programs on a seven-year reoccurring schedule. The Associate of Arts program has recently undergone relevancy assessment through the Arkansas Transfer System. The Associate of Arts in Teaching is aligned with Arkansas Tech University for relevancy. The Associate of Arts with an emphasis in Human Relations is aligned with Arkansas State University for program relevancy. The Associate of Arts in Entrepreneurship for Artisans is monitored by the Board of Directors of the Craft School for relevancy. In addition, programs undergo in-house program assessment through the Division Chairs and the Vice President of Academic Affairs where program relevancy is indicated through external testing as in automotive, culinary, practical nursing, registered nursing, health professions, and teaching. All programs at Ozarka are using the *Program Assessment Form* process for continuous improvement of programs. Yearly assessment includes the alumni survey with items relevant to program application. Technical programs have Advisory Boards that are included in the assessment process particularly to provide feedback on relevancy of programming.

CORE COMPONENT 4c

Alumni Survey

Administration performs an annual survey of alumni, requesting information about student experiences at Ozarka College and how those experiences relate to their current experiences, such as transfer to a four-year institution or a career. The [2007-2008 Alumni Survey](#) reports that students were satisfied with their experiences while attending Ozarka College. Students rated Ozarka College above a 4.0 on a 5.0 scale, expressing a high level of satisfaction on the following topics relating to relevancy and currency:

- Learned steps necessary to transfer to a four-year institution;
- Gained knowledge, skills and attitudes necessary for work;
- Can adapt what I learned to current needs; and
- Learned what I needed for what I am doing.

Advisory Committee Meetings

Ozarka College Technical programs, Adult Basic Education and the Library use [Advisory Councils](#) to provide feedback on the relevance of programming. These advisory councils provide advice to the Ozarka programs with some examples listed below:

Advisory Council	Meeting Date of Example	Programming Recommendation Captured in Minutes
Adult Basic Education	November 13, 2008	No suggestions were made at this meeting or the previous meeting in 2007
Allied Health (LPN)	May 1, 2009	It was suggested at the meeting that Ozarka College give more information to the clinical facility on what students can do during LPN clinicals
Allied Health (HIM)	May 1, 2009	AHIMA certification was recommended for the Health Information Management program
Automotive Service Technology	February 5, 2008	Members viewed two pieces of equipment that had been purchased following a recommendation at a previous meeting
Business Technology	November 10, 2009	The consensus was that a CP in banking is a good idea
Criminal Justice	February 5, 2008	Sheriff Weaver recommended that classroom criminal justice courses be added to the program when possible
Culinary Arts	February 5, 2008	Size of the current kitchen and classroom and amount of equipment was noted to be insufficient for the anticipated growth in the program
Library	November 9, 2009	The members were asked to look over the Paul Weaver Library User Survey and make suggestions to add to or take from the survey. Jonathan Baker noticed that the directions on some questions were unclear, and offered suggestions on how to clarify them.

4c2. In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

In keeping with the College *Mission*, each Ozarka College academic division is responsible for reviewing course learning goals and outcomes to ensure that each course includes skills and processes relevant to today's workforce. All certificates and degrees include general education components relating to the *General Education Objectives* prior to 2009-2010 and the *General Education Outcomes* beginning the 2009-2010 academic year. Included in the *Ozarka College Catalog* for these respective years are the following general education guidelines associated with diversity:

2008-2009 Catalog – Outcome 6: Recognize and expand awareness of global multicultural viewpoints.

2009-2010 Catalog – Outcome 6: Demonstrate an awareness of and appreciation for the diverse cultural, political, social, and economic forces that significantly affect (ed) past and present society.

In addition to the general education outcomes, programs provide practice of relevant professional skills and learning opportunities pertinent to performance in a diverse workforce. A discussion of professional and diversity skills relevant to workforce performance follows by program.

Associate of Applied Science

These degrees have a combination of general education courses required and courses related to the focus of the students' studies such as culinary with courses requiring them to practice their skills.

Associate of Arts

The *General Education Outcomes* make up one of the two outcomes for the program. An example of practice comes with history courses where ethnically and racially diverse speakers interact with students who normally have few opportunities for this type of conversation in the Ozarka mostly homogeneous service area. Other examples of practice come with writings in English courses and diversity discussions in College Success Orientation.

Associate of Arts in Teaching

Two education courses are required including one where students must do observations in four venues, three of which are the elementary level, middle school level, and the high school level. Additionally, a fourth setting must be identified and observed. The second course is related to the use of technology in teaching and prepares students for professional use of technology in the classroom. Finally, a psychology is a required elective and Child Development is required of all preschool through fourth grade programs.

Automotive Service Technology

Required general education courses provide valuable information needed to round out the technical skills of the graduate. One of the learning outcomes in a program technical course includes building relational support among peers and another is to apply knowledge to new situations.

Business Technology

All programs in Business Technology include the requirement of Human Relations where there is extensive discussion about relating to customers. Business Technology programs include many courses that are taught in the laboratory environment, providing the hands-on experience needed in the workforce.

Culinary Arts

Culinary Arts students participate in a variety of culinary competitions. The students have been very successful in competitive events, receiving six awards at the state level in [2008](#). Skills competitions provide students with an opportunity to demonstrate the skills acquired during their academic study in a more diverse environment. These events also give the instructors an opportunity to benchmark skills imparted by the Ozarka program against those of the best programs in the nation.

The Culinary Arts Department also offers a [Gourmet Night](#) twice a semester during the academic year. During this event, students operate the Culinary Arts kitchen as a restaurant, opening the doors to the community for dinner service. Through this experiential learning activity, students are able to exercise skills that they have learned during the course of their academic study, and apply those skills in a work-like, diverse setting.

The Culinary Arts Department also gives students the ability to practice their skills in diverse environments by catering to outside entities as in serving the area high schools; statewide high school, college, and university personnel; and various other groups from the service area.

Early Childhood Development

Students in this program are required to take two practicums, and each of these practicums requires 480 hours working with children and completing a professional resource file. During these courses, the instructor assesses them in this setting, and this assessment is sent to the accrediting agency. As a part of these courses, the professional resource files are developed with the intent that the student will continue to build this file after completion of their program. This on-the-job training gives the student many hours of interacting with the diverse situations faced in the workforce.

Health Information Management

The Health Information Management option includes a human relations course in which there is extensive discussion about relating to customers and a computer ethics course.

Health Professions

The Allied Health option includes two health skills courses that culminate in the student being ready to test for licensure for Certified Nursing Assistant. The program includes diversity awareness and a clinical experience.

Licensed Practical Nursing

The programs in the Allied Health Division have competencies and skill checks that students must master in order to progress through the program and graduate. The Nursing Department uses ATI proficiency testing throughout the program and as an exit exam. Additionally, the Nursing Department uses the NCLEX state licensure boards as evidence that the skills taught in the courses at Ozarka College are relevant to the workforce setting.

The LPN program covers ethics and diversity, two important concepts to the practice of nursing. Through clinicals, the students receive the opportunity to practice ethical decision making, diversity applications and the many other skills required of a graduate. Diversity is defined very broadly to ensure awareness of issues during practice. The nursing students take pre and post [Cultural Diversity Surveys](#) that include questions about the willingness to serve a range of persons such as criminals, people with terminal contagious diseases, unclean persons, inebriated persons, etc.

Registered Nursing

The curriculum requires general education courses as prerequisites including three biology related courses and their corresponding laboratory courses, two English courses, two mathematics courses, a computer course, a nutrition course and two psychology courses and requires 396 practicum hours within the program. Practicum hours occur in the workplace environment, providing diversity experience.



Ash Flat Nursing Students Practicing Skills

4c3. Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

In student surveys given while students are attending the College, at the end of their program, and during the alumnus status, students self-identify their capabilities to function in a diverse society. The CCSSE indicates that students do not have much opportunity to interact with other racial or ethnic groups but an increasing ability to interact with persons of varied religious, political or personal views.

Though these opportunities are low to moderate, the results of the *LPN Program Post-Graduate Alumni Survey* and the *Nursing Diversity Survey* indicate that students have gained the attitudes they need to function in a diverse local, national, and global society. Technology ability is rated highly, a necessity in today's global society. General opinions point to positive attitudes toward and about others, indicating the probability that Ozarka students could function and thrive in a more diverse environment. It seems that the initiatives by Ozarka College to promote diversity awareness have been successful. It is expected that the increase in speakers of other ethnicities and races will increase the positive percentages on the *CCSSE* to be conducted in spring 2010.

[CCSSE](#)

- Had serious conversations with students of a different race or ethnicity other than your own (19 percent answered very often or often; 42 percent for the national cohort)
- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (42 percent answered very often or often; 40 percent for the national cohort)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (46 percent answered very often or often; 48 percent for the national cohort)
- Using computing and information technology (68 percent answered very often or often: 59 percent for the national cohort)
- Understanding people of other racial and ethnic backgrounds (34 percent answered very often or often; 43 percent for the national cohort)

[Nursing Diversity Survey](#)

This survey was completed by graduating nursing students in spring 2009. Students were asked to rate each item with the following scale:

- 5: Can honestly be an advocate with others for this person
- 4: Use my knowledge and experience to really help this person
- 3: Try to help with any problems related to stereotype labels
- 2: Listen to his/her problems in an accepting way
- 1: Speak in a welcoming way
- 0: Would not be able to care for this person

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Graduate Nursing Student Survey Spring 2009	
An elderly person	4.6
A person with cerebral palsy or Down’s syndrome	4.4
An obese person	4.3
A baby with fetal alcohol syndrome	4.3
A child	4.3
A person of the opposite sex	4.3
An elderly person who cannot control bladder/bowels	4.3
A person with Alzheimer’s disease or who is mentally disturbed	4.3
An unmarried pregnant teen	4.3
A person with cancer	4.1
An extremely dirty person	4.1
A gay or lesbian	4.0
A severely deformed person or a person with an amputee	4.0
A union member, a feminist, or a nuclear armament proponent	3.9
An adult	3.8
Asian, Hispanic, Native American, African, an African American, or a Arab	3.7
A Protestant, Hindu, Catholic, Atheist, Moslem, Jew, or a Mennonite	3.7
A heavy smoker	3.7
A patient who doesn’t follow medical orders	3.7
An adult with AIDS or a baby infected by its mother with AIDS	3.6
An person under the influence of alcohol or drugs	3.4
An angry or argumentative person	3.3
A prostitute, inmate, or spouse abuser	3.1
A neo-Nazi, white supremacist, a communist, or a member of the Ku Klux Klan	2.8
A known sex offender, a known drug dealer or a person convicted of incest or rape	2.7

[Alumni Survey](#)

Learned to appreciate others different from me (4.2 on a 5.0 scale)

Learned to work cooperatively (4.3 on a 5.0 scale)

Know how to use technology for information (4.4 on a 5.0 scale)

[Student Diversity Survey Fall 2009](#)

Ozarka College <i>Student Diversity Survey</i> Fall 2009	
Survey results have been converted to a ranking of agreement based on a 5 point scale with 5 being in highest agreement with the statement.	
1. The Ozarka climate is welcoming and supportive of differences in race.	4.4
2. The Ozarka climate is welcoming and supportive of differences in ethnic cultural background.	4.3
3. The Ozarka climate is welcoming and supportive of differences in gender	4.6
4. The Ozarka climate is welcoming and supportive of differences in disability.	4.3
5. The Ozarka climate is welcoming and supportive of differences in age.	4.6
6. The Ozarka climate is welcoming and supportive of differences in sexual orientation.	4.0
7. The Ozarka climate is welcoming and supportive of differences in religion.	4.2
8. The Ozarka climate is welcoming and supportive of differences in nationality.	4.3
9. The Ozarka climate is welcoming and supportive of differences in educational level.	4.4
10. Ozarka instructors showed interest in issues related to diversity.	4.2
11. Ozarka has contributed to my knowledge and appreciation of diversity.	4.0
12. It is important for Ozarka to provide educational opportunities related to diversity.	4.3
13. During my time at Ozarka, the courses provided adequate learning opportunities about diversity.	4.0
14. Ozarka instructors encouraged students to develop insight and appreciation of diversity.	4.1
15. While at Ozarka, I witnessed one or more incidents of intolerance or discrimination against students of diverse backgrounds.	1.9
16. While at Ozarka, I experienced one or more incidents of intolerance or discrimination.	1.9
17. In general, I found the atmosphere at Ozarka to be accepting toward people of diverse backgrounds.	4.3
18. I have had experiences at Ozarka that adequately prepared me for dealing with issues of diversity.	3.7
19. Ozarka has helped me to accept and work more effectively with people of diverse backgrounds.	3.8

Course Assessment Plan

The *Course Assessment Plan* used by instructors for course assessment contains learning outcomes and the assessment of these outcomes. This form used for this assessment can be found in the *Assessment Plan* on [page 49](#). Some of the outcome assessment related to functioning in diverse, global societies include the following:

- Communications courses that cover intercultural communication;
- Arkansas History where students conduct diversity interviews;

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- History of World Religions where students conduct interviews with someone of a different faith;
- Developmental Reading where students read "Everyday Heroes" about multicultural heroes;
- Nursing courses where students are exposed to the diversity of patients in patient care;
- Cultural Anthropology where students, through a Skype link, connect with a Siberian university;
- World Lit I and II where students do diversity readings; and
- College Success where students cover the diversity section of the course.

