



# Ozarka College

## Strategic Plan 2016-2020

Final Report

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## MISSION

Ozarka College provides life-changing experiences through education.

## VISION

Ozarka College will be the education resource of choice in our community providing a quality, learning-centered environment that is innovative, responsible, 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 our communities.

## 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.

## QUALITY

Ozarka College strives for excellence and integrity in all we do.

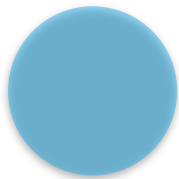
## RESPONSIBILITY

Ozarka College values responsibility for its students, employees, and the institution.

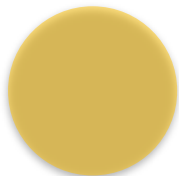
## COMMUNITY

Ozarka College values community - both the communities we serve and the community developed within the College.

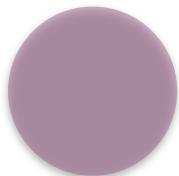
In 2015, Ozarka College created the strategic plan for the next 5 years. Five Strategic Priorities were developed and an initial plan was created. This report outlines the progress made during the five years toward completion of the strategic plan. The five Strategic Priorities are outlined below:



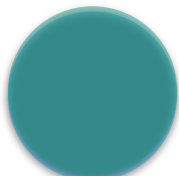
Access to Education



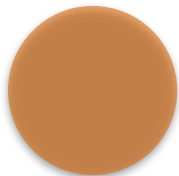
Student Success



Workforce Development



Continuous Innovation



Community Engagement

#### **STRATEGY ONE: 1.1 ENHANCE EARLY ACCESS INITIATIVES**

#### **GOAL 1.1.1 INCREASE CONCURRENT ENROLLMENT**

##### **Enrollment Management Plan**

As part of the Higher Learning Commission accreditation process, Ozarka College developed a Quality Initiative Proposal consisting of a Strategic Enrollment Management Plan. A cross-department team was created to evaluate the existing enrollment management process and develop a plan to expand enrollment at Ozarka College with a strategic approach. The Quality Initiative Proposal was accepted through the Higher Learning Commission in March, 2016, is currently in progress and directly aligns with Priorities 1 and 2 of the College strategic plan.

##### **Increase Concurrent Enrollment**

Over the past five years, Academics and Student Services have implemented the Enrollment Management Plan (EMP) and worked hard to increase the number of concurrent offerings to our local high schools. This work is evident with the rising numbers of high school students taking Ozarka College courses for concurrent credit.

As part of the previous EMP, Ozarka College focused on increasing the fall concurrent enrollment. The College created a goal to increase the 249 three-year baseline by 10% (to 305). By the end of the strategic plan timeline, the number of concurrent students had grown to 320 (28.5% increase over baseline).

The Access team turned attention toward this group of students to improve the overall college going rate for our area high schools. Through direct recruiting and marketing efforts, the College strived to increase the rate of concurrent high school seniors enrolling as full-time students at Ozarka College in the two years following graduation (from 34% to 39%), thereby improving the overall college going rate for the four-county area.

# Priority One – Access to Education

## **STRATEGY 1.1 ENHANCE EARLY ACCESS INITIAIVES**

However, by the end of AY2019-20 high school seniors enrolling as full-time students at Ozarka steadily decreased to 22%. While Ozarka concurrent enrollment continued to increase, about half of those students were preparing to transfer to a four-year university. Although students were attending college at higher rates, Ozarka was not always the college choice, likely due to a stronger performing economy and more students starting at a four-year university. Ozarka will continue to focus on increasing concurrent student conversion and will assess the hypothesis in the next iteration of the plan in light of the pandemic, economic impact and overall two-year college enrollment.

## **GOAL 1.1.2 INCREASE NUMBER OF CTE COURSE OFFERINGS**

This next goal addresses the need to continue to expand CTE course offerings in area high schools. During the previous iteration of EMP, the College made progress with the expansion of CTE courses. Expansion of the CTE offerings is an initiative to increase the overall college going rate in the four-county service area. The College is continuing to expand current relationships with local high schools and the educational co-op to expand CTE course offerings. The College strives to increase the CTE offerings by at least one course per year, specifically in the areas of welding, agriculture and automotive/diesel. With the opening of a multi-location secondary center, the College will continue to pursue concurrent growth in technical programs

# Priority One – Access to Education

## STRATEGY 1.2 EXPAND AND MAXIMIZE CURRENT ACCESS

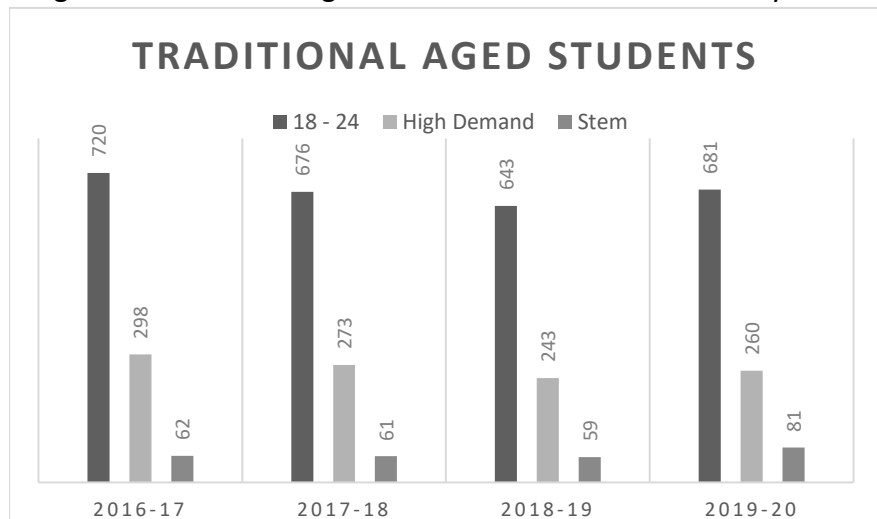
### GOAL 1.2.1 INCREASE ENROLLMENT OF TRADITIONAL- AGED STUDENTS INTO TO HIGH DEMAND AND STEM PROGRAMS

#### Increase High Demand and STEM Program Enrollment

The College directly aligned multiple strategies with Arkansas productivity funding metric, specifically in support of state-informed high-demand and STEM career pathways. Efforts were focused on activities supporting both traditional and non-traditional student access to education.

Through new program offerings and the expansion of CTE into the local high schools, Ozarka College sought to grow the number of traditional-aged students into the High-Demand and STEM programs. The College sought a 5% growth in this population over the three-year baselines: High demand from 275 to 289, and STEM from 62 to 65.

Enrollment of traditional-aged students in High Demand Programs shows a slight decrease in AY2019-20 to 260 from the previous three-year average. This is a demographic that the College needs to continue to work on and make modifications in the next Strategic Plan. However, the enrollment of traditional-aged students enrolled in STEM Programs increased significantly up to 81. Efforts are increasing the enrollment in STEM programs and the College will continue to use them going forward. The graph below explains the progression of the High Demand Programs and STEM Programs over the last four academic years.



