

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

OZARKA COLLEGE
218 College Drive
Melbourne, AR

November 15 – 17, 2010

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of this visit was to conduct a comprehensive evaluation for continued accreditation at the associate's degree level.

B. Organizational Context

Ozarka College is a two-year comprehensive community college based in Melbourne, Arkansas. Melbourne is a community of about 1700 people located in the foothills of the Ozark Mountains. The college was established as the Ozarka Vocational Technical School in 1973, and opened for classes in August, 1975. Initial offerings included automotive service, appliance repair, building trades, business education, and practical nursing.

Ozarka Vocational Technical School was recommended for initial accreditation in March 1988. In 1991, the Arkansas Legislature passed legislation to allow vocational technical schools to convert to technical colleges. In 1993, Ozarka College gained candidacy status with the Higher Learning Commission of NCA and was authorized by the Arkansas State Board of Higher Education to offer the associate of applied science degree. In 1994, both NCA and the State Board authorized the College to offer the associate of arts degree. The College was granted initial accreditation by NCA in 1996 for a period of five years.

Ozarka College has grown from under 150 students in 1996 to an enrollment of 1322 students in Spring 2010. The number of full-time faculty has grown from nine to thirty-three during this same time period.

The 2010-2011 College Catalog lists four associate of arts degrees, eight associate of applied science degrees, and fifteen certificate programs. The college's main campus is in Melbourne with sites in Mountain View and Ash Flat with plans for a site in Mammoth Springs.

C. Unique Aspects of Visit

A unique aspect of this visit was the geography of the district that Ozarka College serves. With a main campus in Melbourne, off-campus sites were 30 to 40 miles away, yet the geographical terrain made it an hour drive or longer. The socio-economic level of many of the residents of the district limited transportation opportunities. Thus the College was proactive in taking educational programs to within reach of the residents of the district.

D. Sites or Branch Campuses Visited

All Team Members visited the main campus in Melbourne. Two team members visited the Mountain View site including its current building, and the addition under construction. Two team members also visited the Ash Flat site.

E. Distance Education Reviewed

Team members met with faculty from the Mountain View and Ash Flat sites via interactive video that is also utilized for delivering instructional courses at a distance.

Both sites were visited by team members to insure adequate services were being delivered to students.

The team reviewed online courses and degree programs being offered through the College. Also, the College offers a registered nursing program through membership in an eight member health education consortium, Arkansas Rural Nursing Education Consortium (ARNEC). Area hospitals, medical clinics, and rehabilitation centers serve as learning sites for these students.

In addition, the Arkansas Craft School program has been established through a partnership with the Ozark Folk Center in Mountain View, Arkansas. This has allowed the College to develop continuing education activities as well as a certificate and associate of arts program for artisans.

F. Interactions with Constituencies

Team members met with:

- Members of the Ozarka College Board of Trustees:
- Bennie Cooper, Chair, Melbourne; Dennis Wiles, Vice-Chair, Horseshoe Bend; Larry Sullivan, Secretary, Mountain View; Bob Evans, Cherokee Village; Paul Weaver, Violet Hill; Jack Yancy, Brockwell
- Members of the Administrative Council:
- Richard Dawe, President; Michael DeLong, Vice President for Academic Affairs; Ron Helms, Vice President for Student Services; Tina Whellis, Vice President for Finance; Joan Stirling, Vice President for Planning and Institutional Research; Suellen Davidson, Director of Advancement; Scott Pinkston, Director of Information Services; Nancy Dust, Executive Assistant to the President
- 10 Community Members from Melbourne, Ash Flat, Mountain View, and Mammoth Spring
- 13 Students on the Melbourne Campus
- 18 Students at the Ash Flat Center
- 17 Faculty members from the Melbourne Campus (full-time and adjunct)
- 18 Faculty members from the Ash Flat and Mountain View Centers (via telecommunications)
- 4 Division Chairs
- 7 Members of the Curriculum Committee
- 7 Members of the Diversity Committee
- 14 Members of the Planning and Assessment Council
- 19 Professional and Classified Support Staff
- ARNEC Director
- Director of Library
- Library/Media Specialist
- TRIO Director
- Career Pathways Director
- Registrar
- Financial Aid Director

- Financial Aid Specialist
- Information Services Director
- Information Services Technician
- Human Resources Director

G. Principal Documents, Materials, and Web Pages Reviewed

- The Ozarka College web page www.ozarka.edu including:
web page containing the Mission Statement, Vision, and Values Statement;
web page containing Campus news and student monthly calendar; web page
containing Melbourne Campus maps; web page containing college
registration form; web page displaying helpful information for emergency
contact; web page containing information regarding the Ozarka College
Foundation (including instructions on how to donate on-line); web page
containing the "Message from the President;" web page containing
information listing the College Board of Trustees and web page containing
the Ozarka College Academic Calendar
- CCSSE Results, 2008
- College Catalog
- Ozarka College Connection
- Employee Handbook
- Faculty Handbook
- Adjunct Faculty Handbook
- Advising Handbook
- Planning Results Manuals
- Planning Addendum 2009-2010
- Alumni Surveys 2008, 2010
- Environmental Scan 2008-2009
- Campus Safety and Security, 2010
- Manual of Financial Aid Policies and Procedures
- The Teacher Toolkit
- Division Reports
- February 20, 2009 Minutes of the Instructional Council
- Program Assessment Plans and Results Reports
- December 2009 Employee Satisfaction Survey
- 2008 CCSSE Frequency Distributions

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The current self-study process extended over a period of over twenty four months, from Spring 2008 to November of 2010. A self-study steering committee was established along with self-study subcommittees. Several college employees have attended recent Higher Learning Commission annual meetings.