4c4. Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Many programs at Ozarka have advisory boards comprised of outside constituents such as educators, employers and alumni. These boards make recommendations related to relevancy of curriculum and program outcomes. For examples of how these advisory boards affect curriculum and program improvements, see section 4c1 of this Self-Study. The programs and services having advisory boards are listed below:

- Adult Basic Education
- Automotive Service Technology
- Allied Health (CNA, LPN, RN)
- Business Technology
- Criminal Justice Administration
- Culinary Arts
- Health Information Management
- Library

Other programs at Ozarka have external input into the programs for various reasons. Below are examples of these programs:

- The Associate of Arts degree has undergone an assessment by the State of Arkansas to standardize courses for the Arkansas Transfer System.
- The Associate of Arts in Teaching was aligned with the program at Arkansas Tech University and is accepted for transfer.
- The Associate of Arts in Teaching was aligned with the program at Arkansas State University at Mountain Home and is accepted for transfer.
- The Associate of Arts with an emphasis in Human Relations was aligned with a degree in social work at Arkansas State University and is accepted for transfer.
- Entrepreneurship programs at Ozarka receive regular feedback from the Arkansas Craft School Board of Directors.

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- The State of Arkansas has the Division of Child Care and Early Childhood Education that oversees all Early Childhood Development programs in the state including the Ozarka program. In addition, there are national standards prescribed to the program.

Ozarka College conducts an [Alumni Survey](#) each year to gain insight from our graduates.

The following programs have external certification that leads to substantial input from these agencies:

- Automotive Service Technology: NATEF
- Certified Nursing Assistant: Office of Long Term Care
- Early Childhood Development: Division of Child Care and Early Childhood Education
- RN and LPN: Arkansas Board of Nursing

4c5. Ozarka College supports creation and use of scholarship by students in keeping with its mission.

Some examples of student scholarship at Ozarka College include the following:

- An English instructor encouraged a student to submit articles for publishing in a local newspaper and these articles were subsequently published.
- Composition II students are given a research project and are encouraged to publish their findings.
- A Biology instructor has one or two students each semester who complete research projects.
- Students in Drawing display their original art related to the International Day theme during the International Day event.
- LPN students have group projects where they research different cultures and present to the class.
- Statistics students collect data relative to their work or life, produce a report, and present the data to the class.

4c6. Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice.

All programs at Ozarka College include a general education component to facilitate the acquisition of skills relevant to life-long learning. For an in-depth discussion of Ozarka *General Education Outcomes*, see section 4b1 of this document. In addition to these general outcomes that facilitate life-long learning, all applied practice programs have components that prepare students to add to their college acquired skills when out in the workforce. The table below includes two examples each of the nine applied practice programs demonstrating faculty expectations for students to master independent learning in programs of applied practice. The standard print under "Expectation" in the chart below

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quotes learning goals or course rationales. The italics print following the standard print is the interpretation of how the goal or rationale indicates the expectation for life-long learning.

Faculty Expectations in Programs of Applied Practice		
Program	Course	Expectation
Automotive	AST 1106	Provides the student with an introduction to automotive engines. <i>The instructor used history of engines to illustrate the fact that engines have changed and will change with time. Students must be able to learn the new systems once in the workforce.</i>
	AST 2006	Includes the study of automatic temperature control systems, including the latest computer-monitored systems. <i>The instructor uses a variety of models and years, emphasizing that models change from year to year with continued learning necessary. In addition to using modern equipment, the instructor continues to train students on outdated equipment that may be found in many shops. This practice stresses to the student that they are in a constantly changing field where knowledge must be updated constantly.</i>
Business	ACCT 1123	Simulated accounting activities offer decision-making opportunities encountered in the business world. <i>The instructors highlight the art of decision-making as a process skill that must be transferred to the workforce.</i>
	MGMT 2643	Business and interpersonal skills necessary for ethical conduct, supervision, and leadership. <i>The instructor prepares students for leadership that must adapt to the environment to be effective.</i>
Culinary	CUL 1305	Food is prepared and served to the public, allowing realistic opportunities to learn kitchen organization. <i>Instructors prepare students to handle continued learning about public service through live interaction with the public during mentorship by the instructors.</i>
	CUL 1705	Catered events provide learning opportunities related to menu planning, purchasing, and cost controls. <i>Instructors prepare student to respond to real world situations by involving the students in local catering experiences.</i>
Early Childhood Development	ECD 1003	Introduction to the early childhood profession, including issues pertinent to the professional such as family relations and effective program operation. <i>The instructor prepares students to observe family interaction that will be different for each child and require constant learning for optimum interaction.</i>
	ECD 1403	All professional resource files and all CDA requirements must be completed. <i>The professional resource file is created by the student for use in the field. The intention for the student is that this file will be</i>

CRITERION 4 – ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE– 205

		<i>continuously updated once in the workforce.</i>
Education (AAT)	EDU 2013	Use and demonstrate the Internet as a repository of the latest information and as an educational resource and learning tool for K-12 education. <i>Instructor expects the student to develop skills to use the internet as a learning tool throughout their career.</i>
	EDU 2003	Analyze issues related to effective teaching. <i>The instructor teaches this process to be used throughout the career of the student.</i>
Health Information Management	HIM 2213	Exhibit ability to research current rules and regulations regarding health information. <i>The instructor expects students to acquire this process for continued use during their career.</i>
	HIM 2263	Network with HIM professionals within the state at the annual AHIMA and ADHI conferences. <i>The instructor expects students to learn how professional organizations can assist in life-long learning.</i>
Health Professions	HLTH 1203	Performance of basic and personal care skills according to the individual needs of the patients/residents in the health care or home care setting. <i>The instructor expects students to use their knowledge to adapt to specific situations when out in the workforce.</i>
	HLTH1033	Understanding of body structure and function so that abnormal changes can be easily observed and reported. <i>Instructor expects student to become more experienced in recognizing abnormal changes throughout their career.</i>
Practical Nursing	LPN 2402	Provides the student an opportunity to develop basic nursing skills and attitudes and adapt them safely to various situations with the comfort of the patient as a priority. <i>Students are expected to adapt to each patient's condition and needs and use this process of adaptation throughout their careers.</i>
	LPN 2504	Incorporate universal precautions in the clinical setting, use technology to enhance learning and collect data to aid in understanding and formulate ideas to solve problems in the management role. <i>Instructors expect students to become problem solvers throughout their careers.</i>
Registered Nursing	RNSG 2119	The student's fundamental knowledge base will evolve by introducing knowledge, assessment and clinical skills, behaviors, and critical thinking skills that are required to function in the role as a Registered Nurse. <i>Instructors expect students to learn the process skills necessary to function in their career including critical thinking, assessment, etc.</i>
	RNSG 2123	Students are introduced to the role of the Registered Nurse by applying new skills in the assessment, planning, intervention, and evaluation of their clients. <i>Instructors expect student to practice skills such as critical thinking and assessment learned in RNSG 2119 as they become life-long learners of the patient's clinical situation.</i>

4c7. Ozarka College provides curricular and co-curricular opportunities that promote social responsibility.

The following Ozarka College activities provide curricular and co-curricular opportunities that promote social responsibility.

- Admissions Department has strengthened the [Ambassador](#) program and increased the Ozarka Ambassadors participation in on and off campus events. This group of students who have been selected by their high school counselors will each receive a scholarship and assist the college as a liaison between the high school and the College while attending Ozarka. The Ambassadors are involved in orientation, “College Planning Day,” campus tours, graduation and at various other events on campus.
- Automotive Service Technology (AST) repairs cars for persons in financial need. Students who need car repairs can bring the necessary parts and AST students repair the car under the guidance of the instructor.
- The Allied Health Division participates in community service to put curricular knowledge to use in blood pressure booths, [flu immunization clinics](#), and public school BMI measurements. Nursing students are required to perform six volunteer hours per semester. Freshman nursing students complete the "Adopt a Resident" project.
- Business Technology instructors and students assist with blood drives and high school Business competitions.
- College Success Orientation students are involved in a variety of projects such as collecting food items, hosting a health related seminar, volunteering to help neighbors in need, donating materials for [Hamburgers for Haiti](#) fundraiser, etc.
- Concepts of Physical Education courses require two community service activities.
- Culinary Arts students perform various services such as catering fundraising events for the American Veterans Memorial in Ash Flat.
- The PTK Honor Society does a yearly project such as collecting for the local women’s shelter.
- Ozarka College offers [Fall Festival](#) and [Spring Carnival](#) as a no-cost family experience, promoting family fun without drugs and alcohol with substantial support by the Licensed Practical Nursing students and other students who volunteer.
- Ozarka College employees and students participate in a



Ozarka Sponsors Blood Drives

recycling program.

- Ozarka College Student Government participates in College events including planning and meetings of the President's Consultation Council.
- Student Services programs of the Student Success Center and TRiO SSS hire student peer tutors and use volunteer tutors.
- Students become engaged with the Constitution of the United States of America by participating in [Constitution Day](#) sponsored by the Library.
- Students organized a [Paintball Tourney](#) to benefit scholarships sponsored by the Ozarka College Foundation.

CORE COMPONENT 4d

Ozarka College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The evidence and examples presented below confirm that Ozarka College provides support to ensure that faculty, students, and staff members have many opportunities to acquire, discover, and apply knowledge responsibly.

4d1. Ozarka College academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Student Support Program Activities

TRiO SSS, the Student Success Center, and Career Pathways provide opportunities for students to develop the skills necessary for academic success. The peer tutoring programs allow students to work with peers on academics and student success skills.

The Information Systems department has provided an advising notes section in the student information system. Ozarka College faculty and staff document notes of student contact and advising.

The Ozarka College Student Services department, TRiO SSS, the Student Success Center, and Career Pathways work cooperatively to provide a



Motivational Speaker Paul Vitale Connecting with an Ozarka Student

Student Conference each semester. The conference focuses on basic student success topics. In recent years, the conference has offered workshops on many topics, including communication, study skills, time management, and more.

TRiO SSS has also provided outside speakers for students including Paul Vitale who was a motivational speaker and Allison Lewis, author of "The Seven Minute Difference," who spoke on time management.

Student Conduct Policy

Ozarka College has developed an extensive student conduct and integrity statement that is outlined in the *Ozarka College Catalog*. Additionally, the conduct policy includes a statement on Due Process and Student Grievance, both academic and non-academic.

Plagiarism Policy

Faculty Council reviewed the existing policies and created a new Plagiarism Policy in spring 2009. The policy was approved through Faculty Council and Administrative Council and is part of the master syllabus.

Course Syllabi

The master syllabus form contains information about the student conduct policy, student grievances, and a statement on plagiarism. Further, through the master syllabi, students referred to specific sections in the college catalog which relates to student policies.

4d2. Ozarka College follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Students are made aware of the plagiarism policies through the course syllabus. Instructors discuss this while reviewing the syllabus for the course. Students become aware of the formal disciplinary action resulting from evidence of plagiarism.

In addition, the Nursing department provides a student handbook with detailed policies and procedures on ethical conduct for nursing students as well in the college handbook under the Licensed Practical Nursing Certificate section. As another example, a science instructor currently restricts research to non-vertebrates because of ethical research procedure guidelines. Finally, training and/or information for staff, faculty, administration and students covering the policies related to sexual harassment, domestic violence, stalking, etc. is provided by Ozarka College.

4d3. Ozarka College encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Service learning activities and student participation in these activities at Ozarka College demonstrate that the College encourages responsible use of knowledge and is effective in doing so. In addition,

College and community volunteerism opportunities and subsequent student participation indicates students learn to apply knowledge responsibly.

Service Learning

Several Classes at Ozarka College contain a service learning component. Service learning and volunteerism is intended to teach social responsibility. Examples of some of these activities are as follows:

- Nursing Classes: Health care programs including Certified Nurse's Assistant (CNA), Licensed Practical Nursing (LPN), Registered Nursing (RN) and Health Information Management stress social responsibility in various courses. As CNA, LPN, and RN students become part of the clinical experience, they must transform what is learned in ethics-related courses into the practice of these principles. LPN and RN students volunteer in many venues such as performing flu immunizations.
- Culinary Arts Classes: Culinary students serve at many functions for the college such as at [College and Career Planning Day](#) where they provide brunch for the sponsors of over four hundred high school seniors and the representatives of the universities, financial organizations, and armed forces.
- Geography Classes: A [geography class](#) planned a service learning project to plant trees, replacing ones lost during the tornado of 2008 in Mountain View.
- Automotive Classes: In automotive classes, students gain practical experience by repairing cars for persons such as other students who would be challenged by paying repair bills to a place of business. This work is performed for donations to the Student Skills Competition Fund.
- Concepts of Physical Fitness: The students in this course are required to plan a service learning project. One semester several students in the class planned and presented a PowerPoint presentation to describe the need to do exercises for a healthy back. The students then demonstrated these exercises and fielded questions from the audience.
- College Success Orientation: One college success class chose to do a food drive as a class project. They were developing skills to lead volunteer efforts after college and were required to plan the drive, advertise the drive, set up for the drive, bring the collected food to the transport person, and write about the experience.

College and Community Service Activities

- *Phi Theta Kappa (PTK)* is a national honor society for students in two-year colleges. These students unloaded and organized supplies after a local, devastating tornado on February 5, 2008.
- Students from the Ash Flat site [volunteered](#) to assist with the 2008 tornado clean-up efforts.
- Culinary classes prepared and served food at the grand opening of the Clinton Library.
- Nursing students volunteered to host a haunted house for the Fall Carnivals of 2008 and 2009.
- The [Student Government](#) volunteered to help clean the City of Melbourne walking trail.
- The recycling program involves everyone at Ozarka College.

- [Care 2 Share](#) was a Christmas gift-sharing project made successful by student and employee participation. Students learned to help others by donating items they no longer used.
- Career Pathways Book [Loan Program](#) is a successful program because of student donations. Students learn to help other students by donating books from completed courses.

4d4. Ozarka College provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Historically as a two-year technical college, Ozarka College did not do active research. Research could be defined at the College only as that performed by students when preparing research papers. Instructors ensured the integrity of this process as they monitored the quality of research papers submitted versus the progressive quality of the student's work over the semester. When conflict was suspected, faculty members could check papers or parts of papers for plagiarism.

As the College is beginning to see more and more employees work on advanced degrees, there is an increase of research connected to the College through course work at other institutions. In addition, Institutional Research will become more active in the future with a new institutional department created for the College. This change has led the College to begin the formation of an Institutional Research Board (IRB). The VPAA has recently become certified as a reviewer and is in the process forming the IRB.

4d5. Ozarka College creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

The *Employee Handbook* last revised in 2009 includes the following statement on Intellectual Property Rights:

Any electronic or print materials/resources which are developed by employees as part of their paid employment at Ozarka or with the support of College equipment, materials, or facilities are the property of the College. Any employee who intends to copyright, patent, or merchandise those materials or objects must obtain prior approval from the President.

This information is disseminated to all employees when hired and there have been no complaints or contention brought forward. This is in line with state policy.

CRITERION FOUR: STRENGTHS AND CHALLENGES

Strengths - The College identifies the following strengths related to Criterion 4:

1. Ozarka students often juggle family obligations, work responsibilities, and college. Because of the Ozarka emphasis on service learning and volunteerism, student involvement is high even though students are very busy.
2. Ozarka College prepares students very effectively for the workforce through extensive clinical and service learning experiences such as in the nursing and culinary programs.

Challenges - The College identifies the following challenges related to Criterion 4:

1. Professional development at the College could be improved by becoming more robust, easily accessible, and multi-dimensional.
2. Program review is in transition at the College. A variety of methodologies have been utilized in the past to capture data, but the VPAA and Division Chairs have developed new processes that will enhance the documentation and use of information to improve programs. It is important to facilitate this transition by acknowledging model results, sharing these results with full-time and adjunct faculty, and monitoring progress.
3. The College should identify ways to increase scholarship opportunities for students. In addition, employees should generate and use additional research for continuous improvement of its practices and processes.

OZARKA COLLEGE SELF-STUDY

PART V

CRITERION 5 – ENGAGEMENT AND SERVICE



As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction to Criterion Five:

The College has developed and will continue to develop partnerships with the communities it serves, always conscious of the opportunity and responsibility for identifying needs and developing mutually beneficial solutions. These on-going and constantly evolving relationships provide another setting for accomplishing the mission, “Providing Life Changing Experiences through Education.” As Ozarka serves its constituents, it also makes available meaningful opportunities for students to engage with the community through service learning and volunteerism.

CORE COMPONENT 5a

Ozarka College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5a1. Ozarka College commitments are shaped by its mission and its capacity to support those commitments.

The *Mission* of Ozarka College is to provide life-changing experiences through education. The Ozarka College *Mission Statement* was created to guide and reflect the motivation, initiatives, policies, procedures and goals of the faculty, staff, and administration at Ozarka College.

An important aspect of mission accomplishment is the offering of programs at Ozarka College. These programs provide for life-changing experiences by leading students to the workplace or to more advanced degrees. As the College starts new or expands current programs, these programs undergo an approval process that begins in the Curriculum Committee. In this well-documented process for new curriculum or curriculum expansion, information is required to facilitate the decision-making process. Some required information for proposal submission includes a rationale for the change, competing

CORE COMPONENT 5a

programs in the area for the new or expanded program, and need for this proposal. This process takes the intended curriculum from the Curriculum Committee through a series of reviews that includes the Faculty Council, Administrative Council, the President's Consultation Council, and for new programs, the Board of Trustees, Arkansas Department of Higher Education and, when applicable, the Higher Learning Commission. This process enables review of both mission appropriateness and the Ozarka capacity to provide for the program on multiple levels.

Recent programs added make available life-changing opportunities such as CNA licensure that provides for entry-level jobs in the health care industry or a preliminary step to a nursing career; entrepreneurship education for artisans in the Mountain View area; an LPN to RN program for area practical nurses wanting advanced degrees; and an Associate of Arts in Human Services that would transfer to a nearby four-year institution to encourage students into a needed field in Arkansas. Currently, the College is working with the Arkansas prison system to develop a corrections program that would be delivered to area high school students, enabling high school students through this college program to be certified as a corrections officer upon graduation. Ozarka would be one of two institutions in the state to offer this program.

The histories of these newer programs lend credibility to the fact that Ozarka College serves the needs and expectations of the service area by learning what is needed and analyzing its capacity to provide those programs.

Program	Year Started	Outcome through fall 2009
Registered Nursing AAS	2005	58 RN students have completed the program and passed their licensure exam
CNA Licensure Preparation	2007	122 CNA students have completed the courses
LPN Expansion	2007	46 students have completed the program and have passed licensure
Entrepreneurship for Artisans (Continuing Education)	2008	10 students
Human Services AA	2009	10 self-identified but no formal change of major filed
Entrepreneurship of Artisans	2009	Currently in the recruiting phase

5a2. Ozarka College practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Ozarka College scans the environment, both externally and internally, in various ways. Some of these scans include the [External Survey](#); *Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis*; [Graduate Exit Survey](#); [Employee Satisfaction Survey](#); [Non-Returning Student Survey](#); and [Alumni Survey](#). Technical programs and the library use program advisory committees composed of professionals working in the field who make recommendations to program instructors based on the professional's experiential knowledge. A physicians' referral network has been made aware of certain health-

promoting programs sponsored by the Ozarka Fitness Center, and health care providers are able to refer patients to these programs. Programs such as nursing conduct studies to determine need in the area. A discussion of these scans, surveys, advisory boards and studies and examples of how they are used at the College to better serve its constituents appears below.

The [External Survey](#) of fall 2008 completed by citizens of Izard, Sharp and Stone counties included suggestions for adding arts and crafts, Certified Nursing Assistant (CNA), Registered Nurse, environmental programs, energy programs, aviation and a community exercise room in Mountain View. College foresight along with insight from the survey has resulted in changes at the college. A Certificate of Proficiency and an Associate of Arts with an emphasis in Entrepreneurship for Artisans was added and the CNA program was expanded to Mountain View. Some of the programs that are currently being considered when funding is available include energy programs, Leadership in Energy and Environmental Design (LEED) certification programs, and an aviation program. All three of these programs were listed in the subsequent *Programs Survey* of fall 2009 by the President. This survey was sent to all Ozarka personnel to further analyze potential programming. The community workout room listed on the [External Survey](#) was considered when planning the new Mountain View facility but classroom space with the potential to house energy-related programs or other technical programs received higher priority.

Additional primary sources of environmental scanning for Ozarka College are academic advisory committees. These program committees, comprised of representatives from multiple sectors of the institutional service area, provide feedback and direction for curriculum development and other instructional matters. Examples of the academic [advisory boards](#) having input into decisions by the college include the incorporation of Office 2007 into business computer courses and the addition of the Computer Ethics and Security Course as a required course in the Associate of Applied Science degree plan for Business Technology.

Ozarka area medical service providers continue to experience a shortage in qualified nursing professionals as indicated by the health care advisory committee meeting minutes posted on the website. Additionally, a 2008 survey of students enrolled in pre-requisite courses for the nursing program revealed high interest in night and weekend classes. The additional nursing program courses are now customized for evenings and weekends to reach students otherwise unable to access health care training due to time constraints. In 2009, the Division Chair for Nursing and Allied Health proposed a new licensed practical nursing program in response to the [committee's](#) expression of critical need. On January 14, 2010, the Arkansas State Board of Nursing approved the Ozarka College proposal for the new LPN program to begin in August 2010.

The Arkansas Rural Nursing Education Consortium (ARNEC) continues to produce high-quality registered nurses to serve in the State of Arkansas. Ozarka College is a partner in the consortium developed by six rural colleges in the state to provide quality training to LPN professionals wishing to pursue the RN degree. In November 2009, students from across the State of Arkansas who were preparing to complete the ARNEC program took the Assessment Technologies Incorporated (ATI) *Comprehensive NCLEX Predictor*. Those 116 students scored in the top one percent in the nation on that exam. The ARNEC

program student retention rate is an impressive 95 percent, and since its inception in 2004, Ozarka has increased seating from ten to twenty students. Currently there is an expectation to increase seating to forty students in 2011. The current pass rate for RN licensure among ARNEC participants is 95 percent.

In other efforts to address changing community needs, Ozarka offers a physician referral network in the Fitness Center designed to address the senior adult population in the four-county area. A referral list of twenty-eight health care professionals in the Ozarka College service area (including physicians, nurse practitioners, hospital representatives, nursing home administrators, chiropractors, physical therapists and mental health professionals) is maintained and their offices are contacted regarding upcoming class dates and sites. During the last fiscal year (June 08-May 09) the fitness center had 14 referrals from these medical offices, 12 of whom completed the course. From June to December 2009, the fitness center received 8 referrals.

In 2009, Ozarka College employees were invited to participate in a specially-designed survey to assess the level of satisfaction at the college. The results of this survey were used during the identification of [Strategic Priorities](#) for planning 2010-2011. With communication being identified on the lower end of satisfaction on the survey (3.4 on a 5.0 scale) and morale rated relatively low (3.6), one of the top priorities identified for strategic direction was to "Increase communication, engagement and morale."

At commencement each year, the public relations specialist and the student services department collect survey data from graduating students regarding their experiences at Ozarka College. This information is used in a variety of ways, including improvement for the college branding initiative and for the evaluation of student services programming. The data from the [Graduate Exit Survey](#) indicates a significant reliance on the Ozarka web portal as a valuable source of pertinent information such as course schedules and other important campus news. In May 2009, 83 percent of graduating students surveyed indicated the myOzarka web portal as the primary resource for college-related information. The Information Systems Department maintains the web portal in-house to ensure the accuracy and relevance of the content for student use. This commitment of institutional resources illustrates a shift toward meeting students' changing expectations through the use of available technology based on student feedback.

Ozarka College surveys graduates via an annual [Alumni Survey](#) distributed by the Vice President for Planning and Institutional Research.

5a3. Ozarka College demonstrates attention to the diversity of the constituencies it serves.

Enrollment demographics for Ozarka College remain constant in regard to diversity on campus throughout the existence of the Institution. (Enrollment information for the past several terms may be accessed [online](#).) Generally, 70 percent of Ozarka students are female with an average student age of approximately 31 years old. The median income for residents of the four-county service area is between

\$13,000 and \$15,000 below the national average. Based on Arkansas Department of Higher Education numbers, Ozarka College student diversity is as follows for 2009-2010:

Race/Ethnic Group Fall 2009-2010	Student Count	Percentage of Students
American Indian/Alaskan Native	12	0.9
Asian	7	0.5
Black/African American	5	0.4
Hispanic/Latino	13	1.0
Unknown	0	0.0
White	1327	97.3
Total	1364	100

Although the Ozarka College service area offers little natural diversity in the form of race and ethnicity, the institution makes concerted efforts to identify the diversity of the region and to encourage appreciation for diversity. In the spring of 2008, the College President appointed a new standing committee to elevate the importance of diversity on campus. This committee was charged with creating opportunities for both students and the community to experience cultural events to the extent the College could reasonably provide. In addition, faculty members continue to integrate diversity into their classrooms under the auspices of this committee and the Administrative Council.

The [Diversity Committee](#) has been very active, providing additional experiences for Ozarka students through International Days, diversity speakers, and a global connection. The Committee has hosted three International Days: Italy, France, and Greece. Some of the recent diversity speakers include lecturers on African-American history, the Ukraine, and Japan. A class from the Mountain View site connected with an English class from Gorno Altaysk State University from Siberia. After introductions and the playing of musical instruments by both classes, the students asked each other questions about the other's culture. This connection is scheduled several times during the semester.

In 2004, Ozarka College received a grant from the Department of Justice Office on Violence Against Women which provided for professional development for staff to assist and counsel students seeking reprieve from domestic violence situations. Although the grant period expired in 2007, the benefit of the investment in training remains in effect. Staff members are now better able to deal with domestic violence situations as they arise either on campus or in students' lives.

In 2007, Ozarka College received a grant from the Department of Labor together with two other community colleges. The grant included tuition scholarships for high school and college CNA students. This grant was written in order to provide for those least able to afford education. The knowledge that many high school students could not sign up for concurrent courses due to a lack of funds led to including the scholarships in the grant. Likewise, students who are trying to obtain CNA licensure post high school do not usually have funds for these courses.

The nursing programs use a pre and post program [survey](#) to assess growth in diversity acceptance as it relates to feelings about treating patients. The diversity is broken down into many subgroup characteristics such as personal grooming, religion, group affiliation, criminal status, etc. This survey helps the instructors to monitor the effectiveness of diversity programming.

The [Student Success Center](#) provides tutoring, online tutoring, and workshops to all students on the main campus and both off-campus sites. [TRiO](#) offers tutoring, workshops, intrusive advising, and cultural events to qualifying students. [Career Pathways](#) provides additional services to students with limited financial resources.

Ozarka College offers classes to qualifying inmates at the Arkansas Department of Corrections North Central Unit in Calico Rock. It is reported that students in this program have experienced zero recidivism to date.

When notified, Student Services personnel, especially from Admissions and Financial Aid, visit dislocated workers at their former place of employment or invite the dislocated workers to the College. The Ozarka employees present the dislocated workers with registration information, decreasing enrollment barriers. This provides an academic alternative to those who have been affected by the economic downturn.

Ozarka College updated all recruitment materials for a more diverse student population. The public relations specialist and the director for admissions meet annually to discuss appropriate representation of the student body in publications used by Ozarka College. When discussing new publications, college personnel are ever mindful of the need to be accurate in developing materials to represent and promote the college environment.

Ozarka College offers considerable online and night [classes](#) to accommodate non-traditional schedules. Online enrollment often compliments student attendance on campus in traditional courses. All students have access to their course information by logging into the myOzarka web portal, managed by campus Information Systems staff. Students may offer suggestions for improvement to the web portal by contacting the technology help center or by posting comments to the discussion board online.

Ozarka College hosts cultural events such as plays and concerts, mostly sponsored by the Drama Club. Local public schools are invited regularly to bring students on campus for these activities which are also open to the general public. For several years, Ozarka has been a recipient of grant funds to sponsor the Arkansas Art Mobile (a mobile art gallery) on campus. These cultural events appeal to elementary age students as well as adults.

5a4. Ozarka College outreach programs respond to identified community needs.

Ozarka Connects with Local Artisans

In many ways, Ozarka College responds promptly and consistently to community needs. The College has provided art and culture activities for the community. The Allied Health Division requires students to participate in community service events prior to graduating. Ozarka College facilities in Ash Flat and Melbourne are used for standardized testing for local area high schools.

The Ozarka College [Continuing Education](#) program offers non-credit courses for area citizens. Personal enrichment programs have included equine management, quilting, cake decorating, yoga, and scrapbooking. For several summers, the continuing education catalog included an enrichment program for area youth in grades one through eight. Students participated in courses on the college campus to explore culinary arts, science, health care professions, fitness, computer technology, law enforcement, and other fields of study. In addition, the fitness center has developed specific courses on arthritis exercise, diabetes education, and healthy living for senior adults in the area.

Ozarka College provides Day Care facilities for qualified children of students, faculty, administration, and community members. All child care providers at Ozarka Kids Academy are certified as Child Development Associates (CDA) according to Arkansas policy administered by the Arkansas Division of Child Care and awarded by the Council for Professional Recognition. Each employee is also certified in Infant/Child/Adult CPR and First Aid. The [Director](#) was recognized in 2006 as one of five Arkansas Outstanding Early Childhood Professionals.

Ozarka College extended its educational service capacity by constructing two off-campus sites, one in Ash Flat and one in Mountain View, and providing online classes. Ozarka College offers classes to inmates at the Department of Corrections North Central Unit in our service area. In addition, the College offers concurrent credit to high school students at eleven regional high schools.

Ozarka employees actively participate in community events such as Relay for Life, Pioneer Day, Arkansas Beanfest, Ash Flat Eagle Fest, and more. The College sponsors community activities such as Fall Festival and Spring Carnival. To promote alcohol awareness, the Student Success Specialist writes grants to fund the Fall Festivals and Spring Carnivals. The 2008 and 2009 Fall Festivals were very well attended with over 500 community participants for each event, and the Spring Carnivals of 2009 and 2010 included respectively over 700 and 800 community participants. In addition, College employees serve in civic

organizations and hold offices in such groups as Melbourne Industrial Development Corporation, the Mountain View Chamber of Commerce, and the Sharp County Economic Development Coalition. Community outreach is well publicized by the marketing department to both internal and external audiences via local media and the campus newspaper, [Ozarka College Connection](#).

5a5. In responding to external constituencies, Ozarka College is well-served by programs such as continuing education, outreach, customized training, and extension services.

Continuing Education and customized training courses are scheduled based on perceived need or upon request from the community. Ozarka College makes its facilities available for many community functions and events, including plays, concerts, graduations, testing, banquets, meetings, and other services. Ozarka College offers childcare worker training several times per year and hosts annual continuing education for realtors, radiologists, electricians, and insurance agents. Child care providers have several opportunities to receive annual training through a partnership with the University of Arkansas to bring free child care training on campus. These endeavors have helped the College to maintain relevancy in the community.

The Allied Health Division expanded the LPN program in stages based on need expressed by the medical community. The first phase in 2007 added 20 student positions for LPN applicants in both Ash Flat and Mountain View. The second growth phase was implemented in the 2009-10 academic year with approval for an evening/weekend program on the Melbourne campus for another twenty students. This response has also helped the College successfully grow its off-campus sites.

CORE COMPONENT 5b

Ozarka College has the capacity and the commitment to engage with its identified constituencies and communities.

5b1. Ozarka College structures and processes enable effective connections with its communities.

Ozarka College is governed by members of its service area. The Governor of Arkansas appoints the seven-member [Board of Trustees](#) based on residency in one of the four counties. Historically, each county has been represented by at least one Board member, giving the College a direct connection to each county at the highest level of College governance.

Ozarka College employees and its student body largely reside within the College service area. This naturally provides for an in-depth awareness of the communities and individual concerns of each area. Since Ozarka opened as a vocational school in 1973, the campus has been open to the Melbourne community and to students. The college sites in Ash Flat and Mountain View also provide for effective connections with the communities in Sharp and Stone Counties.

CORE COMPONENT 5b

Being located in a rural area, Ozarka relies on newspaper, radio, internet, and local cable stations to share pertinent information with its constituents. The Public Relation Specialist visits regularly with local media representatives in person, by phone, and via email. Our area media are provided with press releases in electronic format for their convenience.

The President provides monthly [updates](#) to the Board and staff which can be found on the website. The Administrative Council meets weekly to discuss items related to campus growth and the implications for the service area.

In 2009, the College President created a [President’s Consultation Council](#) (PCC) consisting of Administrative Council, Division Chairs, the Staff Organization President, Faculty Council Chair and the Student Government Association President. The PCC meets quarterly to address items of interest across campus and to review agenda items for the Board of Trustees meeting.

Some examples of Ozarka processes which facilitate effective connections with the community include the following:

- Volunteerism
 - Ozarka Team for Relay for Life
 - Business Department hosting blood drives for the Red Cross and High School Business Competition Day
- Service
 - Hosting Fall Festival and Spring Carnival for the community
 - Employees providing leadership for non-profit organizations such as Safe Passage, Arkansas Urban Forestry Council, etc.
- Participation in local activities
 - Providing speakers for local clubs and groups such as the President speaking to the Kiwanis, Lions, and Rotary Clubs and Chambers of Commerce
 - Advancement personnel attending Chamber of Commerce meetings
- Service learning
 - Automotive students repairing cars that align with classroom learning outcomes
 - Culinary students serving at holiday functions

5b2. Ozarka College co-curricular activities engage students, staff, administrators and faculty with external communities.

Ozarka College co-curricular activities that engage the College with the external community include the following examples:

- Career Pathways and Work Keys testing for job readiness certificates

- Nursing Students attending competitions
- TRiO students attending Career Night, cultural trips and transfer trips
- Art students visiting the Artmobile
- Students attending the Money Management Fair
- The work study program where students obtain jobs within the College related to their field of study such as Business students working as assistants to instructors and teaching students working as tutors

5b3. Ozarka College educational programs connect students with external communities.

Ozarka employees organize Pioneer Day, Folk Festival, and Beanfest activities, and staff, faculty, administrators, and students represent the College by participating in these events.

Faculty members at Ozarka College are encouraged to offer service learning activities within courses to allow students the opportunity to interact with the community. Projects documented include volunteering with Red Cross to help with tornado damage cleanup, the Phi Theta Kappa food drive, and College Success Orientation classes doing various projects such as collecting food for the needy and personal items for the safe house. Other examples include Health and Wellness students giving a presentation on back health for those interested in attending or teaching elementary students about proper stretching, Nursing students checking blood pressures at county fairs, Automotive students repairing cars for other students, Culinary students cooking and serving the workers during the ice storm, and Angel Tree campaigns to assist local families.

The Licensed Practical Nursing, Registered Nursing, and Certified Nursing Assistant programs have extensive connections with the external communities. For example, looking only at the LPN program in Ash Flat, the following partnerships are noted on the Partners for Care grant report for the 2009 fourth quarter:

Ozarka students in the LPN program at Ash Flat attend clinicals at the Ash Flat Healthcare and Rehabilitation, Cave City Nursing Home, White River Hospital, Calico Rock Hospital, and Fulton County Hospital. Additional sites used include Batesville Dialysis, Batesville Surgery Center, Salem First Care (doctor's office), Fulton County Hospital, Eagle Crest Nursing and Rehab, White River Diagnostic Clinic, Urgent Care Center at Highland, Cave City Clinic, Calico Medical Center Horseshoe Bend, Crown Point Nursing and Rehab, Calico Medical Center Melbourne, White River Clinic at Melbourne, and White River Clinic at Horseshoe Bend. Affiliation agreements are in place for these sites, also, and relations are maintained with these sites through the nursing instructor and the clinical instructors. Three new clinical sites have been added more recently including Woodlawn Nursing Home, Hardy Medical Clinic and Dr. Jackson's Clinic in Highland.

The Culinary Arts program connects extensively with the community. Every semester Culinary Arts students have Gourmet Night when they prepare food and serve community members in their dining room in the restaurant format. Throughout the semester and particularly near holidays, the students and instructors cater both for the College and in the community for private events. The instructors maintain a calendar of these events.

Ozarka Kids Academy serves students, area parents, and area children through its operation of an on-site early childhood program which includes training and education on parenting and childcare. The Academy serves as a clinical site for students in the Associate of Arts in Teaching and nursing programs.

The Associate of Arts in Teaching students must do observations in various schools in the area. After each has completed the associate's degree with Ozarka College and matriculate to Arkansas Tech University to complete a bachelor's degree, Ozarka College facilitates the student teaching process for the University.

5b4. Ozarka College resources - physical, financial, and human - support effective programs of engagement and service.

As part of its mission to provide life-changing experiences, Ozarka College invests adequate resources to promote service throughout the four-county region. Campus facilities are open for use by the general public when not occupied for college purposes as can be shown by the Ozarka [Campus Calendar](#). The Vice President for Academic Affairs coordinates the master calendar online to identify campus space reserved for various reasons. A facilities usage policy was implemented in 2008 to help defray the cost of maintenance upkeep, yet a modest maintenance fee is often waived for non-profit groups and organizations such as the Lions Club, Chamber of Commerce, local non-profit board meetings, and public schools.

The Vice President for Student Services maintains a budget to support student government events and service activities. In 2009, the Student Government organization was restructured to include representation from Ash Flat and Mountain View sites as well as the main campus in Melbourne.

Student groups select service projects and faculty encourage students to join service activities. College Success Orientation instructors collectively in Ash Flat conducted a donation project for a local family displaced by the tornado of February 2008. Students contributed in great generosity and also volunteered time to help with cleanup in the towns with the most devastation.

Marketing funds have been used to sponsor a project of choice from each area high school district.

Advancement staff and Ash Flat and Mountain View site coordinators regularly attend community functions, meetings, and events to publicize current events and programs for the College.

Departmental budgets are used by Ozarka programs involved in service learning. The College operational budget provides the human resources for arranging and supervising the service learning areas such as nursing clinicals, teaching observations, student teaching, college orientation and physical education service learning projects, and culinary food services. The College provides the physical resources needed such as the nursing labs, culinary dining room, classrooms, lecture hall, and the additional materials needed to prepare for these service learning experiences.

Ozarka College has dedicated resources to building scholarship programs for area students. In 2007, the President appointed a standing committee to develop and manage a scholarship clearinghouse on campus. All [institutional scholarships](#) are approved by this committee which also reviews applications for privately-funded Ozarka College Foundation [scholarships](#) each semester. The Foundation Board endowment program has grown from a mere five named scholarships in 2006 to more than twenty in 2009. Each endowment is invested and protected, with only interest earned being distributed to students in the form of scholarships. The Admissions Office and Advancement co-host a scholarship reception each year to honor recipients and donors.

5b5. Ozarka College planning processes project ongoing engagement and service.

The Ozarka College planning process includes planning for engagement and service in the planning manuals from 2006 through 2010. For instance, some examples found in the [2009-2010 Planning Manual](#) demonstrating planning for ongoing engagement and service include the following:

- The Allied Health Division will continue to expect and encourage its students to participate in designated hours of community service as well as the clinical practicum for each program which includes community health.
- The Physical Education instructors will continue to require students to participate in two service learning activities on behalf of Ozarka College during each semester.
- The Culinary Arts Department will respond to the community needs in regards to dining experiences that are provided to the community through Gourmet Night, on campus catering functions, and off-campus catering functions.
- Ozarka College Ash Flat in conjunction with the PBL student organization will sponsor a blood drive each semester for the American Red Cross.

CORE COMPONENT 5c

Ozarka College demonstrates its responsiveness to those constituencies that depend on its services.

5c1. Collaborative ventures exist with other higher learning organizations and educational sectors.

Ozarka College recognizes the advantages of partnering with similar organizations to offer additional programs and services to students. The College seeks innovations which enhance effective learning

environments by initiating partnership programs with other two-year colleges, universities, and other educational groups.