# Priority One – Access to Education

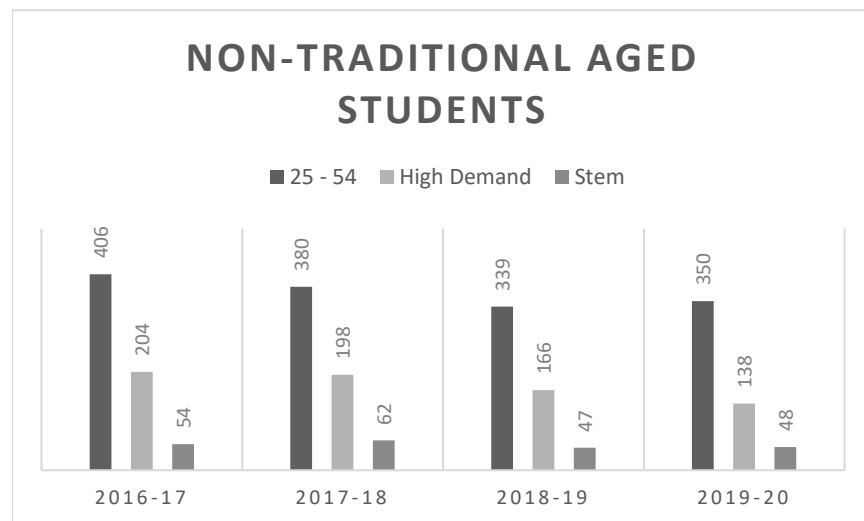
**STRATEGY: 1.2  
EXPAND AND  
MAXIMIZE  
CURRENT  
ACCESS**

**GOAL 1.2.2  
INCREASE  
ENROLLMENT OF  
NON-  
TRADITIONAL  
STUDENTS INTO  
HIGH DEMAND  
AND STEM  
PROGRAMS**

New degree offerings in Agriculture, Aviation, Information Science Technology, and Welding offer an introduction into careers for non-traditional aged students. Additionally, the College offers many of the required courses either on-line, or at a time that is very convenient to the working adult.

The College sought a 5% growth in this population over the three-year baselines: High demand from 212 to 223, and STEM from 57 to 60. Enrollment of non-traditional students in High Demand programs shows a decrease in AY2019-20 to 138 from the previous three-year average. This could be a result of lower enrollment, generally, but something that Ozarka will continue to address and make modifications in the next Strategic Plan. The enrollment of non-traditional students enrolled in STEM Programs decreased significantly down to 48. This could also be a result of lower enrollment. As Ozarka strives to increase enrollment, administrators must re-assess shifting demographic makeup of enrollment and re-align supporting activities.

The graph below explains the decrease of the High Demand programs and STEM program enrollments over the last four academic years.





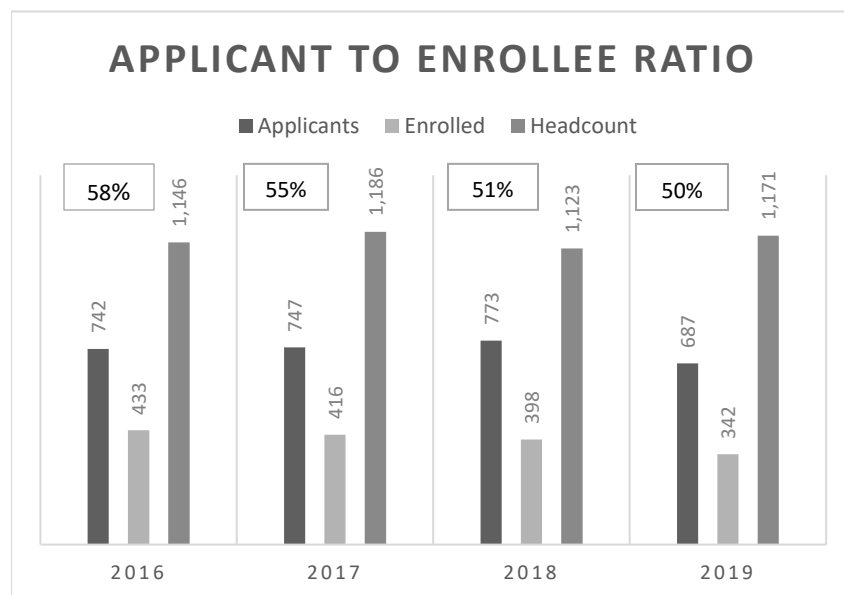
# Priority One – Access to Education

**STRATEGY: 1.2  
EXPAND AND  
MAXIMIZE  
CURRENT  
ACCESS**

**GOAL 1.2.3  
INCREASE  
APPLICANT TO  
ENROLLEE RATIO  
TO 50% YEARLY**

## Increase Applicant to Enrollee Ratio

The Access team has reviewed the data from this goal and has established a new three-year baseline. Instead of looking at the total of applications as in previous years, the conversion ratio now includes only new applicants and excludes, re-applying students (from one program to another) and concurrent students. The new baseline was aligned directly with the national standard for applicant conversion rates and more accurately represents outcome of effort and expenses in recruitment. This action to maintain the applicant to enrollee ratio to 50% has been successful. Ozarka will continue these actions to help increase enrollment each semester. The graph below shows the target goal has been met.



# Strategic Plan 2015-2020

## Priority Two

### Student Success

#### **STRATEGY: 2.1 IMPROVE SEMESTER COMPLETION**

#### **GOAL 2.1.1 INCREASE DEVELOPMENTAL SEQUENCE SUCCESS**

#### **Developmental Sequence**

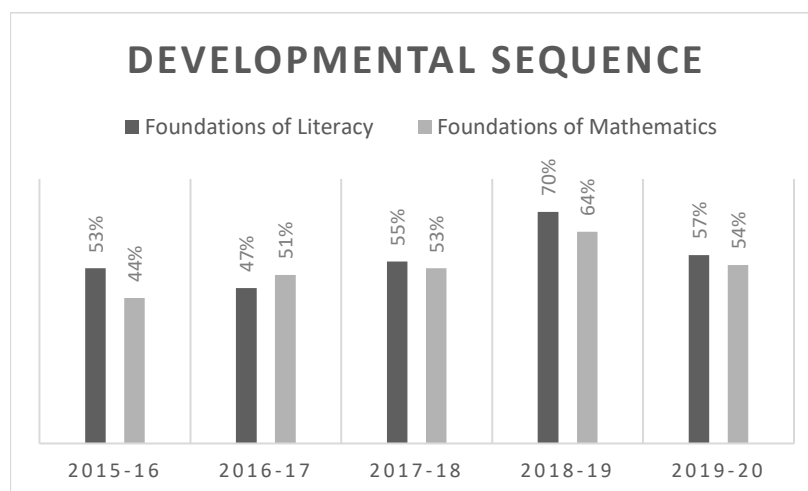
Through many concentrated strategies, in the original iteration of the Enrollment Management Plan (2015-2017), the College was able to exceed the goal of 50% of developmental education students completing their coursework to 54.84%. The College hoped to build upon that success by incorporating targeted strategies to increase the number of successful students. Beginning in the Fall of 2018, students testing below minimum entrance standards in English or Math were assigned an advisor dedicated to advising only developmental education students to assist and motivate them to complete the sequence. To that end, protocols were established and professional development was conducted to assist faculty in reaching this goal.

Additionally, the sequence of coursework was re-evaluated by English and Math faculty each year to not only ensure completion, but also to ensure a smooth transition to credit-bearing courses in the subject area. The developmental sequence includes Foundations of Literacy and Foundations of Mathematics. Both sequences show increases in successful students, with the Foundations of Literacy surpassing the goal by the end of academic year 2018-19 and the Foundations of Mathematics falling short by one percent. Neither sequence met the success of 65% by the end of academic year 2019-20, though unusual circumstances due the pandemic likely explain a portion of the variation in success. Improved completion of developmental sequences is important to student success. Therefore, continued efforts are recommended for this strategy. The graph below shows the developmental sequence progress for the past five academic years.

# Priority Two – Student Success

**STRATEGY: 2.1  
IMPROVE  
SEMESTER  
COMPLETION**

**GOAL: 2.1.2  
INCREASE  
YEARLY  
SUCCESS IN  
GATEWAY  
COURSES**



## Increase Yearly Success in Gateway Courses

To aid in the achievement of these goals, faculty required students dropping below a “C” in Composition and Math to meet with the instructor and develop a remediation plan to be followed until the grade rises. In addition, students dropping below a C in gateway reading courses (e.g., General Psychology, American History, World Civilization, and American National Government) were required to meet with both the instructor and their advisor. All of these meetings were required to be documented in Advising Notes in MyOzarka. The actions taken by faculty and advisors to improve student success allowed for specific goals to be met for gateway courses. The goal for English Composition I was 77% and it increased to an average success rate of 84%; the goal for College Algebra was 76% but fell short by four percent; the goal for all the gateway reading courses was 85% and General Psychology was increased to an average success rate of 90%; American History I and II increased to an average success rate of 91%; American National Government increased to an average success rate of 87%; and World Civilization I and II increased to an average success rate of 91%. The College’s faculty and advisors utilizing myOzarka’s early alert system has helped increase student success and is a sustainable approach for continued improvement.

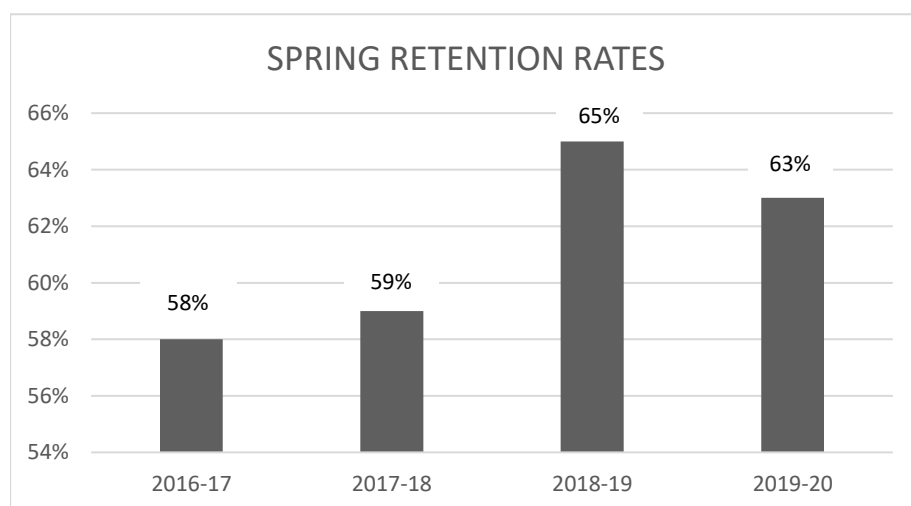
# Priority Two – Student Success

## **STRATEGY: 2.2 INCREASE SEMESTER-TO- SEMESTER PERSISTENCE**

### **GOAL 2.2.1 INCREASE THE NUMBER OF STUDENTS MAINTAINING AN ONTIME PROGRESSION**

#### **Fall to Spring Retention Rates**

In alignment with strategic planning and new state productivity funding priorities, by year two of the plan the College sought to increase the number of students staying on pace to graduate in a timely fashion. Upon review of the prevailing literature on persistence rates and prior years' data at Ozarka, administrators set an improvement goal of 60% for semester-to-semester progression. To achieve this goal, advisors were required to develop a four-semester degree plan with their advisees upon entrance to the college. Additionally, for degrees that have certificates embedded within them, students will be recognized for completion as they progress. Advisors also work to identify barriers to completion and guide students to interventions to overcome those barriers. To that end, division chairs worked to develop and disseminate summer course schedules earlier in order to promote more proactive scheduling and adherence to degree plans. At the end of AY2019-20 the on-time progression rate was 63%. The College was successful at maintaining as least a 60% on-time progression through AY2019-20. Faculty and advisors will both continue to utilize the early alert process to help aid in student success. The graph below shows the fall to spring retention rates for the past four academic years.

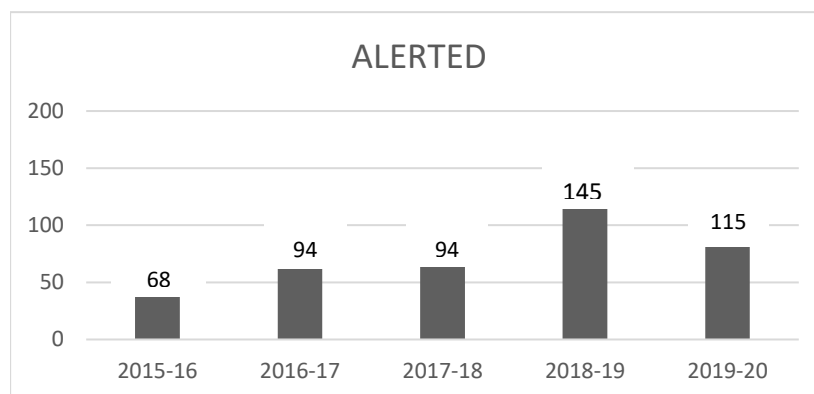
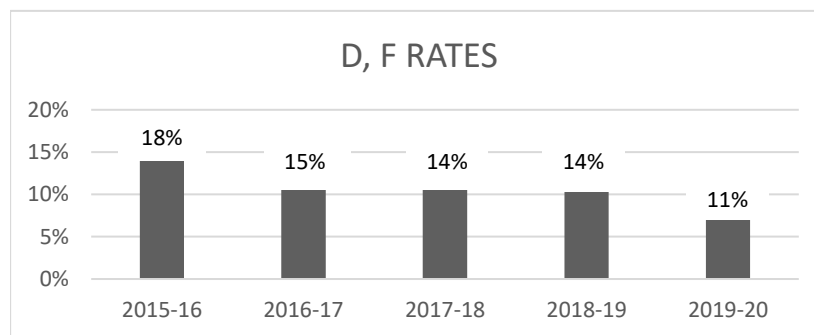


# Priority Two – Student Success

## STRATEGY: 2.2 INCREASE SEMESTER-TO- SEMESTER PERSISTENCE

## GOAL: 2.2.2 LOWER THE D, F RATE BY 13% BY THE END OF AY2019-20

To further support persistence goals, advisors were required to develop a four-semester degree plan with their advisees upon entrance to the college. Additionally, for degrees that had certificates embedded within them, students would be recognized for completion as they progressed. Advisors also worked to identify barriers to completion and guide students to interventions to overcome those. To that end, division chairs worked to develop and disseminate summer course schedules earlier in order to promote more proactive scheduling and adherence to degree plans. At the end of AY2019-20 the D, F rate was 11% therefore, the College surpassed meeting the College's 5% reduction goal at 13%. Ozarka College has successfully lowered the D, F rate and has recommended continued effort to lower the D, F rate to help students reach their educational goals. The graph below shows the decreased percentages of the D, F rate over the past five years.



# Strategic Plan 2016-2020

## Priority Three

### Workforce Development

#### **STRATEGY: 3.1 EXPLORE FAST- TRACK TECHNICAL EMPLOYMENT OPPORTUNITIES**

#### **GOAL: 3.1.1 DEVELOP SHORT TERM TRAINING OPPORTUNITIES**

The College developed shorter-term and often stackable offerings in form of continuing education (CE) trainings, technical certificates (TC) and certificates of proficiency (CP) for multiple training fields. In Aviation, CE and CP training opportunities were developed for the Aviation field (e.g., Private Pilot, Commercial Pilot, and Instrument Ratings).

Academics also developed a TC in Criminal Justice Corrections and a CP in Criminology. Other degrees and certificates developed include, a TC in Information Science Technology (IST), CPs in IST, Cybersecurity, Internet Design Concepts, and Computer Services. In Automotive Technology, the College has developed a TC in Automotive Repair and Troubleshooting, a TC in Performance Suspension Systems, and CPs in Electronic Systems Troubleshooting, Automotive Repair and Troubleshooting, Performance and Suspension Systems, and Brake Systems. The College has also revised the TC in Business Technology for a more efficient completion timeline.

During first half of cycle, the College had planned to pursue the HVAC certification with continued plans to incorporate into a construction trades program, likely to be established at the new Carpenter Technical Center (CTC) in Ash Flat. Due to the phased-in, industry-informed approach to adding programs to the CTC, it was later determined there was/is greater demand for welding and manufacturing training in the service area, both of which will be under workforce development focus in the 2021-25 five-year plan.

# Priority Three – Workforce Development

## **STRATEGY: 3.2 STRENGTHEN EMPLOYER PARTNERSHIPS**

### **GOAL: 3.2.1 ENHANCE ADVISORY BOARD AFFILIATIONS**

### **GOAL 3.2.2 CONTINUE TO ENCOURAGE CIVIC CLUB ENGAGEMENT**

## **STRATEGY: 3.3 GOAL 3.3.1 EXPAND CE OFFERINGS**

### **Enhance Advisory Board Affiliations**

Ozarka College has evaluated and met with advisory boards for Automotive and Business programs and an advisory board was created for IST, and Agriculture. With the expansion of technical offerings across locations, Ozarka will **continue** to add advisory boards with new programs and will undertake the development of a regional workforce alliance to meet the objectives of the WORC grant over the next three years and to address regional employer needs for the future.

### **Continue to Encourage Civic Club Engagement**

In order to continue to encourage civic club engagement, College administrators support key staff and faculty to become involve in local clubs and organizations. Campus directors, advancement staff, and various student services personnel are heavily involved with local chambers of commerce, economic development groups, rotary chapters, and other groups/committees specific to the service area.

Another goal included the development of a local speaker's bureau, an effort which was deferred until the next plan cycle due to limited interest in participation by community members at the time.

### **Expand CE Offerings**

As part of the goal to expand CE offerings, Academics planning to review pay structure for short-term, adjunct, and CE offerings. Academics reviewed and adjusted pay structures first in AY2018 and modified them again in AY2020 to better align with our peer institutions in the region.

# Strategic Plan 2016-2020

## Priority Four

### Continuous Innovation

#### **STRATEGY: 4.1 OPTIMIZE FISCAL, HUMAN AND PHYSICAL RESOURCES**

#### **GOAL: 4.1.1 INCREASE PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

#### **GOAL: 4.1.2 UTILIZE TECHNOLOGIES TO REPLACE LABOR INTENSIVE ACTIVITIES**

##### **Increase Professional Development Opportunities**

Faculty have received 3-5 professional development trainings each year on multiple training topics each year (e.g., assessment, productivity funding, persistence and completion, and customer service).

In cooperation with Academics, the Information Services department has enhanced myOzarka to include extensive assessment tracking. Faculty map all activities to the appropriate course outcomes. Activity comments are combined under each course outcome, allowing Faculty to review the overall success of each outcome and the course as a whole. Faculty received training on follow-up assessments for any changes they made to the course. All course outcomes are now mapped to general education outcomes.

##### **Utilize Technologies to Replace Labor Intensive Activities**

Information Systems has developed an online purchase order system that went live in January 2020. Review process to update the website took place during 2018/2019 with plans to select a new design Fall 2019 and implement by Jun 30 2020. A design was selected in Fall 2019, but due to health crisis, transition to new design postponed until January 2021 and reflected in new plan. Information Systems had received the efficiency and met with the appropriate groups to discuss the effectiveness of Sonis as a student information system. Information Systems has reviewed the efficiency and discussed with faculty the effectiveness of myOzarka as a learning management system.



# Priority Four – Continuous Innovation

## **STRATEGY: 4.1 OPTIMIZE FISCAL, HUMAN AND PHYSICAL RESOURCES**

### **GOAL: 4.1.3 CONTINUE TO EXPLORE GRANT OPPORTUNITIES**

### **GOAL: 4.1.4 IDENTIFY ENERGY EFFICIENCY SOLUTIONS**

#### **Continue to Explore Grant Opportunities**

Ozarka College received a grant from the Blue and You Foundation to provide and obesity prevention program and cardio equipment in the fitness center. The College received an Opioid Awareness and Prevention grant to implement new strategies to combat opioid abuse in our communities. At the end of AY2020, the Advancement team applied for a \$1.47M grant through the US Dept of Labor and Delta Regional Authority, a grant that Ozarka was awarded in September and will help develop a regional workforce alliance, stand up new programs at the Carpenter Technical Center in Ash Flat (Welding and Machining), and will support workforce readiness for student participants.

#### **Identify Energy Efficiency Solutions**

Ozarka pursued options for lighting fixture replacements in older campus buildings. College administrators received and reviewed quotes for efficiency upgrades. A company came in and conducted a lighting efficiency audit. As a result, we replaced the lights in the Administration Building with LED lights. We are currently in transition to use only LED lights in all of the buildings on all of our campus locations.

# Priority Four – Continuous Innovation

**STRATEGY: 4.2  
PROVIDE AN  
ENVIRONMENT  
THAT SUPPORTS  
INNOVATION**

**GOAL: 4.2.1  
CELEBRATE  
OZARKA COLLEGE  
INNOVATIONS**

**STRATEGY: 4.3  
ADVANCE DATA-  
DRIVEN DECISION  
MAKING**

**GOAL: 4.3.1  
REFINE  
DASHBOARD  
METRICS**

## **Celebrate Ozarka College Innovations**

Ozarka College initiated a quarterly employee recognition program to recognize employees who go above and beyond for the College, co-workers, and students.

Ozarka College also votes Faculty-of-the-Year and Staff-of-the-Year who are recognized at the Annual Arkansas Community Colleges Conference each October.

In 2019-2020 Ozarka revived the College newsletter to help keep employees and students aware of Ozarka news and upcoming events and student activities. One example of innovations/exceptional recognition was noteworthy advances in the wake of the pandemic shutdown experienced in Spring 2020. Especially innovative activities by Student Services staff and for Faculty online teaching transitions were also included.

## **Advance Data-Driven Decision Making**

The College has undertaken multiple projects to advance the use of data in decision-making. Once all productivity funding data was released by ADHE, the IS department completed a dashboard for tracking productivity funding metrics, tools that have supported enhancement of this plan as well as development of an enrollment management plan.

## **Refine Dashboard Metrics**

With input from a variety of other departments each year, the IS department reviewed and revised current dashboards and data reports. The updated data dashboard was provided to faculty members through myOzarka in 2018, and has been updated annually.

# Priority Four – Continuous Innovation

## **STRATEGY: 4.3 ADVANCE DATA-DRIVEN DECISION MAKING**

### **GOAL: 4.3.2 PROMOTE THE AVAILABILITY OF DATA**

## **STRATEGY 4.4 EXPLORE AND ADOPT TECHNOLOGICAL ADVANCEMENTS**

### **GOAL: 4.4.1 PROVIDE INNOVATIVE INSTRUCTIONAL DEVICES**

### **GOAL: & 4.4.2 EXPLORE INSTRUCTIONAL ASSESSMENT TOOLS**

#### **Promote the Availability of Data**

Ozarka College has developed several tools to aid in the data-driven decision-making process. As requests for data increase, Information Services (IS) continues to make enhancements to existing dashboards and metrics. IS met with various stakeholders through committee meetings, Planning and Assessment Council, semester in-service, etc.; concerning data that was available to assist with college operations. As a result, several reporting tools and dashboards were added or revised to better convey the data.

#### **Explore and Adopt Technological Advancements**

Technological advancements have proved invaluable to achieving goals. One particular advancement is the integration of strategic planning to the budget process. Through the budget request process, department managers entered categorical amounts, indicated funding priority level, and assigned all items to a strategic planning priority. Well received by the College community across all levels, this tool has greatly streamlined the budget request and strategic priority tracking processes.

#### **Provide Innovative Instructional Devices**

Academics and IS have installed cameras in every classroom and issued Go Pro equipment for broadcasting instruction. Additionally, IS has embedded distance communication software (e.g., Google Meet) into the myOzarka course shell for meetings with students. IS has constructed a video instruction hub for faculty recording. All efforts proved invaluable in transitioning instruction early in the pandemic.

#### **Explore Instructional Assessment Tools**

In collaboration with IS, Academics has enhanced the assessment activities in myOzarka, including the ability to assign comments to each outcome and even individual assignments. Additionally, all course outcomes were mapped to general education outcomes, allowing faculty to assess the overall success of the College General Education Outcomes.

# Strategic Plan 2016 – 2020

## Priority Five

### Community Engagement

#### **STRATEGY: 5.1 FOSTER MUTUALLY SUPPORTIVE RELATIONSHIPS WITH STAKEHOLDERS**

#### **GOAL: 5.1.1 WORK WITH K-12 ON TECHNICAL CENTERS**

#### **GOAL 5.1.2 CONNECT AVIATION PROGRAM WITH LOCAL GENERAL AND PROFESSIONAL AVIATION GROUPS**

Ozarka Academics continues talks with K-12 schools and the local Northcentral Arkansas Education Cooperative to strengthen the work relations to ensure continuing support for the welding program and gain support for IST and Agriculture. In addition to the current CTE offerings (IST, CNA, and ECD), welding was also identified as a priority program. Agriculture will also be added as a priority program. During the 2017-2018 academic year, the College acquired welding equipment through M & R Redistribution. After three years of preparation and collaboration with area high schools, the NAESC, and state agencies (e.g., Office of Skills Development); the College was officially designated by the State as eligible to offer programming as a secondary technical center, effective December 2019. With the recent acquisition and renovation of new program spaces and new resources flowing in the coming years, the College will continue to partner with K-12 to advance technical offerings.

Since 2017, the College aviation program has hosted an annual fly-in event. During this event, a safety seminar was conducted for local people in the industry. During the academic year 2017-2018 academic year, the Aviation program (3 staff and 7 students) attended a Hypoxia safety training in Oklahoma City, OK. The Aviation department leaders serve on the local Airport Commission. The College President serves on the Arkansas Aviation Historical Society, an organization that also provided several scholarships to Aviation students.

# Priority Five – Community Engagement

**STRATEGY: 5.2  
ENHANCE  
COLLEGE  
PRESENCE  
THROUGH  
EVENTS, SERVICE,  
AND  
ENRICHMENT**

**GOAL: 5.2.1  
DEVELOP  
SUMMER CAMP  
OPPORTUNITIES**

**GOAL: 5.2.2  
DEVELOP A  
GREATER  
PRESENCE AT  
HIGH SCHOOL  
AND  
COMMUNITY  
EVENTS**

## **Develop Summer Camp Opportunities**

Aviation faculty conducted a Summer Camp in Summer 2019 with 30 students attending and plans to continue each year. Information Science Technology also scheduled a summer camp for 2019; due to less than expected registrations for the program, the camp was cancelled. Summer camps were also explored for 2020. Agriculture, Automotive, Culinary Arts and Welding each had plans in place for summer 2020 but were deferred temporarily due to COVID-19.

## **Develop a Greater Presence at High School and Community Events**

College representatives have committed to participating in various events/activities in support of our local communities. These events include parades, school athletics events, ballgame tailgates, local county fairs, Innovation Hub, Single Parent Scholarship meetings and fundraising activities, and local festivals, including Bean Fest, Ozark Folk Festival, Eagle Fest, and Pioneer Day.

A comprehensive community service calendar was also created to track involvement in high school and community events. However, the original version was abandoned once Information Systems developed a more system-integrated calendar that better met the communication needs for all parties involved. The new calendar is a great tool to track Ozarka team participation and service/event opportunities.



# OZARKA COLLEGE

## Strategic Plan 2016-2020

### STRATEGIC PLAN PRIORITY 1: ACCESS TO EDUCATION

STRATEGY	GOAL	ACTION	STATUS	RESPONSIBLE
1.1 Enhance early access initiatives	1.1.1 Increase concurrent student enrollment conversion rate for high school seniors from 34% to 39% (5% increase) by the end of 2019-20	1.1.1.1 Target CE Courses for recruiting	Ongoing	VPSS, VPA
		1.1.1.2 Continue to market College Now Scholarship	Ongoing	DADM, DPRM
		1.1.1.3 Program faculty will make at least two visits per semester to a local high school	Ongoing	DADM, DCs, Faculty
		1.1.1.4 Conduct individual student meetings to explain the educational path into the College	Ongoing	DADM, DCs, Faculty
	1.1.2 Increase number CTE course offerings in high schools by one course per year	1.1.2.1 Develop partnerships with local co-op and high schools to align with state priorities and integrate students into pathways to college	Ongoing	DCAST
		1.1.2.2 Refocus content on counselor workshop to include CTE - Highlight new initiatives and our capabilities to develop individualized CTE pathways plans at high schools	Ongoing	DADM
	1.1.2.3 Create marketing materials for concurrent students and parents, based on academic program	Ongoing	DPRM, DADM, VPSS	

Comments (1.1.1) As part of the previous EMP, Ozarka College focused on increasing the fall concurrent enrollment. The College created a goal to increase the 249 three-year baseline by 10% (to 305). By the end of the EMP timeline, the number of concurrent students had grown to 320 (28.5% increase over baseline). Now, the Access team turned attention toward this group of students to improve the overall college going rate for our area high schools. Through direct recruiting and marketing efforts, the College strives to increase the rate of concurrent high school seniors enrolling as full-time students at Ozarka College in the two years following graduation (from 34% to 39%), thereby improving the overall college going rate for the four-county area. However, by the end of AY2019-20 high school seniors enrolling as full-time students at Ozarka steadily decreased to 22%. While Ozarka concurrent enrollment continued to increase, about half of those students were preparing to transfer to a four-year university. Although students were attending college at higher rates, Ozarka was not always the college choice, likely due to a stronger performing economy and more students starting at four-year institutions. Ozarka will continue to focus on increasing concurrent conversion and will assess the hypothesis in the next iteration of the plan in light of the pandemic, economic impact and two-year college enrollment.

Comments (1.1.2) This goal addresses the need to continue to expand CTE course offerings in area high schools. During the previous iteration of EMP, the College made progress with the expansion of CTE courses. Expansion of the CTE offerings is an initiative to increase the overall college going rate in the four-county service area. The College is continuing to expand current relationships with local high schools and the educational co-op to expand CTE course offerings. The College strives to increase the CTE offerings by at least one courses per year, specifically in the areas of welding, agriculture, and automotive/diesel. With the opening of a multi-location secondary center, the College will continue to pursue concurrent growth in technical programs.

1.2 Expand and maximize current access	1.2.1	1.2.1.1 Utilizing the internal prospect data portal and ACT Database, target traditional-aged students who express interest in high demand and STEM programs	Ongoing	DADM, VPSS
	a. Increase enrollment of traditional-aged students into High Demand Programs by 5% over 3 year baseline to 289	1.2.1.2 Educate advisors on advising for high demand and STEM programs	Completed	VPSS, VPA
	b. Increase enrollment of traditional-aged students into STEM Programs by 5% over the 3 year baseline to 65	1.2.1.3 Increase outreach to inform the public about high demand and STEM program offerings	Completed	DPRM, VPSS, VPA
	1.2.2	1.2.2.1 Utilizing the internal prospect data portal, target students age 25-54	Ongoing	DADM, VPSS
	a. Increase enrollment of			

	<p>non-traditional students (aged 25-54) into High Demand Programs by 5% over 3 year baseline 223</p> <p>b. Increase enrollment of non-traditional students (aged 25-54) into STEM Programs by 5% over 3 year baseline to 60</p>	<p>who express interest in high demand and STEM programs</p> <p>1.2.2.2 Educate advisors on advising for high demand and STEM programs</p> <p>1.2.2.3 Increase outreach to inform the public about high demand and STEM program offerings</p> <p>1.2.2.4 Align outreach efforts with Carl Perkins grant efforts to increase non-traditional gender students into CTE programs</p>	<p>Completed/Ongoing</p> <p>Ongoing</p> <p>Completed/Ongoing</p>	<p>VPSS, VPA</p> <p>DPRM, VPSS, VPA</p> <p>VPSS</p>
	<p>1.2.3 Increase applicant to enrollee ratio to 50% yearly</p>	<p>1.2.3.1 Implement an automated protocol to streamline admissions communication and outreach to students</p> <p>1.2.3.1 Development of additional tools to target groups based on different variables from applicant data</p> <p>1.2.3.1 Increase faculty utilization of unenrolled apps page in MyOzarka</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>VPSS, DADM, CIO</p> <p>VPSS, DADM, CIO</p> <p>VPA, VPSS</p>

Comments (1.2.1a & 1.2.2a) Through new program offerings and the expansion of CTE into the local high schools, Ozarka College sought to grow the number of traditional-aged students into the High-Demand and STEM programs. The College sought a 5% growth in this population over the three-year baselines: High demand from 275 to 289, and STEM from 62 to 65. Enrollment of traditional-aged students in High Demand Programs shows a slight decrease in AY2019-20 to 260 from the previous three-year average. This is something that OC needs to continue to work on and make some modifications in the next Strategic Plan. However, the enrollment of traditional-aged students enrolled in STEM Programs increased significantly up to 81. These actions are increasing the enrollment in STEM Programs and the College will continue to use them going forward. The graph below explains the progression of the High Demand Programs and STEM Programs over the last four academic years.



Comments (1.2.1b & 1.2.2b) The new degree offerings in Agriculture, Aviation, Information Science Technology, and Welding offer an introduction into careers for the non-traditional aged students. Additionally, the College offers many of the required courses either on-line, or at a time that is very convenient to the working adult. The College seeks a 5% growth in this population over the three-year baselines: High demand from 212 to 223, and STEM from 57 to 60. Enrollment of non-traditional students in High Demand Programs shows a decrease in AY2019-20 to 138 from the previous three-average. This could be a result of lower enrollment but something that OC needs to continue to work on and make some modifications in the next Strategic Plan. The enrollment of non-traditional students enrolled in STEM Programs decreased significantly down to 48. This could also be a result of lower enrollment. As Ozarka strives to increase enrollment, these actions will be modified if needed. The graph below explains the decrease of the High Demand Programs and STEM Program enrollments over the last four academic years.

Comments (1.2.3) The Access team has reviewed the data from this goal and has established a new three-year baseline. Instead of looking at the total of applications as in previous years, the conversion ratio now includes only new applicants and excludes, re-applying students (from one program to another) and concurrent students. The Access team believes that the new baseline will more accurately represent outcome of effort and expenses in recruitment. This action to maintain the applicant to enrollee ratio to 50% has been successful. Ozarka will continue these actions to help increase enrollment each semester. The graph below shows the target goal has been met.

## STRATEGIC PLAN PRIORITY 2: STUDENT SUCCESS

STRATEGY	GOAL	ACTION	STATUS	RESPONSIBLE
2.1 Improve semester completion	2.1.1 Developmental Sequence Completion: Increase developmental education sequence success to 65% by the end of AY 2019-20	2.1.1.1 Assign students testing into developmental education coursework specific advisors trained to assist in timely completion of the sequence	Completed/Ongoing	VPA, DC's
		2.1.1.2 Develop protocols for advising developmental education students	Completed/Ongoing	VPA, DC's, VPSS
		2.1.1.3 Re-evaluate sequence of coursework within developmental education courses	Completed/Ongoing	VPA, DC's, DE Faculty
		2.1.1.4 Conduct professional	Completed/Ongoing	VPA, DC's

		development for faculty on student mentoring/hospitality		
	<p>2.1.2 Gateway Courses:</p> <ul style="list-style-type: none"> <li>• Increase yearly average success in Composition I to 77% by the end of AY 2019-20</li> <li>• Increase yearly average success in College Algebra to 76% by the end of AY 2019-20</li> <li>• Increase yearly average in reading gateway courses to 85% by the end of AY 2019-20</li> </ul>	<p>2.1.2.1 Require a documented meeting with the instructor to develop a remediation plan for students dropping below a C average in College Algebra and English Composition I</p> <p>2.1.2.2 Require a meeting with instructor and advisor for students dropping below a C average in all other gateway courses (documented in advising notes)</p>	<p>Completed /Ongoing</p> <p>Ongoing</p>	<p>VPA, DC's</p> <p>VPA, DC's</p>

Comments (2.1.1) Through many concentrated strategies, in the previous iteration of the Enrollment Management Plan, the College was able to exceed the goal of 50% of developmental education students completing their coursework to 54.84%. The College hoped to build upon that success by incorporating targeted strategies to increase the number of successful students. Beginning in the Fall of 2018, students testing below minimum entrance standards in English or Math were assigned an advisor dedicated to advising only developmental education students to assist and motivate them to complete the sequence. To that end, protocols were established and professional development was conducted to assist faculty in reaching this goal. Additionally, the sequence of coursework will be re-evaluated by English and Math faculty to not only ensure completion, but also to ensure a smooth transition to credit-bearing courses in the subject area. The developmental sequence includes Foundations of Literacy and Foundations of Mathematics. Both sequences show increases in successful students, with the Foundations of Literacy surpassing the goal by the end of academic year 2018-19 and the Foundations of Mathematics falling short by one percent. Neither sequence met the the success of 65% by the end of academic year 2019-20. The College will continue this action to work on targeted strategies to increase student success in the developmental sequence. The graph below shows the developmental sequence progress for the past five academic years.

Comments (2.1.2) To aid in the achievement of these goals, faculty required students dropping below a “C” in Composition and Math to meet with the instructor and develop a remediation plan to be followed until the grade rises. In addition, students dropping below a C in gateway reading courses will be required to meet with both the instructor and their advisor (the reading courses that will be the focus of this plan are General Psychology, American History, World Civilization, and American

National Government). All of these meetings will be required to be documented in Advising Notes in MyOzarka. The actions taken by faculty and advisors to strive for successful students allowed for specific goals to be met for gateway courses. English Composition I increased to an average success rate of 84%; College Algebra fell short by four percent; General Psychology increased to an average success rate of 90%; American History I and II increased to an average success rate of 91%; American National Government increased to an average success rate of 87%; and World Civilization I and II increased to an average success rate of 91%. The College's faculty and advisors utilizing myOzarka's early alert system has helped increase student success and will continue to be a vital part of the College.

2.2 Increase semester-to-semester persistence	2.2.1 Progression: Increase the number of students maintaining an on-time progression to 60% by the end of AY 2019-20	2.2.1.1 Require all advisors to develop a four semester degree plan with advisees upon entrance that is revisited every semester	Completed /Ongoing	VPA, DC's, VPSS
		2.2.1.2 Encourage/recognize the achievement of Certificates of Proficiency and Technical Certificates within AAS degrees	Ongoing	VPA, DC's, VPSS
		2.2.1.3 Identify student characteristics that are barriers to progression and implement interventions	Ongoing	VPA, DC's, VPSS
		2.2.1.4 Develop summer schedules earlier to promote students staying on degree plan	Ongoing	VPA, DC's
	2.2.2 D,F rate: Lower the end of semester D,F, rate to 13% by the end of AY 2019-20	2.2.2.1 Require all students with a D or F at midterm to meet with both advisor and instructor	Ongoing	VPA, DC's
	2.2.2.2 Develop a more comprehensive Early Alert Process	Completed	VPA, VPSS	
	2.2.2.3 Require advisors to document	Ongoing	VPA, VPSS	

		counsel with students before acknowledging drop requests		
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Comments (2.2.1) Ozarka College will sought to increase the number of students staying on pace to graduate in a timely fashion. To achieve this goal, advisors were required to develop a four-semester degree plan with their advisees upon entrance to the college. Additionally, for degrees that have certificates embedded within them, students will be recognized for completion as they progress. Advisors will also work to identify barriers to completion and guide students to interventions to overcome those. To that end, division chairs worked to develop and disseminate summer course schedules earlier in order to promote more proactive scheduling and adherence to degree plans. At the end of AY2019-20 the on-time progression rate was 62.74%. The College was successful at maintaining as least a 60% on-time progression through AY2019-20. Faculty and advisors will both continue to utilize the early alert process to help aid in student success.

Comments (2.2.2) Ozarka College sought to increase the number of students staying on pace to graduate in a timely fashion. To achieve this goal, advisors were required to develop a four-semester degree plan with their advisees upon entrance to the college. Additionally, for degrees that had certificates embedded within them, students would be recognized for completion as they progressed. Advisors also worked to identify barriers to completion and guide students to interventions to overcome those. To that end, division chairs worked to develop and disseminate summer course schedules earlier in order to promote more proactive scheduling and adherence to degree plans. At the end of AY2019-20 the D,F rate was 10.67% therefore, the College surpassed meeting the goal of 13%. Ozarka College has successfully lowered the D,F rate and plans to continue practicing this action to lower the D,F rate to help students reach their educational goals. The graph below shows the decreased percentages of the D,F rate over the past five years.

**STRATEGIC PLAN PRIORITY 3: WORKFORCE DEVELOPMENT**

STRATEGY	GOAL	ACTION	STATUS	RESPONSIBLE
3.1 Explore fast-track technical employment opportunities	3.1.1 Develop short term training opportunities	3.1.1.1 Develop a plan to add HVAC certification	Pending	VPA
		3.1.1.2 Increase Aviation training opportunities for non-degree seeking students	Completed	VPA
		3.1.1.3 Develop additional trainings and certifications in CJ	Completed	VPA
		3.1.1.4 Develop additional trainings	Completed	VPA

		and certifications in IST 3.1.1.5 Develop additional trainings and certifications in Automotive 3.1.1.6 Develop additional trainings and certifications in business program	Completed  Completed	VPA  VPA
<p>Comments (3.1) During first half of cycle, the College had planned to pursue the HVAC certification with continued plans to incorporate into a construction trades program, likely to be established at the new Carpenter Technical Center. Due to the phased-in, industry-informed approach to adding programs to the CTC, it was later determined there was/is greater demand for welding and manufacturing training in the service area, both of which will be under workforce development focus in the 2021-25 five-year plan. The College provides CE training opportunities in Private Pilot, Commercial Pilot, and Instrument Rating. OC developed a TC in Criminal Justice Corrections and a CP in Criminology Justice. Others degrees and certificates developed include; AS in Information Technology, TC in Information Science Technology, CP IST, Cybersecurity, Internet Design Concepts, and Computer Services. In Automotive Technology, OC has developed a TC in Automotive Repair and Troubleshooting and a TC in Performance Suspension Systems as well as CPs in Electronic Systems Troubleshooting, Automotive Repair and Troubleshooting, Performance and Suspension Systems, and Brake Systems. OC has also revised the TC in Business Technology.</p>				
3.2 Strengthen employer partnerships	3.2.1 Enhance Advisory Board affiliations	3.2.1.1 Evaluate advisory boards for Automotive, Business, and Early Childhood	Completed	VPA
		3.2.1.2 Establish a program advisory board for AS in Education, IST, and Agriculture	Completed	VPA
	3.2.2 Continue to encourage civic club engagement	3.2.2.1 Update the speaker's bureau	Deferred	DMPR
<p>Comments (3.2) Ozarka College has evaluated and met with advisory boards for Automotive and Business programs and an advisory board was created for IST, and Agriculture. The speaker's bureau was deferred until the next plan due to limited interest in participation by community members. With the expansion of technical offerings across locations, Ozarka will continue to add advisory boards with new programs and will undertake the development of a regional workforce alliance to meet the objectives of the WORC grant over the next three years and to address regional employer needs for the future.</p>				

3.3 Advance continuing education (CE)	3.3.1 Expand CE offerings	3.3.3.1 Evaluate instructor payment polices	Deferred	VPA
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Comments (3.3) Pay structures were adjusted for full class/pay-per-head valuations, first modified in AY2018 and updated for AY2020

**STRATEGIC PLAN PRIORITY 4: CONTINUOUS INNOVATION**

STRATEGY	GOAL	ACTION	STATUS	RESPONSIBLE
4.1 Optimize fiscal, human and physical resources	4.1.1 Increase professional development opportunities	4.1.1.1 Create a plan for faculty professional development	Completed	VPA
	4.1.2 Utilize technologies to replace labor intensive activities	4.1.2.1 Develop online Purchase Order system 4.1.2.2 Streamline the academic assessment process through myOzarka 4.1.2.3 Review and update website 4.1.2.4 Review efficiency of Sonis for meeting needs of College 4.1.2.5 Review efficiency of myOzarka meeting learning management system needs	Completed Completed In progress Completed Completed	CIO

	4.1.3 Continue to explore grant opportunities	4.1.3.1 Develop partnerships with staff and faculty to aid in identifying potential grant opportunities 4.1.3.2 Continue to seek sustainable opportunities	Ongoing  Ongoing	VPIR
	4.1.4 Identify energy efficiency solutions	4.1.4.1 Partner with energy provider for lighting replacement program 4.1.4.2 Conduct energy audit	Completed  Completed	EVPFA

Comments (4.1) Faculty have received several professional development trainings on assessment and productivity funding. In cooperation with Academics, the Information Services department has enhanced myOzarka to include extensive assessment tracking. Faculty map all activities to the appropriate course outcomes. Activity comments are combined under each course outcome, allowing Faculty to review the overall success of each outcome and the course as a whole. Faculty received training on follow-up assessments for any changes they made to the course. All course outcomes are not mapped to general education outcomes.

Comment (4.1.2) Information Systems has developed an online purchase order system that went live in January 2020. Review process to update the website took place during 2018/2019 with plans to select a new design Fall 2019 and implement by Jun 30 2020. A design was selected in Fall 2019, but due to health crisis, transition to new design postponed until January 2021 and reflected in new plan. Information Systems had received the efficiency and met with the appropriate groups to discuss the effectiveness of Sonis as a student information system. Information Systems has reviewed the efficiency and discussed with faculty the effectiveness of myOzarka as a learning management system.

Comments (4.1.3) Ozarka College received a grant from the Blue and You Foundation to provide an obesity prevention program and cardio equipment in the fitness center. The College received an Opioid Awareness and Prevention grant to implement new strategies to combat opioid abuse in our communities. At the end of AY2020, the Advancement team applied for a \$1.47M grant through the US Dept of Labor and Delta Regional Authority, a grant that Ozarka was awarded in September and will help develop a regional workforce alliance, stand up new programs at the Carpenter Technical Center in Ash Flat (Welding and Machining), and will support workforce readiness for student participants.

Comments (4.1.4) Received and reviewed quotes. A company came in and conducted a lighting audit. As a result, we replaced the lights in the Administration Building with LED lights. We are currently in transition to use only LED lights in all of the buildings on all of our campuses.

4.2 Provide an environment that supports innovation	4.2.1 Celebrate Ozarka College Innovations	4.2.2.1 Develop an awareness and recognition plan 4.2.2.2 Feature innovations in the newsletter, periodically	Completed	
Completed				
CP				
<p>Comments (4.2) Ozarka College initiated a quarterly employee recognition program to recognize employees who go above and beyond for the College, co-workers, and students. Ozarka College also votes Faculty-of-the-Year and Staff-of-the-Year who are recognized at the Annual Arkansas Community Colleges Conference each October. In 2019-2020 Ozarka revived the College newsletter to help keep employees and students aware of Ozarka news and upcoming events and student activities. One example of innovations/exceptional recognition was noteworthy advances in the wake of the pandemic shutdown experienced in Spring 2020. Especially innovative activities by Student Services and Faculty online teaching transitions were also included.</p>				
4.3 Advance data-driven decision making	4.3.1 Refine dashboard metrics	4.3.1.1 Create Dashboard for pending Productivity Funding Metrics 4.3.1.2 Review and revise current dashboards	Completed	CIO
	4.3.2 Promote the availability of data	4.3.2.1 Extend access to appropriate users through marketing and providing training and support	Completed/Ongoing	
<p>Comments (4.3.1) Once all productivity funding data was released by ADHE, the IS department completed a dashboard for tracking productivity funding metrics. With input from a variety of other departments, the IS department reviewed and revised current dashboards and data reports. The updated data dashboard was provided to faculty members through myOzarka in 2018, and has been updated annually.</p> <p>Comments (4.3.2) Ozarka College has developed several tools to aid in the data- driven decision making process. As requests for data increase, Information Services continues to make enhancements to existing dashboards and metrics. IS met with various stake holders through committee meetings, Planning and Assessment, semester in-service, etc.; concerning data that was available to assist with college operations. As a result of the meetings several reports or dashboards were added or revised to better convey the data. Another technological advancement is the integration of strategic planning to the budget process. Through the budget request process, departments entered budget requests</p>				



and assigned funding priorities. Additionally, departments provided details about each budget request, as well as assigned all items to a strategic planning priority. This process has been well received by the College community across all levels and has greatly streamlined the budget request process. This also allows the College to monitor resources as purchases are made to make sure the goals are met that were made during both budget making and strategic planning processes. IS intends to continue to communicate with departments concerning data need, availability and usage.

4.4 Explore and adopt technological advancements	4.4.1 Provide innovative instructional devices	4.4.1.1 Identify and prioritize optimal learning tools 4.4.1.2 Identify funding source	Completed  Completed	VPA
	4.4.2 Explore instructional assessment tools	4.4.2.1 Implement outcomes at the course and department level	Completed	VPA and CIO

Comments (4.4) In combination with IS, Academics has enhanced the assessment activities in myOzarka, including the ability to assign comments to each outcome and even individual assignments. Additionally, all course outcomes were mapped to general education outcomes, allowing faculty to assess the overall success of the College General Education Outcomes.

## STRATEGIC PLANNING PRIORITY 5: COMMUNITY ENGAGEMENT

STRATEGY	GOAL	ACTION	STATUS	RESPONSIBLE
5.1 Foster mutually supportive relationships with stakeholders	5.1.1 Work with K-12 on technical centers	5.1.1.1 Collaborate with K-12 administration and appropriate state agencies 5.1.1.2 Identify funding sources(s) 5.1.1.3 Create timeline for transition 5.1.1.4 Identify programs 5.1.1.5 Identify appropriate learning resources	Ongoing  Completed  Completed  Completed  Ongoing	VPA
	5.1.2 Connect aviation program with local general and professional aviation groups	5.1.2.1 Include general aviation in safety and education programs 5.1.2.2 Serve as hub for aviator meetings/regional gatherings	Ongoing  Ongoing	CP and VPA
	5.1.3 Promote facility use to external user	5.1.3.1 Host community events	Ongoing	EVPFA
<p>Comments (5.1.1) Academics continues talks with K-12 schools and the local Northcentral Arkansas Education Cooperative to strengthen the work relations to ensure continuing support for the welding program and gain support for IST and Agriculture. In addition to the current CTE offerings (IST, CNA, and ECD), welding was also identified as a priority program. Agriculture will also be added as a priority program. During the 2017-2018 academic year, the College acquired welding equipment through M &amp; R Redistribution. After three years of preparation and collaboration with area high schools, the NAESC, and state agencies (e.g., Office of Skills Development) the College was officially designated by the State as eligible to offer programming as a secondary technical center, effective December 2019. With the recent acquisition and renovation of new program spaces and new resources flowing in the coming years, the College will continue to partner with K-12 to advance technical offerings.</p>				

Comments (5.1.2) Since 2017, the College aviation program has hosted an annual fly-in event. During this event, a safety seminar was conducted for local people in the industry. During the academic year 2017-2018 academic year, the Aviation program (3 staff and 7 students) attended a Hypoxia safety training in Oklahoma City, OK. The Aviation department leaders serve on the local Airport Commission. The College President serves on the Arkansas Aviation Historical Society, an organization that also provided several scholarships to Aviation students.

5.2 Enhance College presence through events, services, and enrichment	5.2.1 Develop summer camp opportunities	5.2.1.1 Explore other summer camp opportunities	Deferred	VPA
	5.2.2 Develop a greater presence at high school and community events	5.2.2.1 Create comprehensive community service area calendar 5.2.2.2 Generate college representation at area events	Deferred  Ongoing	VPADV

Comments (5.2) An Aviation Summer Camp was conducted in Summer 2019 with 30 students involved and plans to continue each year. There was also an IST Summer Camp scheduled however, there was not enough community interest to move forward. Summer camps were explored and were in place for summer 2020 but were deferred temporarily due to COVID-19. A comprehensive community service calendar was created; however, was abandoned because the college IT department was able to develop a calendar that better met the communication needs for all parties involved. Representatives from the College participate in the following community activities: parades, ballgames, local county fairs, Innovation Hub, Single Parent Scholarship activities, and local festivals including; Bean Fest, Ozark Folk Festival, Eagle Fest, and Pioneer Day

#### Key Persons

CP College President

VPSS Vice-President of Student Services

VPA	Vice-President of Academics
EVPFA	Executive Vice President of Finance & Administration
CIO	Chief Information Officer
DC	Division Chairs
DCAST	Division Chair of Applied Science Technology
DADM	Director of Admissions
DPIR	Director of Planning and Institutional Research
DPRM	Director of PR and Marketing