Dr. Maria Markham, Director
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

Dr. Markham,

In accordance with the Arkansas Department of Higher Education requirements for program review, the attached report concerning the Ozarka College Program Review of our Associate of Arts Degree in General Education is submitted. The report consists of the Ozarka College Self-Study, the two evaluator reports, and the College response to those reports.

This program was evaluated by two external reviewers per ADHE policy.

1. Ms. Sarah Brown, English Instructor and Coordinator of the Virtual Campus, Carl Albert State College in Poteau, OK conducted the "Electronic Review" and submitter her report to the College which is attached.

2. Dr. Michael Orf, Assistant Dean of Academic Affairs, Missouri State University-West Plains, West Plains, Missouri. Dr. Orf conducted the on-campus review of the AA Degree program and his report is attached. Dr. Orf has a Master's Degree in History, a Specialist Degree in Education-Psychology, a Specialist Degree in Community College Teaching, as well as his Doctorate inEducational Leadership.

Should you have questions concerning this report, don't hesitate to contact me.

Sincerely,

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Keith McClanahan, Provost
(870)-368-2004

Arkansas Department of Higher Education

Existing Program Review

Program Self-Study
Associate of Arts
Ozarka College

RESPONSE TO REVIEWERS

2017-2018 Academic Year

SECTION ONE

Goals, Objectives, and Activities

Summary:

Both reviewers indicated a need to revisit and revise the program outcomes. The main issue identified was that the outcomes were too broad, making a determination of the effectiveness of the outcomes difficult. Commentary on the first outcome was that it was too basic and needed specifics in order to measure student success. Part of the confusion with this was that the Self-Study was vague on the fact that the Program Philosophy implies that the College General Education Outcomes are the skills and abilities being evaluated. This was implied but would not have been known to an outside evaluator.

The second outcome in reference to successful transfer, while appropriate for the degree, requires data to gauge student achievement, which needs to be compiled and analyzed. Both reviewers noted the decline in program enrollment, but not that there was an overall decline in institutional enrollment as well. However, one reviewer expressed the need to evaluate the percentage of enrollment as opposed to the number of students.

Actions:

1. The College will evaluate and revise (if needed) the stated program outcomes based on reviewer feedback. The College will form a committee of both Division Chairs and faculty to evaluate and modify these outcomes as needed. Any revised outcomes will then be submitted to the Curriculum Committee and the Planning and Assessment Committee for approval.

2 The Philosophy statement will be modified to include explicit reference to the College General Education Outcomes that are met by all graduates of the program.

3. Student transfer data has been difficult to obtain in a resource efficient manner. When the State MOU is approved to report transfer data to ADHE is approved, the College will have a viable means of capturing the data for assessment measurement of this outcome. Once this happens the College can provide a metric of success. The goal was considered met by the College since this is a fully transferable degree but graduate desire to transfer and actually doing so is a missing component that the College will correct.

SECTION TWO

Summary:

Both reviewers found our institution highly values curriculum, and commended us on our curriculum approval process. They also found our course offerings to be consistent with both the Arkansas Course Transfer System and with other four-year institutions through MOUs, which in absence of industry standards as for other degrees, addresses the relevancy of the degree. In addition, a reviewer commended the institution for the breadth of the degree requirements, as well as the degree

pathway for students to achieve the degree. Minor suggestions for improvement were given, such as offering more science courses to fulfill requirements, as well as a more formal statement promoting cultural diversity.

Actions:

1. The College science department is currently evaluating the science courses within the degree and is working toward offering more robust and diversified coursework within the requirements, which will provide more flexibility for our students in that area.

2. The General Education Outcomes specifically address diversity awareness as part of the Personal Responsibility Outcome. Although a statement on diversity is included in all syllabi and is a focus in most of the courses within the degree, a more succinct statement in the overall program goals will be devised and implemented. This programmatic goal change will be submitted to the Curriculum Committee and the Planning and Assessment Committee for approval.

SECTION THREE

Summary:

Both reviewers indicated satisfaction with faculty qualifications as laid out in our faculty qualification forms, with one reviewer indicating it could be a model for other institutions. However, one reviewer was concerned with the use of "Tested Experience" for a faculty member. This reviewer felt that additional guidelines should be given to explain the College's definition of tested experience. Both reviewers felt that the institution was keeping in concert with Higher Learning Commission guidelines on faculty qualifications. They also felt faculty load for courses taught was consistent with other institutions. One reviewer expressed that while faculty were evaluated on a regular basis, there was a need for more detail on specific faculty evaluation procedures on the part of the Division Chair. In addition, she wanted more clarity on office hours.

Actions:

The reviewers were referred to the Faculty Handbook which lays out the major steps for the review but did not provide detail which was also the case for the Office Hour's comment. For future reviews, a statement on specific faculty evaluation procedures and faculty requirements will be included. Office Hours are posted by each faculty member in their course shells and the Faculty Handbook specifies a minimum of 10 hours per week made available for office hours. Faculty with approval from their Division Chairs may change this requirement somewhat based on the type of classes and other contact the faculty member has with their students. To prevent this misunderstanding, copies of the faculty evaluation tools and examples of faculty Office Hour statements will be included in the packets sent to external evaluators. All of this information is currently listed in the Faculty Handbook, but may be difficult to glean by an outside evaluator. This specificity needs to be included in other evaluations as well.

Although Board policy details the educational and experience levels required to teach coursework at the College, an amplifying Administrative Procedure has been developed that better explains the use of Tested Experience, especially in CTE programs. This Administrative Procedure will be submitted to the College Administrative Council for approval and implementation during the Fall 2018 semester.

Tested Experience in lieu of academic credentials is allowable by the Higher Learning Commission in recognition that some programs and courses may be taught exceptionally well by an instructor with multiple year's work experience in that subject area, Welding and Aviation are examples of this but it may also apply to general education courses. In future external reviews, copies of the appropriate Board policy and the Administrative Procedure will be included in the reviewer resources.

SECTION FOUR

Summary:

Both reviewers gave strong positive remarks on this section. They felt that the various in-services provided, as well as in-house professional development activities given by the institution were more than sufficient. One reviewer expressed praise for maintaining a commitment to professional development despite budget constraints. The institution was also commended on providing consistent access to technology to both faculty and students.

Actions:

No actions needed at this time. Will we continue to maintain our efforts in this area.

SECTION FIVE

Summary:

Both reviewers commented on the robustness of our online offerings, in addition to the ability to customize or Learning Management System. However, they did indicate concern with details on infrastructure and firewall updates, such as how often and to what extend these updates entail. They also wanted to see more information on training for faculty in online coursework, as well as information cap sizes for course. Both reviewers also felt the need to have more specific statements regarding intellectual property. One reviewer indicated the need for an online benchmark program such as "Quality Matters. She also raised questions concerning security of personal information.

Actions:
As the college was in the midst of updating policies on faculty loading during the time of this review, updated information was not available until afterwards. This is now in Board Policy and the Faculty Handbook, and will be included in future reviews. In addition, information on training and infrastructure updates will be included and made clearer. We are currently in the process of revamping our online training for both students and faculty, so that concern is being addressed and will soon be rectified. Also, the institution will revisit the policy on intellectual property. While a policy is included in the employee handbook, the policy needs clarification and inclusion in the faculty handbook as well.

The College is looking at several online benchmarks, including Quality Matters but it is just one of several and is fairly costly. Established rubrics and benchmarks may be used by faculty and the Distance Education Director to determine needs in DE delivery. The Director of Distance Education is a seasoned professional in this area with several years' experience working with various benchmarking programs as well as faculty online training resources.

With a proprietary LMS, the College is better able to protect personal information than other venues. The College IS team actively tracks network utilization, net intrusions, net attacks, and phishing attempts via real-time software and personnel monitoring. Access to computer resources requires log-in using assigned username and user passwords. On-campus computers automatically log out of the system after about 10 minutes of computer inactivity requiring the person to log back into the system. Email servers also run spam quarantine programs and firewalls are updated as updates become available. Data is backed up daily to off-campus locations.

Intellectual Property rights are addressed in the employee handbook on Page 25. This handbook is available online to all Ozarka College employees. The policy is listed below:

> **Intellectual Property Rights**
> Any electronic or print materials/resources which are developed by employees as part of their paid employment at Ozarka or with the support of College equipment, materials, or facilities are the property of the College. Any employee who intends to copyright, patent, or merchandise those materials or objects must obtain prior approval from the President.

This clearly delineates the College's retention of Intellectual Property rights for all work developed for the college, as part of employment by the college to include online coursework. All faculty are required to use the Ozarka LMS and the Ozarka College syllabus template as well as course assessment protocols.

SECTION SIX

Summary:

The reviewers were generally pleased with the details of the plans of action to recruit students. They also appreciated our efforts through the Enrollment Management Plan to retain students. One reviewer also positively commented on how the institution views advising as primarily the function of faculty, as well as the detail on how to carry out effective advising in the faculty handbook. However, they would have liked to see more detail in the Enrollment Management Plan with data points, as well as plans currently in place to raise the number of program graduates.

Actions:

As the Enrollment Management Plan evolves, we continue to add more detail and data points. This information will be more concise and clear on future reviews, as well as be more accessible and prominent within the institution. