

# Review of Planning Results

2006-2007



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## **Considerations for Criterion 1 Mission and Integrity**

Ozarka College, having recently completed a task force review and subsequent approval of a new mission and vision statement, meets many of the requirements for Criterion One. The following are ideas to consider for planning in the future:

*1a: The organization's mission documents are clear and articulate publicly the organization's commitments.*

What kind of environmental scans can we use to document in regard to public awareness (external constituents) of our new mission statement?

What documentation do we have to validate how we are accomplishing our mission and whether the perceived success is comparable on and off campus?

*1b: In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.*

Can the new Student Success Center concept be directly connected back to assessment of our institutional mission and integrated into our planning for next year?

What type of documentation can we produce to support expansion of the 60plus program for senior adults and how that relates to the college mission statement?

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

How can we incorporate the mission into the employee handbook more prominently?

What additional promotion can we offer to share the mission and value statements with our students and to incorporate the mission into the curriculum?

What ways can we use to assess awareness of the mission across campus – students, staff, etc.?

*1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

How can we document more campus involvement opportunities for students?

How can we assess the valued impact grant funded programs have on campus retention and other efforts toward the institutional mission?

What documentation in the planning process includes data from the division chairs and instructional council's discussion of the college mission?

How can we document board member support for the mission on campus?

*1e: The organization upholds and protects its integrity.*

Can we incorporate state and federal updates into the annual in-service programs for faculty and staff to cover relevant regulations?

What steps can be implemented to update and maintain the employee handbook?

How can FERPA and other legal issues be addressed more directly – as in who to go to on campus when questions come up?

## **Considerations for Criterion 2 Planning for the Future**

- Ozarka students are not exposed to much diversity during the normal course of a semester. Although some examples of diversity experiences and educational endeavors can be found in the planning manual, there does not seem to be a concerted effort across the college in either the classroom or the extra curricular activities.
- This Planning Results Manual does not capture the total picture of professional development nor is it documented completely across the campus. (This deficiency is being addressed by Academic Affairs this semester. Some of the institutional support areas are captured in the President's Report but not all. Other areas need to join Academic Affairs in capturing information about professional development.)
- Whereas the yearly planning is well documented; strategic, long-range planning is not included in the manual.
- Though much is done in providing data and utilizing feedback loops at the college, little is captured in 2c3. This information should be documented elsewhere with references included in the Planning Results Manual.
- In general, it would be good for assessment and budgeting to be tied to planning and mentioned in statements such as:
  - 2a2: Assessment indicates a lower than desired retention rate therefore a Student Success Specialist will be budgeted for in the upcoming Perkins grant.
  - 2a3: Evaluation of Ozarka demographics indicates little natural exposure to diversity therefore Student Services will budget for three activities exposing students to other cultures.
  - 2c2: With student retention less than desired, Information Systems will budget time for creating an assessment tool whereby advisors can quickly determine which students need assistance.

## **Considerations for Criterion 3 Student Learning and Effective Teaching**

**STEP ONE:** Read the Ozarka College Mission Statement

**General Impressions:**

- + Generally well written, clear and concise
- Some verbiage issues with Vision section
- Section on cultural enrichment could be stronger

**SEP TWO:** Read the current Ozarka College Planning Manuel sections covering Criterion Three

**General Impressions:**

- + Generally well written, clear and concise
- + Presents a strong plan for assessing current institutional effectiveness
- + Presents a concise process for documenting current institutional effectiveness
- + Presents a clear plan for accountability
- Weak in the evaluative/interpretative areas;  
what does this data mean
- Data tends to be very spotty; some areas have strong data sets, other none
- Weak in the closure area;  
how will this date be used to improve future effectiveness
- Stronger use of design layout principles could make plan easier to read

**STEP THREE:** Read the example sections covering Criterion Three from Eastern Oklahoma State College and Chandler-Gilbert Community College

**General Impressions:**

- + Both are generally well written, clear, concise, and evaluative
- + Both present strong documentation of current institutional effectiveness
- + Both present strong documentation of accountability at all levels
- + Both present a clear interpretation of current assessment data
- + Both present clear evidence for closure:  
both explain how date is being used and will be used to improve learning
- + Both used an effective lay out for materials
- The Chandler-Gilbert example seemed to be a bit verbose and self congratulatory

**STEP FOUR:** Do a criterion by criterion comparison of the Ozarka Criterion Three Plan with the HLC reports from Eastern Oklahoma State College and Chandler-Gilbert Community College

**Primary Goal 3:** Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission

**General Comments:**

Why is this listed as primary goal 3 instead of Criterion Three?

Why is the term organization used instead of Ozarka College?

**Priority Initiative 3a:** The organization's goals for student learning outcome are clearly stated for each educational program and make effective assessment possible

**Comments:** Three of the four examples used the term Core Component instead of Priority Initiative. Is this a style choice or does HLC use a different terminology?

Why is the term organization used instead of Ozarka College?

Undergraduate, graduate, and post-baccalaureate programs -- does Ozarka have graduate programs? Why are these terms used?

Both examples have clear and repetitive "closure" statements linking several of the components to the planning and budgeting process. I don't see this in the Ozarka plan.

Both examples use specific data to demonstrate an institutional wide commitment to this component. The Ozarka data is so spotty that I am not sure that we can demonstrate a campus wide commitment.

3a6 could be a major issue. Both examples take efforts to discuss consistent, across the board assessment. Every class, credit or non-credit, classroom or on-line, certificate or degree. I don't see a lot in the plan about this.

The Chandler-Gilbert General Education Outcome Graduate Survey Response and the organization of their Student Learning and Outcomes Assessment Committee might be something Ozarka would want to look at.

The Chandler-Gilbert use of "One Good Q" is a specific way to identify and address assessment issues on the faculty level.

**Priority Initiative 3b:** The organization values and supports effective teaching.

**Comments:** Both examples stress across the curriculum commitment and data, again the Ozarka data is very spotty.

Both examples, but particularly Chandler-Gilbert outlines qualification guidelines, the hiring process, and orientation/integration of new and adjunct faculty in addition to developing current faculty -- the development process starts before they hit the classroom.

Release time for program development and assessment activities -- I don't see this in the Ozarka plan

- we Check Chandler-Gilbert for a variety of professional "growth" initiatives - could certainly incorporate several of these in the plan.

Both examples have a strong plan and process to encourage and facilitate professional growth -- the plan seems a little spotty on this

**Priority Initiative 3c:** The organization creates effective learning environments

**Comments:** Develop Honors program for underserved minority of students.

Examples discussed advising program and advisor training -- limited in Ozarka plan and documentation.

Examples discussed "systems" of quality assurance -- implied in the Ozarka plan but could be articulated more strongly.

Use of student quotes very effective.

Both examples discussed fostering "learning communities", civic engagement, and service learning -- again implied in the Ozarka plan but not clearly articulated and documented.

How do we provide a safe learning environment -- an issue given today's head lines.

**Priority Initiative 3d:** The organization's learning resources support student learning and effective teaching.

**Comments:** Ozarka plan seemed to focus only of resources and not facilities use/improvement -- examples focused documentation of both.

Where are the issues of disability learning resources addressed?

Testing center?

Community, area, and statewide partnerships -- some areas document a strong network, some don't.

## **Considerations for Criterion 4 Acquisition, Discovery, and Application of Knowledge**

### **Criterion 4:**

#### **Acquisition, Discovery, and Application of Knowledge**

Estes

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

No data given here. Good place for an overall summary statement.

4a1. the board has approved and disseminated statements supporting freedom of inquiring for the organization's students, faculty, and staff, and honors those statements in its practices.

No proof cited

4a2. the organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

Pattern would be better shown in some type of chart/graph form – possibly longitudinal in order to show a pattern  
The evidence focuses on faculty – very little on students and staff

4a3. the organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

There is proof of providing professional development opportunities; however, there is no proof that it is equitably allocated.

4a4. The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Good Job here.

4a5. The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.

We need to have a statement that reminds the reader that although we prepare students by teaching research methods and the scientific method, there is very little actual original research done at a community college.

Also, we may have some faculty that are obtaining higher degrees that are currently doing research. We could check into this issue.

4a6. The organization and its units use scholarship and research to stimulate organizational and educational improvements.

Do we need to be more specific here ?

**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.**

Might want to use this area for a summary statement.

4b1. The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

There are some statements to this effect, but is it credible evidence that we do this?

4b2. The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

The document just says "Actions" in this section ?

4b3. The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.

Again it just says "Actions". But, as a community college, we do not even have a graduate program that I am aware of. Can we just put N/A?

4b4. The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

The actions do show the linkages.

Where does co-curricular stop and extra-curricular begin? We have some clubs that link these areas.

4b5. Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Again “Actions” ???? What actions?

4b6. Learning outcomes demonstrate effective preparation for continued learning.  
Shouldn't we do something with the CAAP and other end of program testing here?

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

**Good place for a total 4c summary statement**

4c1. Regular academic program reviews include attention to currency and of relevance courses and programs.

How many advisory boards do we have? They should help with the currency and relevance of courses and programs.

4c2. In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

There is only one action here.

What about the nursing, automotive, culinary licensure to prove skills and competence?

4c3. Learning outcomes document that graduates have learned the skills and knowledge they need to function in diverse local, national, and global societies.  
“Actions”??

4c4. Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum and the utility of the knowledge and skills gained.  
“Actions” ??

4c5. The organization supports creation and use of scholarship by students in keeping with its mission.

“Actions”

4c6. Faculty members expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Should address all “programs of applied practice” and prove that students are mastering knowledge and skills.

4c7. The organization provides curricular and co-curricular opportunities that promote social responsibility.

This looks good. I’m sure we do other things to promote social responsibility

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

Summary statement [here](#).

4d1. The organization’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

I’m sure that there are many more ongoing academic and student support program strategies to develop skills and attitudes for the responsible use of knowledge.

4d2. The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Do we have Board adopted policies and procedures that ensure ethical conduct in research and instructional activities? Where are they?

4d3. The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Good. I’m sure we need to be much more specific in the Self Study though.

4d4. The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Do we have this in any Board Adopted Policies and Procedures? A statement in the Catalog?

4d5. The organization creates disseminates, and enforces clear policies on practices involving intellectual property rights.

I'm sure these policies are written and posted. I know that there is a statement about not making copies of material that is copyrighted which is posted on most of the the copy machines

### Notes and Opinions

1. Because this is a Planning Results document, it is not going to give a thorough picture of all that Ozarka College does in each of the sections. It is my understanding that this document shows only what has been accomplished from the last planning cycle. If this is the case, then the scope of the document would necessarily be limited. Because of the nature of the document, it lacks any long-range information.

2. Even with that said, Ozarka College seems to be in the process of implementing numerous programs, projects, and strategies that point to a learning institution involved in, and concerned with, improving student learning, but in many cases, Ozarka College seems to either lack the raw data, lack the proof resulting from that data, or has not used the data to evaluate and/or analyze it. (Yes, we have some data, but what does that really tell us?) In some places (not too many) it seems that we are not giving relevant data. In section 4a1, for example, the "Library continuing to teach research skills" does not seem to give direct evidence of the "Board approving and disseminating a statement that supports academic freedom". There are some places where the evidence does not appear to be consistent with the goal. To summarize, in Criterion 4 there are a plethora of positive indicators, but a need for more solid, relevant evidence.

3. The Criterion 4 document is concerned with academic freedom. While this is not a pressing issue at Ozarka College, there is a need for continuity in course curriculum. Does the need for continuity of curriculum interfere with instructor academic freedom? Where does academic freedom stop and the need for consistency begin?

4. Another issue is the CAAP test. Ozarka College should investigate the CAAP test for ways to customize the data analyses that we receive. Does Ozarka College give the Critical Thinking portion of the test to our students? The CAAP test provides us with a unique opportunity to objectively measure student achievement. We should seize this opportunity to get as thorough an analysis as is available.

5. Criterion 4 places considerable emphasis on diversity and the ability of graduates to function in a "global, diverse, and technological society". Given the relative isolation and generally homogeneous population, this is an issue that needs our continued consideration.

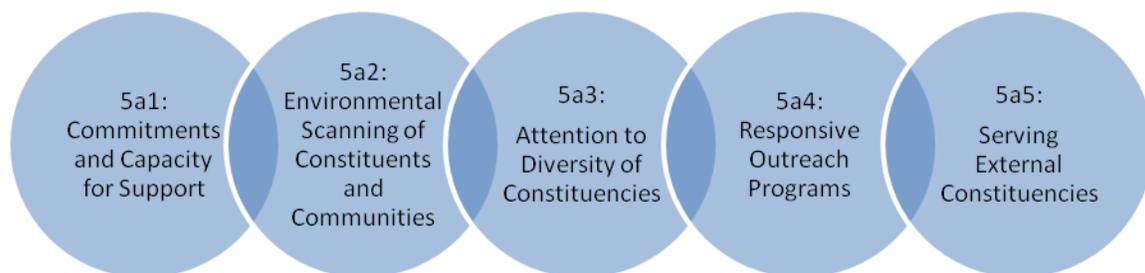
6. Finally, I suggest that we develop a self-study document template, and that we write ALL we can in it every year, so that by the time we get to the actual self-study, we will simply be updating and following up on items, not having to initiate them. Especially vital are those items that will require longitudinal data as proof. The template would not have to be a finished product each year, but each year that we do it, we could refine and streamline the process, addressing analytical hurdles.

## Considerations for Criterion 5 Engagement and Service

As called for by its mission, Ozarka College identifies its constituencies and serves them in ways both value.



**Priority Initiative 5a: Ozarka College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

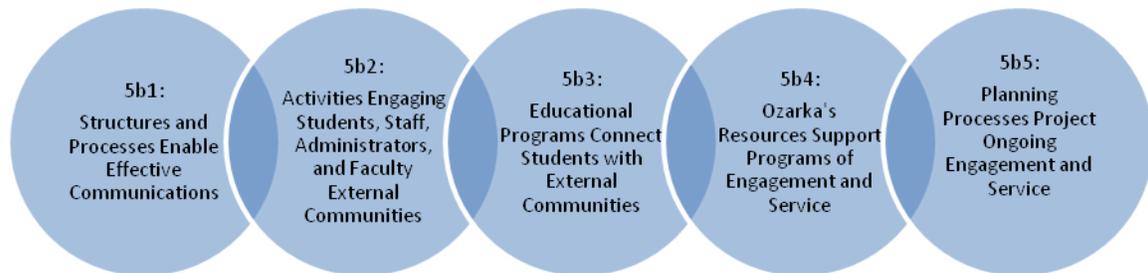


### **Evidence:**

- **Commitments are shaped by mission and capacity**
  - Student surveys
  - Advisory committees include representatives from multiple sectors
  - Budget specifications for areas of interest
  - Classroom assessment-pocket assessment forms, Classroom Assessment Techniques handbook provided to faculty members
- **Periodic environmental scanning to understand the changing needs**
  - Advisory committees and focus groups- some include community members (?)
  - Educational resources updated(library)
  - Economic impact study (Development)(?)
  - Regular updates to assessment calendar
  - Regular search of grants and additional funding for areas of interest as identified
- **Attention to diversity of the constituencies**
  - Communications instructor (visible in community, knowledgeable of community concerns?)
  - Grants to provide opportunities to disparate populations (Low SES, aging, domestic violence, TRIO, others?)
  - Foundation board and membership committee inclusion (service area)
  - Educational awareness, cultural diversity information and displays (library)-Black History Month, Women's History Month, Native American recognition displays, etc.
  - Marketing and promotion of local cultural events
  - Updated recruitment materials and site specific recruiting for satellite campuses –inquiry cards and new brochures developed. New view book is currently being revised to reflect a more diverse population
  - Presentations on Bi-Polar Disorder, mental health issues and resources
- **Outreach programs respond to identified community needs**
  - Day-care facilities for students, faculty, admin, and community members provided

- Partners in Care Grant (07)
- Increased GED and non-credit courses at AF campus
- Continuing Ed courses increased in response to community requests (60+ additional, ALED, HEED, lunch n' learn opportunities, arthritis class, Swiss ball class, Conversational Spanish, Beginning Computers, etc.)
- FYE Courses added to schedule in 07
- Recruitment efforts increasing in 40 minute travel radius from satellite campuses to increase enrollment, retention, and growth of satellite programs/campuses
- **Continuing education, outreach, customized training, and extension services**
  - Continuing ed. offerings continually evaluated and included for lawyers, educators, nurses and pharmacists
  - Business/Industry training (?)
  - Partnerships with area colleges for industry training (?)
  - CCOT training offered 5 times yearly
  - Realtors CE Series (Summer 07)

**Priority Initiative 5b: Ozarka College's structures and processes enable effective connections with its communities.**



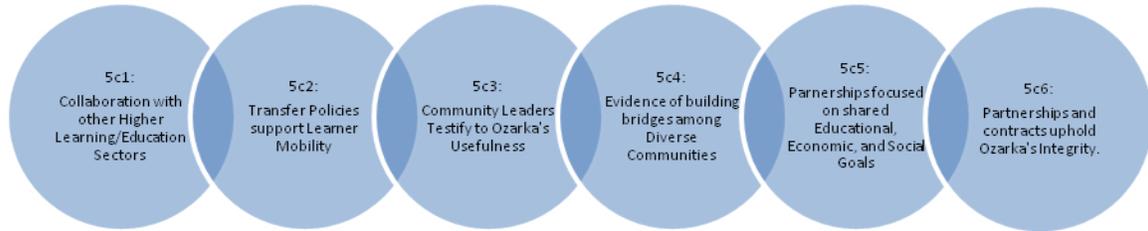
**Evidence:**

- **Structures and processes enable effective communications**
  - Task forces for special topics (retention, recruitment, graduation)
  - Restructuring of committees and councils within the college to ensure diverse representation
  - Campus Connection newsletter submitted monthly via print, website, email for students, staff, administration, community, stakeholders and higher education contacts
  - Facility renovations and office restructuring in Summer 07 allow for more efficient operations.
- **Co-curricular activities engage students, staff, administrators, and faculty with external communities**

- Nursing-flu shot clinics, BP at fairs, cancer drives, trash pickup, BMIs for local schools, fire safety clinic at public schools
- PTK- Coats for Kids, Christmas toy drive, Easter Egg Hunt, Fall festival for community
- Communications- theatre productions, workshops at local high schools, public speaking training for local schools
- Ozarka Ambassadors-College Planning Day, registration, student orientation, fall festival, Breakfast with Santa
- DOJ grant, Forestry grant, Big Read Grant, Aging Grant, Partners in Care grant-all engage the community in activities, awareness and educational events
- Sponsored women's summer softball league-players include staff, students, faculty, and other community members
- **Educational programs connect students with external communities**
  - Scholarship banquet for recipients, donors and families
  - AAT observations at K-12 institutions
  - Nursing clinicals in area facilities
  - Culinary Arts Program-Restaurant night, gourmet night, off-premises catering, on-campus catering and college functions
  - Personal Health and Wellness classes-3 service learning laboratory experiences
- **Resources-physical, financial, and human-support effective programs of engagement and service**
  - Advancement-\$500 to each local school district for special project (2006-current)
  - Staff, faculty and administration attend community functions, meetings and events to publicize current events, programs, and community buy-in for Ozarka
  - Host and participate in civic organization meetings and events (ie. Optimist, Lions, Kiwanis, etc.)
  - Active on economic development board, area chambers of commerce, etc.
  - Library-assist on Big Read-outreach to local libraries, schools, businesses, etc.
  - Multiple volunteer projects as listed on 5b4
- **Planning processes project ongoing engagement and service**
  - Systematic review of planning manual

**Opportunities for Improvement:**

**Priority Initiative 5c: Ozarka College demonstrates its responsiveness to those constituencies that depend on it for service.**

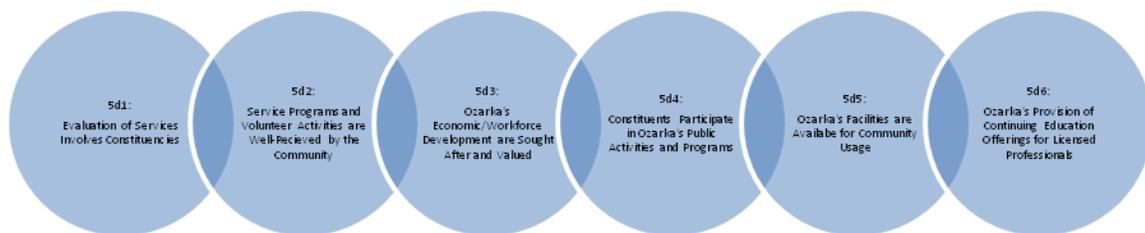


**Evidence:**

- **Collaborative ventures exist with other higher learning organizations and educational sectors**
  - Interlibrary loan program
  - LPN to RN w/ ARNEC
    - Program expansion
  - Arkansas Tech University Early Childhood Education Degree
  - HS Concurrent Enrollment program
  - Partners for Care
  - Secondary Center development in Mtn. View
  - Arkansas Department of Corrections
    - additional course offerings
- **Transfer policies and practices create an environment supportive of the mobility of learners**
  - Transfer transcripts streamlined and inputted in a timely manner
  - TRIO transfer trips (23 in 06-07, serving 65 students)
  - Tech Prep program (discontinued)
- **Community leaders testify to the usefulness of Ozarka's programs of engagement**
  - AUFC grant w/ City of Melbourne (Tree City USA)
  - UACCB/ASUMH/ Ozarka Dept. of Labor grant
  - Big Read Grant
    - 8 nursing homes, 14 high schools, 3 bookstores, 11 libraries
- **Programs of engagement build effective bridges among diverse communities**
  - Big Read Grant-serving entire 4 county area
  - Advancement-promotion and marketing of grants, programs, offerings, and accomplishments
  - AUFC grant-City of Melbourne
  - UACCB/ASUMH/ Ozarka Dept. of Labor grant
  - Big Read Grant
    - 8 nursing homes, 14 high schools, 3 bookstores, 11 libraries

- Secondary Center partnership a success (Mtn. View)
- **Participation in partnerships focus on shared educational, economic, and social goals**
  - Industrial Development Corporation
    - 2 new industries in Melbourne area
  - Library- assisting area library acquisitions (Horseshoe Bend)
  - AAT student teacher observations
  - Nursing Clinicals in area facilities
  - Victim advocacy programs and groups in collaboration with Stone, Sharp and Izard County Sheriff's Departments
- **Partnerships and contractual arrangements uphold Ozarka's integrity**
  - (?)Number of grants applied for
  - (?) Number of grants awarded
  - (?) Number of grants completed satisfactorily

**Priority Initiative 5d: Internal and external constituencies value the services Ozarka College provides.**



**Evidence:**

- **Constituencies value the services provided**
  - AST Advisory Committee-yearly
  - Health referral network, focus groups to determine fitness center growth areas, inclusion, and chronic disease prevention
  - Library Advisory Committee
  - Grant evaluations by participants and conference attendees
- **Service programs and volunteer activities are well-received by communities**
  - Adopt-A-Highway
  - Local parades and floats/booths
  - County Fairs/District Fair
  - Fair Board representation
  - Stone County Youth Leadership Board member/participation
  - Mtn. View festivals, holidays, celebrations and events
  - Volunteer service on local, regional and state level by Ozarka

- Evaluations of conferences, grant activities and outreach programs show favorable results
- **Economic and workforce development activities are sought after and valued**
  - See information in prior sections with regard to industrial development, economic development, etc.
- **Participation by external constituents in public activities and co-curricular programs**
  - Foundation Gala
  - Golf Tournament
  - Concerts
  - Theatre Productions
  - Exercise Program
  - Book Signings-library
  - OKA activities (numerous)
- **Facilities are available and used by the community**
  - Facility usage committee recommendations and regulations
  - Reserve Deputy Training Program in Mtn. View
  - MV Chamber of Commerce
  - MV-committee meetings, festivals, planning boards, etc
  - MV-Stone County Youth Leadership
  - AF Campus-lecture hall used for area high school standardized testing
  - AF Campus-encourages usage of facilities for training, conferences, meetings, club and organization events, et
  - Community theatre productions, graduations, holiday programs, faith based events, art exhibits, etc.
  - Evidence in calendar review
- **Provides programs to meet the continuing education needs of area licensed professionals**
  - Real Estate CE course
  - Arkansas History for area teacher CEU
  - DOJ CE for lawyers, nurses, pharmacists, teachers, social workers, etc.

**Opportunities for Improvement:**

- Increase planning activities that address 5a1: Commitments are shaped by mission and capacity. Very little planning is documented with regard to this mission. In my view, this section should be the most highly documented and should be linked to all other components of criterion 5.

- While various activities have been documented in this section, community scanning and documentation of community feedback (such as focus group meetings, advisory board proceedings, etc) seem to lack the follow-through activities that are necessary to accomplish the true goals that we strive to meet when assessing our community and constituents.
- The planning manual does not sufficiently capture many of the activities that we are currently supporting and facilitating. Documentation of the results of each goal area, even if provided in a simplistic manner, would provide the additional information needed to truly capture the scope of this criterion.
- Documentation lacks sufficient evidence of partnerships and contractual arrangements. Contractual agreements were not mentioned within the planning manual
- Documentation of accomplishments/specific actions and goals/objectives of community based committees, boards, etc. would be beneficial in short form.
- Section 5c3: Clarification on this section would be helpful. Although partnerships are well documented, community champions have not been identified in the planning manual. The documentation for this section focused more on grant awards and partnerships.
- This section includes no mention of any planning goals for IT-which has a significant impact on the constituencies we serve and the capacity that we have as an institution to provide them with necessary information. This is an area that we should capitalize upon through documentation, awareness and feedback.