B. Integrity of the Self-Study Report

Ozarka College involved faculty, staff, administrators, and students in the self-study process. Input was solicited from the college community at multiple points during the process. The process included attendance at the HLC Annual Meeting by several administrators, staff, and faculty during the time period of the self study process. The process included group review and editing that allowed the criterion committees to actively participate in the preparation of the self-study document. The resource room materials, as well as extensive team visits with College constituencies, were used to verify the information communicated in the self-study. Resource room materials were well organized and were adequately identified.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The notification requirements were fulfilled. The team visit was communicated to the public and to students through campus newsletters and local media. The College complied with the Higher Learning Commission's third party comment requirement. Three comments were received from external audiences; all were positive and supportive of the institution.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Federal compliance areas and student complaint information and all requirements were met. The Worksheet on Federal Compliance is included with this report.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

Core Component 1a: The Ozarka mission documents are clear and articulate publically the organization's commitments.

The current mission statement: "Ozarka College provides life-changing experiences through education" states succinctly the role the College plays in its four-county service area. The Mission Statement, along with the Vision and Values Statements, were approved and adopted by the College's Board of Trustees in September 2007 and again adopted as a recommendation of a college study committee in March 2010. The Mission Statement and abbreviated Vision Statements are placed in hallways of the College and in College documents.

The College has developed Mission General Objectives which describe activities and programs of the College which contribute to the stated Mission. These objectives include, but are not limited to, serving adult learners through the Adult Education Program, supporting learning through technology and providing customized training programs to businesses in the communities it serves to promote workforce readiness.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

In its Mission, Vision, and Values statements, Ozarka College implies an acknowledgement of the diversity of learners with such terms as responsive and adaptive. With regard to the Learning value, the College refers to "our changing environment." The Caring Value includes individual diversity and the unique contributions of all individuals, as well as the promotion of open and respectful communications and the free exchange of thoughts and ideas. The Community Value highlights both the "community we serve and the community we create," and emphasizes collaboration and engagement.

The Board of Trustees' Policies and Procedures Manual sets out the expectations for behavior for the College community in relation to the rights of the individual. The Diversity Statement, which appears in the catalog, expresses an appreciation for human diversity and the importance of understanding and cooperation. An interview of the Diversity Committee members indicated that staff, students, administration and trustees all understand this importance of diversity and also recognize the difficulty creating cultural diversity of students and staff due to the region the College serves.

The College's Diversity Committee is charged with the responsibility of identifying and implementing activities and experiences that support diversity by providing experiences, encouraging inclusiveness, creating learning environments and College operations that ensure equality and justice. Comments from administration, faculty, and students indicated that they understand the importance of learning about cultural diversity and incorporate several classroom and community activities to promote that understanding.

Core Component 1c: Understanding of and support for the mission pervade the organization.

The mission statement appears on every course syllabus and the Mission, Vision, and Values are at the very front of the Ozarka College Catalog, followed by General Objectives and the Diversity Statement. The Mission statement is posted across campus and around the community, on correspondence, in printed advertising and admissions material, in other forms of media, and on the College web site. In meetings with students, faculty, and staff, the understanding of, genuine engagement in, and commitment to the mission and vision were very apparent.

Understanding of the Mission has been monitored by an Environmental Scan in 2008 and through an Employee Satisfaction Survey in 2009. The College's strategic goals and planning are based on the Mission and Vision. Beginning at the department level, plans are developed, reviewed, and compiled, and finally brought to the Board of Trustees for adoption. A similar process is used for budgeting, with reviews by the Vice President for Finance before presentation to the Board.

The College's Marketing Plan for 2009-2011 shows clear alignment between the mission, vision, and values of the College and communication of the College's message. A review of marketing publications, the College newsletter, Catalog, and website and an interview with the Public Relations Specialist indicates that Ozarka is aware of its target audience, competition, and the current media environment. The plan includes promoting increased enrollment, strengthening community outreach, and ensuring that Ozarka has an integrated message.

Core Component 1d: Ozarka College governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Ozarka College is governed by a seven member Board of Trustees appointed by the Governor of Arkansas. The Board meets quarterly on campus and the minutes of these open meetings are published on the College's web site.

The College President is appointed by the College Board of Trustees and is responsible for the operations of the College. The Board establishes parameters and limitations within which the president is to operate. As stated in the Board of Trustees' Policy Manual, the president is charged with "the overall responsibility for the operation of the college." Interviews with members of the Board of Trustees indicated that the Board recognizes its role as the policy setting body of the college. Interviews with the college president also indicated to Team members that the president felt both the support of the Board and the latitude to operate within the parameters set.

The President's Administrative Council includes the Vice President of Academic Affairs, the Vice President for Student Services, the Vice President for Finance, and the Vice President for Planning and Institutional Research. Also included are the Director of Information Services, the Director of Advancement, and the Executive Assistant to the President. This would indicate that input and

communication from all areas of the College are included at the highest level of administration. Inclusion of the Director of Information Services indicates inclusion of technology needs in the decision making process.

The Ozarka College portal platform, myOzarka, and the College web site are utilized to provide information to staff and students, and provide access to faculty resources, meeting minutes, college policies and procedures, and the Ozarka College Campus Connection. This keeps students and staff informed of administrative decisions made and promotes the openness of the Board and Administration to accepting input from these groups.

Core Component 1e: Ozarka College upholds and protects its integrity.

The Financial Aid Task Force, the Registration Improvement Task Force, and the Facility Usage Task Force were implemented to identify changes needed in policies and procedures in these areas. The task forces recommended changes to ensure fair treatment of students. Changes in procedures were implemented that resulted in clearer policies and procedures.

The Ozarka College mission of “Provides Life-Changing Experiences through Education” is illustrated by the College’s openness and ability to respond to community needs through the Ash Flat and Mountain View sites. The geographic terrain of the region limits the opportunity for residents to commute any significant distance to participate in any higher education activity. These sites established have provided that opportunity for many very place-bound residents.

2. Evidence that one or more specified Core Components need organizational attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

The Criterion is met. No further Commission follow-up required.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s 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.

1. Evidence that Core Components are met

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Effective environmental scanning has positioned the College to respond to the various needs of three communities in four counties. The institution is definitely interested in developing new degree programs, particularly in technical fields. In response to local constituents in the northern sector of their service district, a fourth site is under development in Mammoth Spring. An underserved population exists and in-state tuition is available to those Missouri residents living in the bordering county. Only evening classes are offered at this time.

The College is also proud of the strong academic foundation provided their graduates. An example of marketing this pride is found on campus and in the community where local employers display an adhesive window sticker with the words "Ozarka Graduates Work Here" around the school emblem.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The Library at Melbourne is attractive and provides a much needed and appreciated service to the College and its students, faculty and staff. Evidence to support this fact includes the books acquired in support of the Children's Program, agreements maintained with other libraries, and participation in a 45-member consortia which makes available the Ark-Link card. The Library also provides interlibrary loans (ILL) as well as some 16-18 electronic databases available through the myOzarka portal platform, indicating its commitment to support the College's instructional programs.

Facilities at Melbourne include a computer lab in the loft area, a group study area, and a smaller group study area. These facilities, along with the Library, seem to provide adequate space for students individual study needs. Most notable is a paid courier who provides same or next day delivery service to other sites. This helps ensure prompt communication to students at off-campus locations from faculty and staff on the main campus.

Physical observation and touring of the Melbourne Campus and Mountain View and Ash Flat Centers by members of the Team indicate the physical facilities are in good condition and well-kept. On-going maintenance of the facilities is witnessed by the recent roof replacement on the Melbourne Campus. The upgrade of current facilities, recent additions to Ash Flat Campus, and additions under construction on the Mountain View Center supports the College's commitment to support instruction and maintain their physical resources for the future.

Students and faculty alike are tremendously supportive of myOzarka, the college's portal. Elements applauded include the H Drive, where students may store their work, and later access it from a remote location; faculty are able to archive lectures so that students may view them at a later date; and the ability to deliver "live" streaming video from a remote location via a webcam. Employees may learn the system through an online orientation where.

A team member reviewed the 2010-2011 College budget with the Ozarka College Vice President for Finance. This included review of both unrestricted and restricted accounts. The primary source of revenue for the College is Arkansas state appropriations, along with student tuition and fees. This state funding includes General Revenue Funding and Arkansas Workforce 2000 funds targeting workforce development. The budgeting process identified during this interview included review of mission and planning priorities during the budgeting process. Interviews with other employee groups verified this information.

The College has maintained adequate funding from the above sources for the operation of the College. A local sales tax base has existed in two counties to help maintain facilities. That tax has expired in one county, but the college administration and trustees believe there is support to renew the tax in that county. The other county's tax has no "sunset clause". Interviews with the college president, Board of Trustee members, and community members indicate support for on-going local financial support for the College. Review of college budgets and financial statements also indicate adequate reserves to ensure financial stability.

The Ozarka College Foundation has a base of approximately \$1.3 million. The Foundation is committed to not only scholarship support for Ozarka students, but also to resource support for the College. Evidence of this is shown through the Foundation's willingness to commit \$25,000 to help equip an off-campus center in Mammoth Spring in order to make courses available in that region of the College's service area.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The number of hours and the job descriptions for Division Chairs has changed in the past eight years from a teaching load of 30 hours in 2006 to a current low of 15 hours for the academic year (including the summer semester). In the event Chairs teach an overload course, they are compensated at the usual rate as other faculty, \$600 per credit hour. Division Chairs normally work eleven month contracts, with their time off during the summer months staggered.

In recent years, Division Chairs believed they had a larger and more direct responsibility for the assessment of student learning. With the current plan in place, many now view their responsibility as that of a facilitator who assists their faculty in assessing student learning, unless it is a course they personally teach.

In the words of one Chair “we no longer teach toward objectives, but with outcomes-based teaching, our instruction is now learning based”.

It is the Division Chair who is responsible for reviewing all faculty syllabi for consistency, and creating the master syllabus for any new course with multiple sections. At the completion of each academic year, Division Chairs submit an annual Summary Review to the Academic Vice President reporting the goals met.

In the English area, their assessment is a required portfolio where a random sample is selected for review. A scoring rubric is used to ensure consistency of scoring. Feedback over the past three years has resulted in two changes identified and made.

Program reviews may occur at three, five or seven year intervals based on the type of program, discipline, and articulation agreements in place. The program reviews provide information to faculty and administrators for use in setting priorities for the budgeting process.

Arkansas has a statewide report which notifies institutions of any low-performing program. In recent years the Information Services degree fell into this category and the decision was made to close the program. Remaining students were taught the remaining courses needed to graduate. This state-supervised system helps insure that the College maintains viable programs.

Academic program review is based on deriving input through a variety of feedback mechanisms. Ozarka conducts periodic surveys of its constituencies to determine relevance and currency of programs. Advisory Councils also provide regular input. For example, Advisory Councils for Library, ABE and technical programs provide advice regarding courses/curriculum. All programs use the Program Assessment Form process for continuous improvement of programs; these new processes should prove useful and effective.

The College has recently established an Office of Institutional Research, although various surveys, such as the Alumni Survey, have been in place since at least 2002 when the current questions were created. At this time a return rate of approximately 20% exists. As more email addresses are collected from graduates, consideration will be given to sending this survey electronically.

The many services provided to Ozarka students through its three grants (TRiO's Student Support Services, Career Pathways, and Perkins) are outstanding. Because of the mix, all students are able to benefit from tutoring. Specialized benefits such as a gas card, child care assistance and textbook loans to Career Pathways (TANF) students, for example, make major differences in the ability of this group of students to persist through graduation from the College.

The Perkins grant is able to provide such beneficial services as tutors and professional development activities in advisement services.

A major contribution to the students of Ozarka comes when grant-funded staff members have the opportunity to substitute in various classes at the three campuses. Ready-made workshops already presented include note taking, test taking, resumes, time management, interest inventories, and financial literacy, to name a few. The Student Success Center also holds monthly workshops on all three campuses on these same topics.

The Vice President of Planning and Institutional Research submits a Budget Request for this office individually. Review of the 2009-2010 Operating Budget shows nearly a 50% increase in this budget for 2009-2010 from the previous year. This would indicate that the budgeting process has recognized the importance of the need for continued and increased resources for the planning process of the College.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Consideration is underway for a new AAS degree in Tourism and Hospitality Management, and a letter of intent has been filed. This degree would transfer to five senior institutions. Other degrees are under consideration at this time. Once a feasibility study is completed, if the data indicates a viable discipline, the College will begin with an 18 credit-hour certificate program.

The College will soon be participating in a new state-wide A.S. degree in Business, which will transfer seamlessly to all Arkansas senior institutions with the exception of the University of Arkansas. To be eligible to participate in this program, the College needed only to add the three courses of Business Calculus, Business Statistics, and Macro-Economics.

It was noted that much attention continues to be focused on developmental courses, including the software selected for each discipline. In particular, they prefer diagnostic systems not only to tell the student they made an error but also assist in identifying why the student made the error.

In addition, a research project has been initiated to identify the 35 courses with the highest success rate (students did not drop the course and received an A, B or C) from 1993 through May 2010.

An interview with the Vice President of Finance and review of the 2009-2010 budgeting documents (requests), indicate budget requests require justification that the request is tied to the College planning documents. The information obtained through the interview and review of the documents indicate a link between the budgeting process and the planning process.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

The Criterion has been met. No further Commission follow-up required.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The College has identified six general education learning outcomes that are mapped to 24 courses. For some programs, student learning outcomes are clearly stated, for example, the AAS in Culinary Arts, LPN, CNA, HIM, and the AAS in Business Technology.

Core Component 3b: The organization values and supports effective teaching.

Faculty determine curricular content through a process that involves a Curriculum Committee, the Faculty Council, and the Administrative Council.

The College supports the professional development of its faculty by providing orientation and training on campus as well as by financial support for faculty who take coursework to enhance their knowledge and skills. Faculty are required to outline their plans for professional development in the coming year as part of their evaluations. All of these opportunities help ensure that faculty has access to best practices in teaching and learning.

Faculty receive feedback on their teaching from students in their courses and from observations of their teaching by the division chair or the VPAA each year. There is an annual awards program that recognizes excellence in teaching.

Professional development opportunities on campus have focused on active learning, effective developmental education, and critical thinking, among others.

Core Component 3c: The organization creates effective learning environments.

The College has implemented several improvements in programs and courses in response to learning assessment data. The portfolio process, involving a random sample of students in English Composition I, seems to have resulted in some productive conversations about continued revisions to the rubric and alignment of grading approaches among instructors. The nursing program has increased the integration of ATI testing and incorporated more discussion of the treatment of diverse patients.

Several improvements have been implemented in student services and instructional resources in response to assessment data. The goal of these changes has been to make the admissions and enrollment processes easier for students and to better meet the needs of students to access services and resources to increase their chances of academic success.

Consistent with its value of caring and in support of the general education outcome on diversity, the College has implemented strategies and programming with the goal of creating a welcoming environment for all students. The tone of conversations with students, faculty, and staff attests to the positive climate Ozarka has been able to create.

Efforts to improve the academic advising process have included a satisfaction survey for students, the creation of an Advising Handbook, attendance at a national advising conference, and enhancement of its student orientation program.

With almost 60% of entering first-time college students testing into at least one developmental course, the College has taken several steps to address these learning needs, from scheduling for students to additional professional development for faculty who teach these courses.

The College has a comprehensive array of services available to increase the likelihood of student success, including tutoring, advising, workshops, career counseling, assistance with book acquisition, childcare, transportation, and school supplies, and the availability of computer labs.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Ozarka has adequate learning resources to support student learning and effective teaching, including its library, science and other laboratories, clinical practice setting, and adult education sites. Ozarka employs up-to-date technologies that support its operations and its various academic and technical programs.

There are practices in place for the on-going assessment of usage and quality of the learning resources through monitoring and various licensing processes.

2. Evidence that one or more specified Core Components need organizational attention.

Although it is stated that the General Education Outcomes are embedded in the coursework for associate degrees, it is unclear from viewing the syllabi exactly how they are incorporated and assessed.

Student learning outcomes are not listed for some of the programs, for instance, Law Enforcement Administration, Entrepreneurship for Artisans, AA Emphasis in Human Services. For other programs, the outcomes are stated in a very general way, “demonstrate the skills and abilities named in the College’s philosophy of general education.”

It is unclear how the general education outcomes are measured. The CAAP is optional; if under 15% of graduates take the test and if those are volunteers, it will be difficult to draw reliable conclusions about Ozarka graduates as a group.

More clarity about program outcomes will serve the public and potential and current students in that they will know what to expect from each degree. Better articulated assessment strategies will make it easier to make confident statements about what Ozarka students, as a group, know and can do with what they know at the time they graduate.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met. No further Commission follow-up needed.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization 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.

1. Evidence that Core Components are met.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The College demonstrates it values a life of learning through its many printed documents, budgets, policies and programs. Nursing programs at Ozarka are particularly valuable to the service area. LPN applicants often have previous work skills or even degrees, but return to college to improve their personal situations. The success of these decisions is evident as there is not only a strong retention rate, but also a 100% state board pass rate for all six (consortia) campuses.

The support for a life of learning is evident through the college's Date of Birth program which allows individuals over 60 years old to attend classes tuition-free. Similarly, the College is to be commended for its ability to award tuition waivers not only for full-time faculty and staff, but also the spouse or child of full-time faculty and staff.

The CCSSE inventory utilized in 2008 showed that in the "support for learners" category, the institution averaged ten points above the national rate for both full-time and part-time student respondents.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Students recognize the availability of scholarships to both new and transfer students. They realize that the personal care and attention is unique to their college, including the depth of tutoring. Unanimously, they give high marks to the myOzarka portal platform, especially the ability to logon and utilize services at remote locations.

A number of student clubs and organizations, including Phi Theta Kappa and Student Government, are available to students. However, many students who work and have out-of-class responsibilities are unable to participate. Additionally, while the desire is to have participants from all campuses, the reality is that the inability for students to meet at one location, even electronically, hinders growth of the organizations. Nevertheless, a number of activities and services are provided each semester by these student leaders.

General education courses are within the range of accepted practice. General Education courses for Associate of Applied Science courses range from 15-19 hours. For the Associate of Arts transfer curriculum, the number of general education credits constitutes 38 or more hours/half the credits. Transfer agreements are standardized through the state transfer agreement system. Technical certificate courses require a minimum of one English and one Mathematics course.

The RN Nursing program coordinated through ARNEC and the LPN Nursing Program not only focus on teaching students the technical skills they need for careers, but on developing employable citizens. The ARNEC Director stated that the College takes students, helps them develop self-respect, and guides them to

professional behaviors. As part of their program training, students have opportunities to attend professional conferences with faculty. Additionally, the Allied Health Division cites as one of its planning actions promoting student participation in community service to create linkages between curricular and co-curricular experiences.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The College believes it impacts the economic development of the area by graduating students for existing industries as well as helping to create “growth area” industries. This belief is supported by faculty who indicated they are “building bridges out of poverty”. Similarly, students indicated that they wished to remain in this geographical area.

Input into the content of the institution’s courses is gained through a number of sources. The health area, for example, has mandated curricula. Annual meetings with program Advisory Committees also yield recommendations for curricula. Informal student input is accepted. Recently all employees were asked to respond to a survey regarding ideas for new programs.

Academic program review is based on deriving input through a variety of feedback mechanisms including alumni surveys and Advisory Councils. The Arkansas Department of Higher Education program review for all programs occurs on a seven-year recurring schedule. All programs use the Program Assessment Form process for continuous improvement of programs, and it is hoped that these new processes will prove useful and effective.

Ozarka conducts periodic surveys of its constituencies to determine relevance and currency of programs. Advisory Councils for Library, ABE and technical programs provide advice regarding courses/curriculum.

One of the General Education Outcomes addresses awareness of cultural, political and economic diversity. Although the regional population is not ethnically diverse (97% white), Ozarka promotes awareness of cultural diversity through its Diversity Committee, cultural events like International Days, and speakers. The success of an exchange between Ozarka students and a university class in Siberia is an example of the college’s goal to bring more cultural experiences to students. Administrators indicated that they plan continue supporting the relationship.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Faculty voiced that the strength of Ozarka College was that it prepares students for a better future. They are proud to give personal attention to their students, and unanimous in their belief that their Advisement process is a real attribute. Division chairs reported they are very cognizant of the need for good scheduling.

A “campaign” is underway in the support of Advisement services, beginning with the Perkins funding and continuing through the creation of an Advising Committee. A slogan of “Be Advised” appears on a large banner hanging in the entrance of the College’s Administrative Building. Lapel pins have been ordered and plans are in place for a nationally recognized authority on college advisement through NACADA to be a professional development speaker in January.

Faculty believe that their greatest challenge is their enrollment growth, particularly in a time of flat or reduced budgets. Class size is generally limited by space, seats, or computers. Faculty are allowed to accept two overloads each semester, but are not forced. The expectation is a commitment of 30 hours spent on a campus. Most faculty serve on two committees, either from appointment or as a volunteer.

The Vice President of Student Services serves as the institution’s conduct officer. All Student Services units take responsibility for the in-service of campus personnel relating to FERPA. Students who enroll are required to submit two different forms of identification prior to receiving their photo ID. The Directory information is listed in the college catalog, and no complaints have been filed. The institution has made a conscious decision not to allow students to enroll late, once a class has begun, as these were the students who historically did not persist.

Ozarka provides assurance that its processes are in compliance with federal regulations with regard to student identification: students taking online tests must sign in using their username and password. Additionally, the IT staff routinely oversees IP addresses as well as geo-locations. It was also noted that many online classes have at least one onsite orientation and/or test per semester, if possible, which also eliminates potential for deceit.

2. Evidence that one or more specified Core Components need organizational attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

The Criterion is met. No further Commission follow-up required.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met.

Core Component 5a: The organization learns from its constituencies it serves and analyzes its capacity to serve their needs and expectations.

Ozarka conducts periodic surveys to determine the needs of its constituencies. Community members affirmed that the college leaders research what the community and students want and listen to them. As a result of a 2008 survey of three counties and an identified need, Ozarka created new programs at Mountain View, including CNA and Registered Nursing. The new site at Mammoth Spring is the result of multiple requests from students and community leaders there to offer college classes locally.

A comprehensive program development and approval process appropriately involves internal and external entities such as the Faculty Council, Administrative Council, Board of Trustees, and the Arkansas Department of Higher Education to help ensure that programs are appropriate and that the college has the capacity to deliver.

Core Component 5b: The organization has the capacity and commitment to engage with its identified constituencies and communities.

Ozarka partners with area high schools to offer concurrent enrollment options for approved academic and technical courses. Some courses are taught by qualified instructors at the high school. Other courses such as Health Skills I & II and Medical Terminology are offered via interactive video. Over 150 students are served annually. Students and local superintendents affirmed that these courses introduced many students to educational possibilities to earn college credit. In this endeavor, the College is meeting its commitment to increase access to higher education opportunities.

With 71 percent of students being first generation college learners, and a 21 percent poverty rate in the service area, Ozarka serves a critical need in its community. The state-funded workforce development program, Career Pathways, supports students with children living at home in the form of book loans, gas cards, child care and supplies. The program is available at all sites at least two days a week and also includes academic advising, basic skills, career counseling and financial aid.

The college engages with its community through cultural events such as Drama Club plays, International Day, Fall Festival, and Spring Carnival (500-800

participants). Employees and students participate in events such as Relay for Life and Pioneer Day.

The college makes its facilities available for community functions and meetings. Furthermore, at the Melbourne Campus, the culinary students serve monthly dinners to expand restaurant experiences/options for community members. At the Ash Flat site, the local high school uses the auditorium for testing.

Students participate in a number of community service projects. The RN and LPN program students help with flu clinics, blood drives, home care visits, or volunteering for the American Cancer Society. The college also supported Race for the Cure and Relay for Life. Students described their volunteering in various community endeavors including cleaning up after disasters such as a tornado, collecting clothing for Goodwill and local food donations.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Ozarka meets the needs of the region for training Registered Nurses through the Arkansas Rural Nursing Education Consortium (ARNEC) of eight rural colleges. The program is delivered via the ITV system from 3:30-8:30 p.m. two days a week with every other weekend for clinicals. In 2008, 20 students completed training and achieved a board pass rate of 94.4 percent. Students acquire employment at regional hospitals, nursing homes, and in home health care.

Several articulation agreements expand options for students: Arkansas Tech University, the Bachelor of Early Childhood Education, Bachelor of Science in Mid-Level Education, and Associate of Arts with emphasis in Human Services. Interviews with the Administrative team and some students attest to the importance of multiple options for education.

Partnerships with Ozark Folk Center and Arkansas Craft School allows Ozarka to offer a certificate of proficiency and an associate of arts degree in Entrepreneurship for Artisans. While the venture is relatively new, Administration has been listening to the advisory committee of artisans to refine and promote the program for Mountain View. Economic development is also a goal of the program.

Ozarka College, its Administration and Board have made a commitment to serve students in their home locations at Mountain View, Ash Flat, and Mammoth Springs. "We bring college to the students." The facilities at those sites are modern, clean, and inviting. In addition to classrooms, the Ash Flat campus features a cyber café and success center space for students.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Students expressed praise for the "family atmosphere" of the college, the caring

and excellent instructors, and personal attention. They appreciate the varied options to take courses in the AA/for transfer and in technical programs. Division chairs, Student Support Services staff, and the IT staff regularly visit each site to make themselves available to students. These student comments attest to the value they place in Ozarka.

The continuing education program serves the community through a variety of non-credit courses, including a summer enrichment program for area youth. These educational services are offered at off-campus sites in Ash Flat and Mountain View.

Ozarka offers services that are valued. Ozarka aggressively pursues grants which allow it to serve particular community needs. A Department of Justice Violence Against Women grant provides for professional development of staff who counsel students in domestic violence situations. The College serves the needs of economically disadvantaged students through a 2007 Department of Labor grant which provides tuition scholarships.

Community leaders attest to the value Ozarka provides to each particular county. Members from all four counties described the importance of separate campuses to the students of the region, a region where the physical terrain is a barrier. According to one member, "Ozarka opens doors for students who wouldn't have taken the opportunity or couldn't afford college—everyone has a chance."

2. Evidence that one or more specified Core Components need organizational attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

The Criterion is met. No further Commission follow-up is required.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. Legal status
No Change
2. Degrees awarded
No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status
No Change
2. Approval of degree sites
No Change
3. Approval of distance education degree
No Change
4. Reports required
None
5. Other visits scheduled
None
6. Organization change request
None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Recommended Next Comprehensive Visit: 2020 - 2021

Rationale for recommendation:

The Team found Ozarka College meets all Higher Learning Commission Criteria. While Institutional Attention is recommended for Criterion 3, the fact that Ozarka College was participating in the HLC Assessment Academy and the progress on assessment that the College has made to this point indicated to the Team that progress in assessment would continue.

It is the opinion of the Team that Ozarka College does an outstanding job in serving its constituents in the counties the College serves. This will be noted in the Advancement Section of this report.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

Ozarka College will need to submit to the Higher Learning Commission a Request for Change: Addition of a New Site for the planned Mammoth Spring Center.

WORKSHEET ON Federal Compliance Requirements

OZARKA COLLEGE

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Student Complaint Logs
Title IV Federal Financial Aid Default Reports
Manual of Financial Aid Policies and Procedures
Campus Safety and Security Manual, 2010
Verification of Student Identity Process
College Catalog
Student Handbook
Advising Handbook
Student Transcripts
Course Syllabi
College Web Site

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance and found the College to be in compliance with standards of good practice in all degree programs.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance, including the institution's student complaint log and found the College to be in compliance.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance and the College is in compliance.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance and found the College to be in compliance.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and the College has provided evidence that it meets compliance.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance and finds the College in compliance.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address*

this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.

The team has reviewed this component of federal compliance and finds the College in compliance.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report*

The team has reviewed this component of federal compliance and found evidence that the College is in compliance.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

OZARKA COLLEGE
218 College Drive
Melbourne, AR

November 15 – 17, 2010

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. William Giddings, Chair, President, Northwest Iowa Community College, Sheldon, IA

Dr. Linda Avant, Executive Vice President, Oklahoma State University Institute of Technology-Okmulgee, Okmulgee, OK

Dr. Linda Johnson, AQIP Liaison/HLC/Assessment Coordinator, Southeast Technical Institute, Sioux Falls, SD

Dr. Cia Verschelden, Vice President, Academic Affairs, Highland Community College, Highland, KS

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Ozarka College is a rural community college whose main campus is located in Melbourne, Arkansas with centers in Mountain View and Ash Flat. The College has a long tradition of taking higher education opportunities to the constituents of the communities it serves in north central Arkansas. Because of the physical terrain making travel difficult and the socio-economic level of many of the residents of the district, this has required a physical presence in the various sites that centers exist or are being planned.

Throughout its history, the College has remained focused on its mission to provide higher education experiences to create a better quality of life for the rural residents of the area. The current College mission statement, "Ozarka College provides life-changing experiences through education" along with plans for a third center in Mammoth Spring illustrate this focus and commitment.

The community support of Ozarka College is very apparent. In Team member discussions with residents of all four counties it serves and each community where a campus or center exists or is planned, it was evident that the community members look upon the college as a great asset for the region.

There exists a strong ownership of the College and its mission at all levels of the institution. Administration, faculty, staff, students, and community members take a great deal of pride in "their College." This is apparent in the appearance of the campus and centers, the capital improvements that have taken place in recent years, and the attitudes communicated by all of its constituencies

II. CONSULTATIONS OF THE TEAM

Assessment of Student Learning

Ozarka College has several important and interesting assessment strategies in place that measure factors that relate to student learning, growth, and development. For instance, the instruments that are used to assess student attitudes about human diversity are useful both to give instructors a sense of where students are on this topic and as a learning tool for students. The CCSSE and other student surveys provide useful data on student attitudes and satisfaction. Surveys of non-returning students, alumni, employers, and information from 4-year transfer schools all provide useful information.

In the case of professional programs like nursing and culinary arts, licensing exams provide excellent data on student knowledge and ability as they leave the College and enter the workforce. For programs in which such post-graduate exams are not available, student learning must be measured by other means. As a foundation for this effort, student learning outcomes must be clearly stated for each academic program.

At present, in the Ozarka catalog, program "objectives" are listed and include the general statement that students will "demonstrate the skills and abilities named in the College's philosophy of general education..." In addition, other objectives are listed, such as the completion of a core curriculum, obtaining the first two years of a 4-year degree provide opportunity to learn about..., progress in a particular industry, etc. These are program objectives, which are fine, but in addition, there should be, for each degree program, a set of student learning outcomes. These should include the general education outcomes plus outcomes specific to each program. Statements about student learning outcomes should start with words like, "at the completion of the degree program, students will be able to demonstrate..." like the ones for culinary arts and automotive service technology.

Once student learning outcomes have been established for each degree program, an overall assessment strategy can be designed whereby the learning of those outcomes can be measured. In the case of the general education outcomes, a reasonable scheme might involve a cycle in which certain outcomes are measured each year so that at the end of the cycle, the College is able to make confident statements about what its graduates, as a group, know and are able to do when they leave Ozarka College. Participation in the HLC Academy for the Assessment of Student Learning will provide the College with an excellent opportunity to develop a workable assessment plan for the next several years.

Program Development

As the College continues to seek new and innovative programs that would result in graduate employment as well as assist in the economic development of the Ozarka four-county district, it would be beneficial to increase its level of environmental scanning. In this unprecedented time of information availability via simple computer searches of colleges nation-wide and even internationally, it is possible to investigate the viability of niche programs that might be promising for the Ozarka service area.

Funding and Financial Resource Development

Ozarka College relies primarily on state appropriations and student tuition as the College's source of revenue. While the College has been successful in receiving adequate state appropriations, gaining local support for facilities through donations or low cost purchase of land, establishing an on-going local revenue base would ease the dependence on the state during times of reduced budgets and safeguard retaining a tuition level within reach of its constituents. The College currently receives revenue from a locally approved 3/8 cent sales tax in Ash Flat, no other local support is currently received. The obvious community support expressed in all constituent meetings with the Team, and the past local support that has expired in Melbourne would indicate that potential exists for additional local revenue bases.

The Ozarka College Foundation has had excellent past experience with fund raising activities. On campus dinner fundraisers utilizing the College's Culinary Arts Program have been very successful. Annual golf tournaments have also served as both a "friend raiser" and a fund raiser for the College, contributing to its scholarship base. With decreasing public resources being the current trend with public community colleges, private contributions continue to be increasing in their importance. The Council of Resource Development (CRD) of the American Association of Community Colleges is an excellent resource for local fund raising and seeking both private and federal grant opportunities. CRD sponsors various activities for staff, executive level administrators, and trustees that can provide education and training in this area. The College and Foundation is encouraged to seek information regarding these opportunities as a resource for future fundraising.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

Ozarka College serves a vital role in the communities of Melbourne, Ash Flat, Mountain View and Mammoth Spring. Students and community members alike praised the College's leadership, faculty, and staff for opening educational pathways and improving the lives of students.

As noted in the Overall Observations section, Ozarka College should take pride in the internal and external support that exists for the College and its mission. The College began by bringing vocational education opportunities to a remote part of the state. It has continued to expand its mission by providing comprehensive community college higher education opportunities to its constituencies. And it continues to plan for the future, through program and resource development to serve an even larger percentage of the area.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Ozarka College, AR

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 11/15/10 - 11/17/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: A

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Accreditation at the Associate's level is limited to the A.A.S. degree and the A.A. degree.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: Contingency Report: The College must file a contingency report outlining plans to maintain financial stability if there are changes within the state legislative appropriations, such as performance based funding or if there is diversion of funds from property taxes and/or a significant decline in enrollment projections.

TEAM RECOMMENDATION: None

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2000 - 2001

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS
YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2010 - 2011

TEAM RECOMMENDATION: 2020-2011

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Ozarka College, AR

TYPE OF REVIEW (from ESS): Continued Accreditation

x No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	9	
	Bachelors	0	
Programs leading to Graduate	Masters	0	
	Specialist	0	
	First		
	Professional		
	Doctoral	0	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	Ash Flat (Ozarka College Ash Flat) ; Mountain View (Ozarka College Mountain View)	
Course Locations:	9	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

Associate - 13.1206 Teacher Education, Multiple Levels offered via Broadband lines;Internet; Associate -

24.0101 Liberal Arts and Sciences/Liberal Studies offered via Broadband lines;Internet; Associate - 30.9999 Multi-/Interdisciplinary Studies, Other offered via Broadband lines;Internet; Associate - 51.0707 Health Information/Medical Records Technology/Technician offered via Broadband lines;Internet; Associate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) offered via Broadband lines;Internet; Associate - 52.0401 Administrative Assistant and Secretarial Science, General offered via Broadband lines;Internet; Certificate - 51.0000 Health Services/Allied Health/Health Sciences, General offered via Broadband lines;Internet; Certificate - 52.0302 Accounting Technology/Technician and Bookkeeping offered via Broadband lines;Internet; Certificate - 52.9999 Business, Management, Marketing, and Related Support Services, Other offered via Broadband lines;Internet

Recommended Change:

(+ or -)

Correspondence Education Programs:

Present Offerings:

None