In 2002, Ozarka began offering education courses which led to the Bachelor of Science in Early Childhood Education through Arkansas Tech University. Thirty-nine students have received their bachelor level training by participating in this dual-institution degree program. Other programs available through cooperation between institutions include the Bachelor of Science in Mid-level Education degree through ASU-Mountain Home/ASU-Jonesboro, and the Associate of Arts with an emphasis in Human Services degree with Arkansas State University-Jonesboro.

The Allied Health Division continues to operate a Registered Nursing program through membership in an eight-institution consortium, [ARNEC](#). The ARNEC program at Ozarka expanded from ten to twenty students in 2008. This program had a pass rate of 94.4 percent for the Ozarka College site for the year 2008. Monthly consortium meetings are held in Little Rock to address issues, perform systematic evaluation of the RN program, and to make needed changes to enhance the program across the state.

The Allied Health Division maintains current affiliation agreements according to the systematic evaluation plan for each clinical site. Area hospitals, rehabilitation centers, and medical clinics serve as learning sites for nursing students. New sites are added periodically to meet the needs of the students.



Additionally, the Arkansas Craft School ([ACS](#)) has been established through a partnership consisting of the Ozark Folk Center, Arkansas Craft School, and Ozarka College. The mission of the ACS is to educate aspiring craft artisans for success in the creative economy. The ACS offers individual courses and programs for continuing education credit with Ozarka College. A 2009 catalog of courses was developed with fourteen course sessions scheduled for the year by the Craft School. In partnering with the Craft School, Ozarka College has developed a certificate of proficiency, Entrepreneurship for Artisans, and an Associate of Arts Degree with an emphasis in Entrepreneurship for Artisans for students who want to further their formal education in traditional and contemporary craft. The Craft School successfully offered marketing seminars; small business training for artisans; and special trade seminars and apprenticeships in wood turning, stained glass, blacksmithing, and weaving. Two Ozarka employees are Board members for the Craft School.

Ozarka College will continue to create effective learning environments by partnering with service area high schools to provide concurrent enrollment for academic and technical education. For example, Partners for Care is a co-authored grant with Ozarka College, Arkansas State University-Mountain Home, and the University of Arkansas Community College-Batesville. Through the Partners for Care, Ozarka

College is offering Health Skills I and II and Medical Terminology to seven area high schools via interactive video. In addition, an adjunct nursing instructor teaches the three medical-related courses to an eighth high school. Tech Prep articulation agreements with area schools allow students to receive concurrent college credit for approved technical courses. Additionally, Ozarka College continues to offer concurrent enrollment in area high schools where master's-prepared instructors are available. For the fall 2009 semester, regular concurrent classes in addition to the health care courses were offered at six area high schools.

The Paul Weaver [Library](#) strives to meet patrons' academic needs with an ever growing collection of over 15,000 books and audio/visual items. Students have access to an Online Computer Library Center and can borrow books or other information sources from other libraries anywhere in Arkansas or the United States. Students from the Ash Flat and Mountain View sites may request interlibrary loan materials from the Melbourne campus and have them couriered to those sites. A yearly review of interlibrary loan requests helps identify frequently-requested titles which should be added to the permanent collection. Numbers of interlibrary loans have fluctuated back and forth since 2006 due to the increased use of electronic sources for research purposes. Computers have been increasingly incorporated into the library for student research since 2001. Eighteen computer stations were available for student use in the library in 2009. Students also have access to database research engines in Ash Flat and Mountain View.

The TRiO SSS program provides extra services which are intended to increase the chances of a student graduating with a four-year bachelor's degree. Additionally, the services focus on retention, graduation, and transfer. Some of the services which are provided to SSS participants are as follows: transfer advising and assistance, transfer trips, transfer scholarships, other scholarships, career seminar, and an annual transfer fair. Since the fall of 2007 thirty transfer trips have been taken involving ninety-one students. The TRiO transfer program concentrates on taking more trips to those schools that receive most of our transfers: UCA, ASU (Jonesboro and Mountain Home), Lyon College, and Williams Baptist College. Additionally, four year college representatives make site visits to Ash Flat and Mountain View as well as the Melbourne campus. The University of Central Arkansas, Williams Baptist College, ASU, and Lyon College are among the institutions that make regular visits to meet with students during the school year.

A College Planning Day endorsed by the Association of Collegiate Registrars and Admissions Officers is held each fall bringing college and university representatives from across the state and out of state to the Melbourne campus to visit with area high school seniors. The program is coordinated by the Admissions Office. Approximately forty college representatives and two hundred and fifty high school students attend the event. Ozarka College also hosted a regional counselor's workshop in September 2004 and again in 2009 to update high school counselors on pertinent information for advising of high school graduates.

A pilot program started with the Arkansas Department of Correction North Central Unit located near Calico Rock in 2004 is now a model for other institutions in the state. Ozarka College has offered

developmental classes, selected general education classes, and various business classes at the local prison with no inmate returning to incarceration since the inception of the partnership. Following guidelines established by an Arkansas Department of Correction Grant, students must be thirty-five or younger and within seven years of release. A student must meet admission requirements before enrolling in classes. Most students earn between six and eighteen credit hours before being released. If a student is approved by the Department of Correction Grant, he may receive funding for tuition, fees, and books. Ozarka faculty travel to the prison to deliver instruction, and the Vice President for Student Services also visits regularly to address student services business.

Ozarka College is a member of the North Arkansas Association of Two-Year Colleges Consortium since fall of 2009. The mission of the consortium is to strive to meet the education and work-force needs of North Arkansas through a collaborative effort with programs, services, and work-force training. The members of the consortium meet regularly throughout the year to discuss opportunities and activities, such as appropriation requests, grant applications, curriculum development, and training opportunities. The Consortium united to seek funding for allied health educational programming in early spring 2010.

Ozarka College has joined with ASU-Mountain Home to study poverty in a seven county area as part of a planning grant from the Winthrop Rockefeller Foundation awarded to ASU-Mountain Home. The group is comprised of representatives from the seven counties and meets throughout those counties. As it examines the nature of poverty in North Central Arkansas, the goal is to identify ways specific to the region to reduce poverty.

5c2. Transfer policies and practices create an environment supportive of the mobility of learners.

An important component of the college curriculum includes assurance to Ozarka students as to the transferability of general education courses and other specified offerings. Ozarka College has developed agreements with various four-year institutions, both public and private, to facilitate the seamless transfer of college credit toward bachelor level degrees. The examples below provide evidence of the mobility of Ozarka learners resulting from Ozarka policies and practices associated with transfer.

Ozarka College actively participates in the state-wide effort to assist transfer students in our state, officially identified as the [Arkansas Course Transfer System](#) (ACTS). ACTS contains information about the transferability of courses with Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Additionally, the Vice President for Academic Affairs, Division Chairs, and the Vice President for Student Services continue to work on articulation agreements with four-year colleges and course transfers. The Vice Presidents for Academic Affairs and Student Services regularly attend statewide meetings to stay abreast of academic affairs matters and to network with other colleges and universities.

Some specific agreements have been made with several other institutions regarding student transfer to other institutions or the attainment of bachelor's degrees.

- The Associate of Arts in Teaching (AAT) is designed to introduce students to the profession of teaching and to maximize the hours taken at Ozarka College that will lead to a bachelor's degree in the students' desired area of certification.
- Arkansas Tech University offers junior and senior level elementary education courses through a variety of formats for Ozarka College service area.
- In 2009 Arkansas State University-Jonesboro developed a mid-level education program that is hosted by ASU-Mountain Home with some classes offered at Ozarka College.
- According to the terms of a partnership agreement between Ozarka College and Arkansas State University, students who complete the Associate of Arts degree will be able to transfer all course work directly to ASU and enter with junior standing.
- The Associate of Arts in Human Services degree is awarded to students who successfully complete a planned program of collegiate level work that is transferable towards a baccalaureate degree in social work from Arkansas State University.

As additional personnel have been trained in the Registrar's Office, the transcript transfer process has been streamlined so that transfer work is evaluated in a timelier manner and added to students' transcripts.

Transfers from other practical nursing programs are accomplished with competency testing due to the different nature of every practical nursing program in Arkansas and a letter of good standing from the previous institution.

Eight community colleges with LPN programs have joined together to form a consortium, the Arkansas Rural Nursing Education Consortium (ARNEC). This program was designed to meet the needs of working Licensed Practical Nurses/Licensed Psychiatric Technical Nurses/Licensed Vocational Nurses. If an enrolled ARNEC student needs to transfer to another ARNEC member institution, then permission may be granted by the institution that the student wishes to transfer to, based on space availability and the institution's requirements for transfer students.

The Partners for Care Grant offers stop-in and stop-out curriculum for the transition from high school CNAs to associate degree RNs and Medical Transcriptionists, as well as transitions to other programs at University of Arkansas at Batesville and Arkansas State University Mountain Home.

The TRiO SSS program provides extra services which are intended to increase the chances of a student graduating with a four-year bachelor's degree. Additionally, the services focus on retention, graduation, and transfer. Some of the services which are provided to SSS participants are as follows: transfer advising and assistance, transfer trips, career seminars, and an annual transfer fair. The 2007-2008

retention/transfer/graduation rate was 76.5 percent (81.1 percent including certificate graduates and two-year transfers).

Ozarka College has a partnership with the Criminal Justice Institute (CJI) of the University of Arkansas Systems to provide educational opportunities for men and women who have completed training at a certified law enforcement academy and currently have a career in the criminal justice field. After completing the CJI training and general studies coursework, students are eligible to obtain a certificate of proficiency, technical certificate and/or associate of applied science degree in Law Enforcement Administration.

5c3. Community leaders testify to the usefulness of Ozarka programs of engagement.

Ozarka College receives feedback from community members through the community dialogue, focus groups, various surveys, and advisory committees as the usefulness of Ozarka programs of engagement. Examples include the following:

- The College received a substantial number of letters of support from community leaders for the nighttime and weekend LPN program that the Allied Health department was awarded.
- Positive comments concerning the high regard that members of the community have for Ozarka College are received at events like Holiday Open House, Coffee at the College, ground breaking ceremonies, dedication, and various community meetings.
- Letters of support from community leaders were substantial for the Department of Justice Office on Violence Against Women grant application including three sheriffs, three women's shelters, and the prosecuting attorney.
- Letters of support from the community leaders were substantial for the Department of Labor allied health grant including six high school superintendents and executives of area hospitals, nursing homes and clinics.

The City of Melbourne and Ozarka College participated in a grant from the Arkansas Urban Forestry Council (AUFC). In addition to Melbourne becoming a Tree City USA, Ozarka College received in 2008 an Outstanding Organization of the year award from AUFC.

Eight nursing homes, fourteen high schools, three bookstores, and eleven libraries partnered with Ozarka College to submit The Big Read Grant.

The Ozarka College Foundation Board members include sixteen to twenty-five members on a regular basis from Fulton, Izard, Sharp, and Stone counties. Since the Foundation was created in 1993, its members have worked to promote the college in the community and to raise funds for capital projects and scholarships. Foundation members support the efforts of the College by volunteering time and contributing toward fundraisers. Community support is evident by the number of \$10,000 endowed

scholarships that the Foundation has received. The Foundation’s assets total reached the \$1 million mark in 2008. The Foundation Board sponsored two campaigns successfully raising funds to build and equip science laboratories in Ash Flat and Mountain View for use by nursing and general education students.

In fall of 2008, Ozarka College conducted an [External Survey](#) with ninety-six percent of the respondents agreeing or strongly agreeing that Ozarka College is an asset to the communities it serves.

5c4. Programs of engagement build bridges among diverse communities.

Ozarka College continues to offer culturally diverse activities that expose the students, faculty, and staff to a variety of ethnic discussions, socioeconomic groups, and gender issues. Examples of activities include the following:

- Ozarka College participated in The Big Read, a reading program that touched a cross-section of our entire service area.
- The Arkansas Urban Forestry Council grant with the City of Melbourne was written and funded for several years consecutively.
- The Partners for Care Grant will continue to build bridges between the high schools involved, the local health care systems, and Ozarka College.
- The Department of Justice Grant (DOJ) continues to build bridges for women who are victims of violence.
- The Foundation Board includes representation from all four area counties. The Foundation endowment program has grown, allowing more students to receive scholarships.
- As a part of Faculty and staff in-service, nationally known speaker, Charlotte Strickland presented a program on diversity in August 2009.
- All grant projects and other special programs are supported by Advancement through promotion by public service announcements and news releases.
- Faculty members bring diverse speakers into the classroom such as Fayth Hill on integration of the 1950s, Sharon Walker on Japanese culture, and John Van Orman on the Ukraine. In addition Ozarka connected with a Skype hookup to a university in Siberia.
- TRiO takes students on transfer trips to four-year institutions and on cultural trips.
- Nursing connects students to the community through blood pressure screenings at county fairs, flu immunizations done on campus or at various work places, and BMI checks at public schools
- Culinary connects students to the community through Gourmet Night, various catering events, and volunteering to cater service personnel during natural disasters.

Student Services personnel provide various programs for engagement. A Money Management Fair is held at the beginning of each fall semester for students to assist them in understanding financial aid, the student loan process, debt management, and banking procedures. The Financial Aid Office and TRiO SSS

are responsible for planning the program. Area banks and lending institutions participate. The TRiO SSS program provides extra services which are intended to increase the chances of a student graduating with a four-year bachelor's degree. Additionally, the services focus on retention, graduation and transfer. Cultural opportunities, career information, workshops, and transfer advising and assistance are some of the many services offered to SSS participants.

International Day offered an opportunity for the students, faculty, and staff to learn about Italy in the fall of 2008, France in the spring of 2009, and Greece in fall of 2009. Through displays, pictures, art work, costumes, and food tasting, those participating had the opportunity to gain knowledge about other cultures.

In the 2007-2008 school year, Mountain View High School approached Ozarka College to become a partner in a Secondary Center. The high school purchased a building to house the first phase of vocational classes. Ozarka Licensed Practical Nursing classrooms were housed in the renovated building at the high school in addition to the Partners for Care courses offered to the school's junior and senior level students. In 2008-2009 the plans for the Secondary Center were cancelled due to the lack of funding from the State Department of Education.

5c5. Participation in partnership focus on shared educational, economic, and social goals.

Ozarka College participates in numerous mutually beneficial partnerships, where participating partners share educational, economic, and/or social goals with the College. Some examples include the following:

Education Goal

- The AAT program continues to schedule Ozarka College students for observation and educational internships in area K-12 schools.
- The Paul Weaver Library participates in outside library planning projects and helped to advise new library acquisitions at the Horseshoe Bend Public Library.
- The North Arkansas Two-Year Colleges Consortium unites regional two-year colleges to write mutually beneficial grants for college programming.

Economic Development Goal

- North Central Arkansas Regional Economic Development (NCARED) is an eight-county economic development team with community leaders and elected officials as part of the membership. In addition to participating in NCARED meetings, Ozarka College has hosted meetings at its different locations.
- The Business Outreach Coordinator chairs the local industrial development corporation. As a result of the work of the task force, two new industries have been brought to Izard County.

- Ozarka College partners with neighboring institutions to host economic development forums. The President of the College serves on the local workforce investment advisory board as the educational representative.

Student Service Goal

- Ozarka College partnered with the Sheriff Departments from Stone, Sharp, and Izard Counties and victim advocacy groups from those counties for the Department of Justice Grant (DOJ). The DOJ Grant hosted a conference promoting a coordinated community response to address violence against women.
- TRiO SSS is a grant based program funded through the Department of Education. The program is design **TRiO Students Learn Life Skills through Cultural Experiences** specifically students who meet one of the following three criteria: first generation college student, low income, and disabled. TRiO connects students to other institutions of higher education and to cultural events.
- Arkansas Career Pathways Initiative is a program that enables two year colleges to offer those who qualify career training and college classes. Pathways has provided for four additional staff at Ozarka to serve students on all three campus locations. Staff members work closely with area Department of Human Services and Workforce Investment personnel to develop action plans for students.



5c6. Partnerships and contractual arrangements uphold Ozarka integrity.

The integrity of Ozarka College is fully addressed in Criterion One: Mission and Integrity Core Component E (1e): The organization upholds and protects its integrity. On the 2008 [External Survey](#), ninety-one percent of the respondents agreed or strongly agreed that the College was an institution of integrity and ninety percent agreed or strongly agreed that the college presented itself accurately and honestly to the public. A significant amount of information may be found to support Criterion 5c6 in the Ozarka College *Planning Manuals* and *Planning Results Manuals*. Examples include the following:

- Affiliation agreements are maintained and renewed yearly with specific information as to what is expected of the faculty as well as the role of the College. Reviews, revisions and new contracts are mailed in the summer for the next academic year.

- The College abides by local, state, and federal laws and regulations. An annual audit is conducted by the Legislative Auditors appointed by the Arkansas Division of Legislative Audit. No audit findings have been cited during the last two institutional audit cycles.
- Adult Basic Education (GED) maintains offices at all Ozarka College locations, and GED classes are offered at a number of off-campus locations throughout the service area. Registration is an ongoing process, so students may enroll at any time during the year. The Ozarka GED program is in good standing with its funding agency.
- TRiO SSS is a grant-based program funded through the Department of Education. The program is designed to provide extra services to disadvantaged students, specifically students who meet one of the following three criteria: first generation college student, low income, and disabled. TRiO has been re-awarded each cycle.
- The Paul Weaver Library uses regional and national information networks (OCLC) to provide access to information and materials in other libraries.
- Ozarka College has been awarded numerous grants since its previous Self-Study with all grants received and closed in good standing: The Big Read, Title III Strengthening Institutions, yearly Carl D. Perkins grants, yearly TRiO grants, yearly Career Pathways grants, and the Department of Justice grant.
- The nursing program will continue to hold its students to the high standards of the industry during clinical.
- Ozarka College is the fiscal agent for the Perkins Consortium with Rich Mountain Community College.

CORE COMPONENT 5d

Internal and external constituencies value the services Ozarka College provides.

Ozarka College is valued by its service area, students, and employees. Recent [surveys](#) such as the *External Survey* of 2008, [Alumni Survey](#) of 2009, and [Employee Satisfaction Survey](#) of 2009 all indicate that the College is valued by its internal and external constituencies. Example results from these surveys appear below:

External Survey of 2008 (percent agreeing or greatly agreeing with statement)

- Ozarka College is an asset to the communities it serve: 96 percent
- Ozarka accomplishes its Mission: 88 percent
- Students receive quality education: 86 percent

Alumni Survey of 2009 (overall score on a 5.0 scale)

- Ozarka accomplishes its Mission: 4.3
- I gained knowledge, skills, and attitudes necessary for work: 4.3
- I learned what I needed for what I am doing: 4.2
- I would choose Ozarka if I were starting over: 4.7

Employee Satisfaction Survey 2009 (percent satisfied or greatly satisfied)

- Quality of education received by students: 92 percent
- Ozarka response to community needs: 86 percent
- College meeting the needs and expectations of the students: 90 percent

5d1. Ozarka College evaluation of services involves the constituencies served.

The College uses various internal and external scans to [evaluate](#) its services. Some of the external scanning methods used include the [Alumni Survey](#), the [External Scan](#), the [Non-Returning Student Survey](#), SWOT Analyses, various Advisory Boards for technical programs and the library, focus groups and advisory panels by the Fitness Center, and visits by various employees such as Advancement attending Chamber of Commerce meetings and the President speaking at different civic organizations.

The Development Office coordinated a series of receptions during the holiday season titled Trees and Tidings. Each campus location hosted an open house which was widely attended by area community members. Another external scanning event was Coffee at the College, a morning drop-in for breakfast and networking with college administrators and the President. Attendees were asked to fill out comment cards to share ideas and thoughts regarding the overall progress of Ozarka College and its impact in the community.

Some of the internal scans conducted at the College during 2008-2010 include the [Community College Survey of Student Engagement](#), [Diversity Survey](#), [Employee Satisfaction Survey](#), [Online Student Evaluation](#), [Student Success Survey](#), [Student Satisfaction Survey](#), [Student Services Satisfaction Survey](#), [Student Instructional Report II survey](#), [Community College Faculty Survey of Student Engagement](#), [Graduate Exit Survey](#), various program related surveys, and Focus Groups for COLL1001. Also, the College routinely uses on-site evaluations for its programming such as TRiO for its Student Conference and Advancement for its Continuing Education events.

Ozarka College is a learning and teaching institution, and the College strives to provide quality education to its students. Students are provided with opportunities to evaluate their instructors each semester and all College employees are evaluated on an annual basis to ensure the value of their job performance in serving internal and external constituencies. All employees receive a professional review prior to March 1 each year according to Board policy.

5d2. Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

Ozarka College provides educational, cultural, and civic programs and activities each year and receives support from its internal and external constituents for the programs and services the college provides. Strong constituent support is confirmed by the scholarship donations from across the service area to

build eighteen endowments in less than three years, resulting in Ozarka Foundation reaching the \$1 million milestone in assets during the 2008-09 year. Students who receive scholarships from the Ozarka College Foundation, including the Ozarka Family Scholarships, attend a donor-recipient banquet showing their appreciation for the scholarship donor and Ozarka Foundation at large.

The community shows its support of programs and activities provided by Ozarka College by the standing room only turn-out for graduation ceremonies, concert sellouts, increased use of facilities for meetings and parties, Culinary Gourmet nights highly attended, and increased use of Culinary Department catering. Attendance is high at events held on the Ozarka College campus such as music programs during the holidays and during Melbourne's annual Pioneer Days celebration. Attendance for Fall Festivals and Spring Carnivals has been from over 500 to over 800 participants.

5d3. Ozarka College economic and workforce development activities are sought after and valued by civic and business leaders.

Along with being one of the largest employers in the college service area, Ozarka College is recognized as a catalyst for economic and workforce development in North Central Arkansas because of its ability to respond quickly to workforce training needs. Local leaders include Ozarka College in planning for new industry or services in the area.

The College maintains good relationships with local and state elected officials, staying in tune with the political environment and potential changes or needs for which the College can prepare. The President conducts regular informational updates with elected officials, attends meetings at the state capitol during legislative sessions, and participates in the quarterly meetings of the Arkansas Higher Education Coordinating Board. By being well-informed of evolving trends both statewide and locally, the College administration can determine how to best balance the capacity of our institution with the demand for new training and service.

The Continuing Education and Business Outreach division has designated classroom space to utilize for customized training on campus and can also set up a portable computer lab using laptop computers to deliver training on-site to meet industry demand. For example, during a customized computer aided drafting (CAD) course, employees of Pilot Knob Cedar Works were assigned a laptop computer for the entire course training time. Employees were able to work off-clock to complete supplemental self-guided tutorials associated with the in-class projects assigned by the CAD instructor. Additional classes include sessions for the Arkansas Craft School which are documented as Ozarka College non-credit training, as well as a local bank sponsor's annual real estate training each year on campus.

Ozarka coordinates continuing education classes, hosting and maintaining a master calendar. Feedback from the community as a result of these activities comes in the forms of surveys, repeat usage of the facilities, increased donations to Foundation scholarship funds, and increased enrollment in offered classes.

Recently, Ozarka College has been invited to participate in two poverty reduction initiatives. First, Arkansas State University-Mountain Home received a grant to study poverty in a seven-county region from the Winthrop Rockefeller Foundation and asked Ozarka College to play a part in this grant. Second, the Arkansas Department of Higher Education invited three Community Colleges to participate in their Sustainable Communities project and Ozarka College received one of those invitations. Ozarka College is now in the early stages of developing plans to connect with the service area to define local poverty, identifying how being under-resourced affects learning within service-area educational institutions, and finding ways to enhance resource identification for student success.

CRITERION FIVE: STRENGTHS AND CHALLENGES

Strengths - The College identifies the following strengths related to Criterion 5:

1. The Ozarka College connection to its service area and the resulting support of the College by its constituents is a strength of the College. The quick response time by Ozarka to requests from its constituencies is a positive factor in its delivery of service and customization of offerings to the constituents.

Challenges - The College identifies the following challenges related to Criterion 5:

1. Technical programs at Ozarka College have maintained strong connections with the community over the years through service learning and volunteerism. More recently, courses with the Associate of Arts program are becoming involved in service learning. There is the opportunity for service learning to increase within AA programming.

OZARKA COLLEGE SELF-STUDY

PART VI

APPENDICES



Ozarka Quick Facts

Top Priorities for Strategic Direction

Employees

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Individual Organizations

Assessment Calendar (2008-2009)

Self-Study Steering Committee and Subcommittees

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OZARKA COLLEGE SELF-STUDY

Appendix A



Ozarka College

Quick Facts

ENROLLMENT SUMMARY

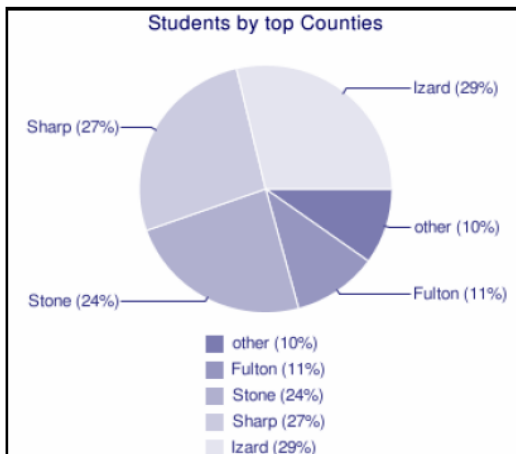
	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Enrollment	969	920	1054	941	1065	1069	1211	1209	1335	1262	1364	1322
FTE <small>Full-time Equivalent</small>	629.33	608.47	715.80	635.47	663.87	630.33	807	793	853	850	914	926
Part time %	43.76	44.50	40.04	42.83	54.16	47.80	40.5	42	56	44	59	39
Full time %	56.24	55.50	59.96	57.28	45.84	52.20	59.5	58	44	56	41	61

STUDENT PROFILE

By Location (duplicate students in some locations)

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Melbourne	542	530	528	529	497	508	557	559	545	507	538	443
Ash Flat	164	161	223	168	229	252	303	285	302	340	347	408
Mtn. View	132	136	156	117	156	159	215	232	282	283	292	318
Internet	215	310	298	403	231	288	356	471	419	499	456	506
Other sites*	556	394	348	375	410	329	337	278	287	109	261	238

*includes concurrent, off-campus, North Central Unit, and clinical sites



DEGREES & PROGRAMS

- Associate of Arts AA
- Associate of Arts in Teaching AAT*
- Associate of Applied Science AAS
 - Automotive Service Technology
 - Business Technology
 - Culinary Arts
 - Health Information Mgmt./Medical Transcription
 - Registered Nursing (LPN to RN through ARNEC**)
- Technical Certificate
 - Automotive Service Technology
 - Early Childhood Education
 - Health Professions
 - Licensed Practical Nursing
- Certificate of Proficiency (on an as needed basis)
 - Early Childhood Education
 - Basic Emergency Medical Technology
 - Accounting
 - Business Computer Applications
 - Business Management
 - Information Science Technology
- Adult Education
- Workforce Training
- Continuing Education

*Partnership with Arkansas Tech University to provide a Bachelor in P-4 Education.
 **Member of Arkansas Rural Nursing Education Consortium

SELF-STUDY

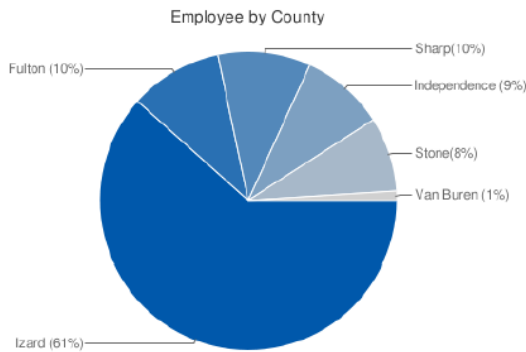
Appendix A

OZARKA STATISTICS

OZARKA COLLEGE MISSION STATEMENT

Ozarka College provides life-changing experiences through education.

- Ozarka College service area includes four counties, Fulton, Izard, Sharp, and Stone
 - Estimated population: 54,500
 - Total area: 2,420.11 square miles
- Average income per capita in service area: \$21, 751
 - State of Arkansas average: \$28,473
 - National average: \$36,714
- Population below poverty level: 18%-20%, depending on county
 - State of Arkansas average: 16%
 - National Average: 12.7%
- 11% of service area population has a Bachelor's degree or higher
 - State of Arkansas average: 18%
 - National average: 24%
- Ozarka has a 15:1 student to faculty ratio
- Ozarka students average age: 31 years old
- Ozarka students are 72% female, 28% male
- Economic impact from financial aid disbursement this year: to exceed \$8 Million



TUITION

In state*, per credit hour \$70.00
 Out-of-state per credit hr \$168.00

*Oregon County, Missouri residents receive in-state tuition

Approximately 86% of Ozarka College students receive some type of financial assistance, including grants, loans, and scholarships.

ADULT EDUCATION 2008-09

- 13 class sites
- 524 students
- 159 GED's awarded

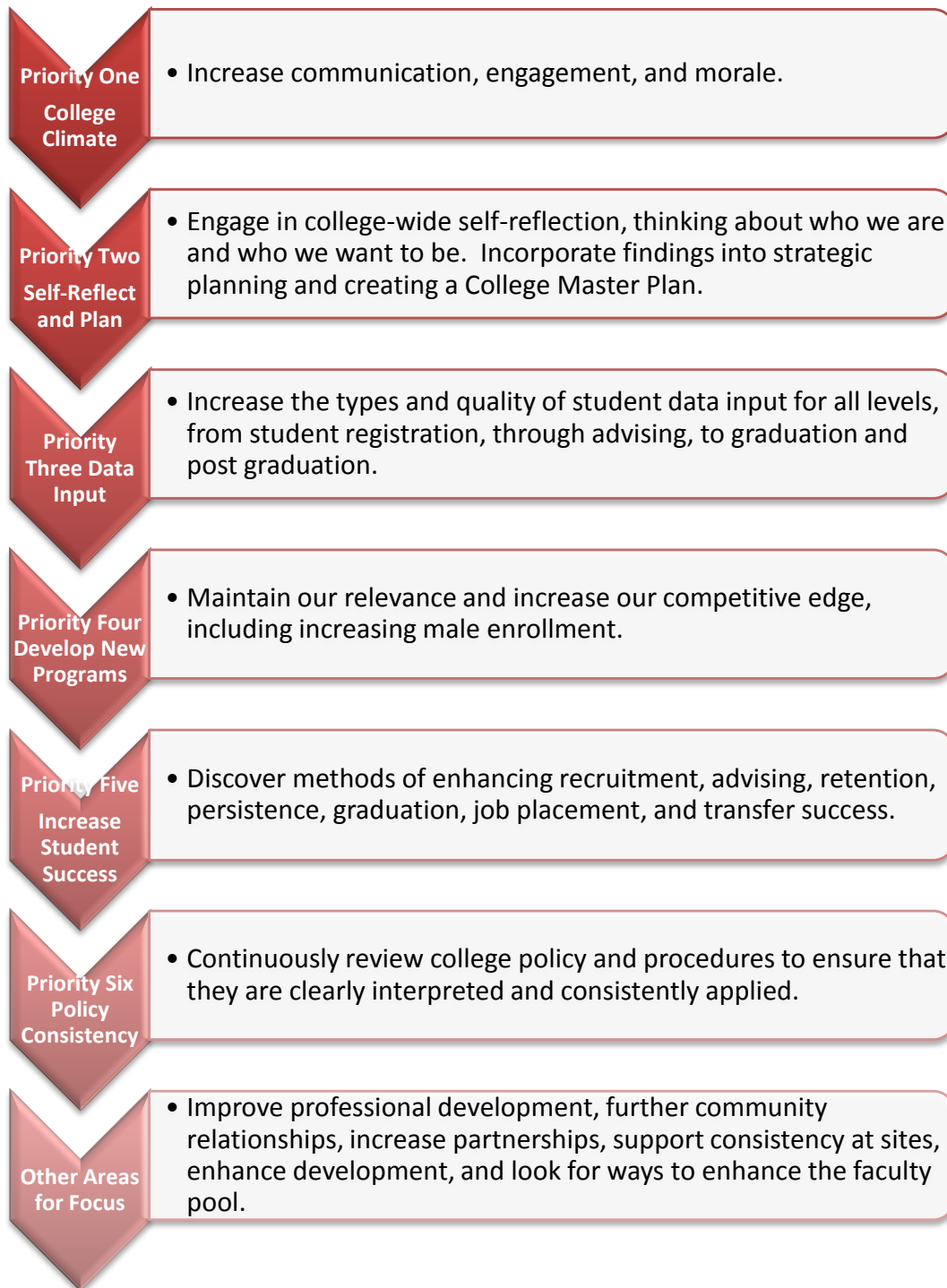
Ozarka College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.
www.ncahlc.org

CONTACT INFORMATION		
Ozarka College - Mountain View 1800 Ozarka College Drive P.O. Box 2610 Mountain View, AR 72560 870-269-5600 Fax: 870-269-5447	Ozarka College 218 College Drive P.O. Box 10 Melbourne, AR 72556 870-368-7371 Fax: 870-368-2091 Toll Free: 800-821-4335 www.ozarka.edu	Ozarka College - Ash Flat 64 College Drive P.O. Box 548 Ash Flat, AR 72513 870-994-7273 Fax: 870-994-7540

OZARKA COLLEGE SELF-STUDY

Appendix B

Strategic Direction for 2010-2011



OZARKA COLLEGE SELF-STUDY

Appendix C

Employees:

First, MI Name	Last Name	Position
Holly M.	Ayers	Division Chairperson
Joyce A.	Baker	Administrative Specialist II
Stephen E.	Baltz	Instructor of Business/Mtn View
Russell R.	Bassham	Instructor/Math
Tamra A.	Bevill	Instructor/Partners in Care
Eric E.	Booth	Computer Support Specialist
Karin K.	Brown	Academic Advising Coordinator/TRIO
Eugenia R.	Brown	Director of Off-Campus Operations
Anthony	Burkhammer	Instructor of Math
Judy A.	Cannady	Instructor of Speech/Theater
Chaney G.	Coleman	Computer Support Specialist
Tracy L.	Cone	Counselor/Career Pathways
S. Michelle	Cooper	Instructor of Teacher Education Dept.
Bonnie J.	Crider	Institutional Services Assistant
Stacy G.	Dale	Administrative Specialist II
Suellen	Davidson	Director of Development
Richard L.	Dawe	President
Michael L.	DeLong	Vice President for Academic Affairs
Bruce E.	Dietsche	Science Instructor
Ricky S.	Dowdle	Maintenance Technician
Delynne	Duerkes	Administrative Specialist I
Nancy C.	Dust	Administrative Specialist III
Denny L.	Elrod	Maintenance Assistant
Bettie M.	Estes	GAE Instructor
Joanna D.	Fulbright	English Instructor
Jamie M.	Fowler	Child Care Technician
Amanda B.	Fuller	Child Care Technician
Crystal D.	Gillihan	Instructor - Nursing/Resp. Therapy
Phillip D.	Gillihan	Watchman
Vickey	Gillihan	Payroll Technician
Joyce J.	Goff	Director of Financial Aid
Kelly M.	Graham	Child Care Technician
A. Michelle	Gray	Business Manager
Mary E.	Hawkins	Librarian
Ron C.	Helm	Vice President for Student Services
LaDonna G.	Hill	Administrative Specialist I
C Brad	Holloway	Instructor of Business Tech.
Lynda Paige	Holloway	Transfer Specialist TRiO

Candace	Jeffery	Accounting Technician
Ruby D.	Johnson	Division Chairperson
Charlotte S.	Knox	Administrative Specialist III/Career Pathways
Kathryn M.	Langston	Division Chairperson
Laura F.	Lawrence	Outreach Specialist/Career Pathways
Kenda S.	Levett	Cook
Dan W.	Lindsey	Multi Media Specialist
Chris A.	Lorch	Instructor of English
Kimberly Y.	Lovelace	Program Director/Career Pathways
Melissa W.	Martin	Science Instructor
M. Earlene	Martz	Administrative Specialist III
Wanda L.	McConnaughay	Administrative Specialist II
Cheri L.	McKee-McSwain	Speech/Theater Instructor
Ronda J.	McLelland	Tutor Coordinator/TRIO
Jennifer L.	Miller	Registrar
Pamela S.	Miller	Financial Aid Specialist
Patricia A.	Miller	Adult Education Instructor
Sandra J.	Miller	Instructor of Adult Education
David M.	Mitchell	Science Instructor
Brenda L.	Morris	Food Preparation Supervisor
Tracie L.	Morris	Science Instructor
Kendall H.	Morrison	Instructor of Reading/Pre-GED
Miriam C.	Newsome	Food Service Instructor
Jeremy L.	Nicholson	Instructor of English
Michael A.	Orf	Division Chairperson
Karen L.	Overturf	Administrative Specialist III
Karen D.	Owens	Accountant I
Brenda C.	Patrick	Child Care Technician
John J.	Petersen	Career Coach
Amy L.	Pinkston	Director of Child Care
L. Scott	Pinkston	Director of Information Systems
Penny	Ramsey	Institutional Services Assistant
James D.	Rush	Landscape Supervisor
Karla M.	Rush	Director of Advancement
Ronny C.	Rush	Director of Physical Plant
Judy R.	Sharp	Special Instructor/Trainer
Deltha L.	Shell	Program Director/TRIO Project
Eric	Smith	Food Service Instructor
Jerry W.	Smith	Information Systems Analyst
James M.	Spurlock	Director of Off-Campus Operations
Deedra	Steed	Human Resources Specialist
Joan R.	Stirling	Vice President for Planning/Inst. Research

Lori	Sullivan	Career Coach
Susan L.	Thielemier	LPN Instructor
Shelia D.	Titus	Administrative Specialist III/TRIO
Kena J.	Tyler	Business Instructor
L. Alan	Vickery	Skilled Tradesman
Valerie A.	West	LPN Instructor
Tina R.	Wheelis	Vice President for Finance
Kimberly A.	Whitten	Public Information Technician
Zeda P.	Wilkerson	Director of Admissions
Larry O.	Wilkes	Automotive Instructor
Richard	Williams	Student Success Coordinator Perkins
Rodney D.	Williams	Instructor of Social Studies
Mari K.	Wilson	LPN Instructor
T. Wayne	Wilson	Director of Adult Education
Drexene S.	Winey	Administrative Specialist I
Deborah L.	Yancey	Administrative Specialist III
J. Jill	Yancey	Purchasing Technician
Rebecca J.	Yauilla	Instructor/Partners in Care
Donna G.	York	Administrative Specialist I

OZARKA COLLEGE SELF-STUDY

Appendix D

Institutional Organizations	
AACUBO	Council for Resource Development
ACAP	Council of North Central Two-Year Colleges
American Association of Community Colleges	Horseshoe Bend Area Chamber of Commerce
American Library Association	Information Network of Arkansas
Amigos Library Services	Mammoth Spring Chamber of Commerce
AR Association of Two-Year Colleges	Mtn. View Chamber of Commerce
AR Council on Student Services	NACUBO
AR Hospitality Association	NASASP
AR Institutional Research Organization	National Alliance of Concurrent Enrollment
AR State Chamber of Commerce	National Student Clearinghouse
AR Tutoring Association	NCA/Higher Learning Commission
Arkansas Articulation Consortium	SkillsUSA Inc.
Association of Community College Trustees	Spring River Area Chamber of Commerce
Calico Rock Chamber of Commerce	The Council for Opportunity in Education
Council for Higher Education Accreditation	

OZARKA COLLEGE SELF-STUDY

Appendix E

Member	Individual Organization(s)
Holly Ayers	American College of Sports Medicine Arkansas Association for Developmental Education
Stephen Baltz	Mountain View Lions Club, Secretary Stone County Area Industrial Development Committee, Treasurer
Russell Bassham	Mathematical Association of America
Gin Brown	AR Association of Collegiate Registrars and Admission Officers, President Elect Southern Association of College Registrars and Admissions Officers
Karin Brown	Arkansas Association of Student Assistance Programs – Board Member National Academic Advising Association Southwest Association of Student Assistance Programs
Judy Cannady	American Speech Communication Association
Cindy Conley	American Health Information Management Association Health Data Integrity
Richard Dawe	Aerospace Training Consortium Industry Advisory Council Melbourne Airport Commission
Bruce Dietsche	National Science Teachers Association
Rick Dowdle	Izard County Veterans Memorial Association Optimist Club
Nancy Dust	Board Member of Arkansas Association of Two Year Colleges
Bettie Estes	Ark ADE Arkansas Association of Developmental Educators Arkansas Association of Two Year Colleges National Association of Developmental Education
Joanna Fulbright	National Council of Teachers of English Two-Year College Association of English Instructors
John Hansen	Arkansas council of Teachers of Mathematics
Mary Ellen Hawkins	American Library Association Arkansas Library Association Association of College and Research Libraries
Ruby Johnson	Arkansas Licensed Practical Nurse Association National Association of Nurse Education Program Strathmore's Who's Who Honor Society
Kathryn Langston	Arkansas Articulation Consortium

Charlotte Knox	Arkansas Association of Two-Year Colleges Board Member
Bonnie Leonhardt	American Society for Training and Development Society for Human Resources Management State Board of National Alliance for Mental Illness
Melissa Martin	National Science Teachers Association
Earlene Martz	National Association of Professional Women SACUBO
Cheri McKee- McSwain	Board of Directors of Arkansas Craft School
Ronda McLelland	Arkansas Association of Student Assistance Programs Association of Tutoring Professionals Secretary – Arkansas Tutoring Association
Pam Miller	Arkansas Association of Student Financial Aid Administrators
Trish Miller	Arkansas Association for Continuing and Adult Education Arkansas Association of Two Year Colleges
David Mitchell	American Fisheries Society Arkansas Academy of Science
Tracie Morris	American Society of Clinical Pathology
Kendall Morrison	Arkansas Association of Continuing and Adult Education, Vice President
Jeremy Nicholson	National Council of Teachers of English
Karen Owens	Arkansas Association of College University and Business Officers Southern Association of College University and Business Officers
John Peterson	Arkansas Association of Student Assistance Programs
Amy Pinkston	Arkansas Early Childhood Association National Association for Education of Young Children National Association of Junior Auxiliaries, Inc. Southern Early Childhood Association Traveling Arkansas' Professional Pathways White River Early Childhood Association
Karla Rush	AATYC Work Force Training Consortium Arkansas Association for Continuing Education Council for Resource Development Izard County Quorum Court Melbourne Industrial Development Corporation North Central Arkansas Developmental Council

Deltha Shell	Arkansas Association for Developmental Education Arkansas Association of Student Assistance Programs Southwest Association of Student Assistance Programs
DeEdra Steed	ARCUPA-HR for Human Resources
Joan Stirling	American Chemical Society American Society for Microbiology Association for Institutional Research Association for Physics Teachers National Science Teachers Association Society for College and University Planning Society for Experimental Biology and Medicine
Susan Thielemier	American Association of Critical Care Nurses Arkansas Nursing Association
Shelia Titus	Arkansas Association of Student Assistance Programs
Kena Tyler	Delta Pi Epsilon (Business Honors Group)
Tina Wheelis	American Institute of Certified Public Accountants Arkansas Association of College University and Business Officers Arkansas Society of Certified Public Accountants National Association of College University and Business Officers Southern Association of College University and Business Officers
Larry Wilkes	Skills USA
Rodney Williams	Arkansas Communication and Theatre Arts Association Phi Alpha Theta Arkansas Historical Association National Honor Society for Drama Pi Kappa Delta National Honor Society for Forensics National Honor Society for History Alpha Psi Omega
Wayne Wilson	Arkansas Association for Administrators of Adult Education Arkansas Association for Continuing and Adult Education
Debbie Yancey	Arkansas Association for Continuing and Adult Education
Rebecca Yauilla	American Nursing Association Arkansas Licensed Practical Nurses' Association

OZARKA COLLEGE SELF-STUDY

Appendix F

2008-09 ASSESSMENT CALENDAR - OZARKA COLLEGE			
Timeline	Assessment	Department	Responsible Party
Aug.	ASSET/COMPASS	Student Services	Judy Sharp
	NCLEX & Diversity Survey	Nursing	Ruby Johnson
	Freshmen Marketing	Marketing	Kim Whitten
	Perkins Report	Planning	Joan Stirling
	Pre-Tests for Courses	Division Chairs	Mike DeLong
	Start of Year Review	TRIO	Deltha Shell
Sept.	Non-entering Student Survey	Student Services	Ron Helm
	ASSET/COMPASS	Student Services	Judy Sharp
	Grounds Email Survey	Grounds	Dave Rush
	Financial Aid Scan	Financial Aid	Joyce Goff
	Library Gate Count Report	Library	Mary Ellen
	Foundation Audit	Finance	Tina Wheelis
	Enrollment Scan	Admissions	Zeda Wilkerson
Oct.	Partners In Care Report	Planning	Joan Stirling
	Course Evaluations	Academic Affairs	Mike DeLong
	ACT	Student Services	Judy Sharp
	ASSET/COMPASS	Student Services	Judy Sharp
	Non-Returning Student Survey	Student Success	Jenny Miller
	Library Advisory	Library	Mary Ellen
	CPI Quarterly Report	Advancement	Kim Lovelace
	Kitchen Survey	Kitchen	Brenda Morris
	IPEDS Report	Finance	Tina Wheelis
	Fire/Tornado Plan	Physical Plant	Ronny Rush
	CJL Advisory Scan	Social Sciences	Michael Orf
Nov.	CAAP Testing	Academic Affairs	Mike DeLong
	ASSET/COMPASS	Student Services	Judy Sharp
	Nursing Benchmarks	Nursing	Ruby Johnson
	Supply Inventory Report	Physical Plant	Ronny Rush
	Vehicle Maintenance Report	Physical Plant	Ronny Rush
Dec.	TRIO Annual Report	Trio	Deltha Shell
	Trio Academic Evaluations	Trio	Deltha Shell
	ASSET/COMPASS/ACT	Student Services	Judy Sharp
	Foundation Report	Advancement	Suellen Davidson
	Perkins Report	Planning	Joan Stirling
	Post-Tests for Courses	Division Chairs	Mike DeLong
	Information Systems Scans	Information Systems	Scott Pinkston
	Comp I Portfolios	English Department	Joanna Fulbright
	Course Assessments	Academic Affairs	Mike DeLong
	National Serv Safe	Culinary Arts	Linda Taylor
Jan.	Nursing Practice NCLEX	Nursing	Ruby Johnson
	ASSET/COMPASS	Student Services	Judy Sharp

	NCLEX	Nursing	Ruby Johnson
	Freshmen Marketing Q	Marketing	Kim Whitten
	Alumni Survey	Planning	Joan Stirling
	CPI Quarterly Report	Advancement	Kim Lovelace
	Partners In Care Report	Planning	Joan Stirling
	Pre-Tests	Division Chairs	Mike DeLong
	Mid-Year Committee Reports	Faculty	Committee Chairs
	Enrollment Scan	Admissions	Zeda Wilkerson
Feb.	Employer Survey	Academic Affairs	Mike DeLong
	ACT	Student Services	Judy Sharp
	ASSET/COMPASS	Student Services	Judy Sharp
	Financial Aid Scan	Financial Aid	Joyce Goff
	Annual Audit	Finance	Tina Wheelis
	Publication Review	Admissions	Zeda Wilkerson
Mar.	ACT	Student Services	Judy Sharp
	ASSET/COMPASS	Student Services	Judy Sharp
	Non-Returning Student Survey	Student Success	Jenny Miller
	Employee Opinion Survey	Human Resources	Libby Cone
	NCLEX	Nursing	Ruby Johnson
	Library Advisory	Library	Library Staff
	Library Gate Count Report	Library	Library Staff
	Bookstore Survey	Bookstore	Tina Wheelis
April	CAAP	Academic Affairs	Mike DeLong
	Course Evaluations	Academic Affairs	Mike DeLong
	ASSET/COMPASS	Student Services	Judy Sharp
	CPI Quarterly Report	Career Pathways	Kim Lovelace
	ACT	Student Services	Judy Sharp
	NATEF	Automotive	Larry Wilkes
	Adult Education Report	Academic Affairs	Wayne Wilson
	Partners In Care Grant	Planning	Joan Stirling
	Library User's Survey	Library	Library Staff
	Library Database Review	Library	Library Staff
	IPEDS	Finance	Tina Wheelis
	Nursing Benchmarks	Nursing	Ruby Johnson
	Nursing Practice NCLEX	Nursing	Ruby Johnson
	May	ASSET/COMPASS	Student Services
Graduate Exit Survey		Student	Helm/Whitten
IS Survey Series		Information Systems	Scott Pinkston
Course Assessments		Academic Affairs	Mike DeLong
Annual Division Reports		Division Chairs	Mike DeLong
Post Graduate Survey		Planning	Joan Stirling
Post-Tests for Courses		Division Chairs	Mike DeLong
Culinary Advisory Committee		Culinary Arts	Linda Taylor
NOCTI		Culinary Arts	Linda Taylor
AAT-ATU Baseline Report		Education Department	Michelle Cooper
Comp I and II Portfolios		English Department	Joanna Fulbright
Student Success Center		Student Success	Jenny Miller
TRIO Academic Evaluation	TRIO	Deltha Shell	

June	ASSET/COMPASS	Student Services	Judy Sharp
	End of Year Budget	Finance	Tina Wheelis
	Planning Results	Planning	Joan Stirling
	Final Reports for Committees	Faculty	Committee Chairs
July	ASSET/COMPASS	Student Services	Judy Sharp
	Workforce Training Report	Advancement	Karla Rush
	Partners In Care Report	Planning	Joan Stirling
	CPI Quarterly Report	Advancement	Kim Lovelace
	Pass Rate for Nursing Grads	Nursing	Ruby Johnson
	Supply Inventory Report	Physical Plant	Ronny Rush
	Vehicle Maintenance Report	Physical Plant	Ronny Rush
Cont.	ADHE Submissions	Information	Pinkston/Wheelis
	Academic Program Review	Vice President for	Mike DeLong
	Departmental Budget Reports	Finance	Wheelis/Grav
	CATS	Faculty	Mike DeLong
	Nursing Practice Tests	Nursing	Ruby Johnson
	TRIO Event Evaluations	Trio	Deltha Shell
	Environmental Scanning	Planning/Special	Joan Stirling
	Admissions Scan	Admissions	Zeda Wilkerson
	Kids Academy Scans	Kids Academy	Amy Pinkston
	DOC Audits	Kids Academy	Amy Pinkston
Health Dept Audits	Kids Academy	Amy Pinkston	

updated: 10-31-08

OZARKA COLLEGE SELF-STUDY

Appendix G

Self-Study Steering Committee
and
Subcommittees
March 2008

Co-Chairs/Composers

- Joanna Fulbright, Joan Stirling/Mike DeLong—Liaison

Criterion Committees:

Mission and Integrity

- Judy Cannady, Kim Lovelace—Co-Chairs/Karla Rush—Liaison
 - Laura Lawrence Katie Wilson
 - Cheri McKee-McSwain Becky Yauilla
 - Eric Booth Brenda Morris
 - Zeda Wilkerson
 - Karen Owens

Preparing for the Future

- Ruby Johnson, John Peterson—Co-Chairs/Tina Wheelis—Liaison
 - Wayne Wilson James Spurlock
 - Ronny Rush Brad Hollaway
 - Linda Taylor Trish Miller
 - Dave Rush Larry Wilkes
 - Bonnie Crider Tracie Morris

Student Learning and Effective Teaching

- Rodney Williams, Holly Ayers—Co-Chairs/Mike DeLong—Liaison
 - Michael Orf¹ Rex Whitfield
 - Kathryn Langston¹ Michelle Cooper
 - Bruce Dietsche Debbie Yancey
 - Russell Bassham Jenny Miller
 - Kendall Morrison David Mitchell
 - Chris Lorch Charlotte Knox

Acquisition, Discovery, and Application of Knowledge

- Deltha Shell, Bettie Estes—Co-Chairs/Joan Stirling—Liaison
 - Alison DeLong Valerie West
 - Melissa Martin Stephen Baltz

- Ronda McLelland Tamra Bevill
- Cindy Conley Karin Brown
- Kena Tyler

Engagement and Service

- Sandra Miller, Tracy Cone—Co-Chairs/Ron Helm—Liaison
 - Susan Thielemier Stacy Dale
 - Gin Brown Rick Dowdle
 - Connie Esparza Mimi Newsome
 - Richard Williams Susan Thielemier
 - Joyce Goff Amy Pinkston

Resource Room

- Mary Ellen Hawkins, Nancy Dust—Co-Chairs
 - Joyce Baker Earlene Martz
 - Candace Blevins Karen Overturf
 - Michelle Gray Shirley Wunderlich
 - Dan Lindsey Jerry Smith

Self-study Editor/Publisher

- Judy Sharp, Jeremy Nicholson

Website

- Scott Pinkston, Chaney Coleman—Co-Chairs

Newsletter/Communication

- Kim Whitten, Libby Cone—Co-Chairs
 - Drexene Winey

Hospitality/Transportation

- Suellen Davidson, Wanda McConnaughay—Co-Chairs
 - Donna Hill Lane Garrison
 - Pam Miller Jill Yancey
 - Sheila Titus Kenda Levett
 - Alan Vickery Donna York
 - Phil Gillihan Denny Elrod
 - Vickey Koestner

¹Served on the Steering Committee beginning fall 2009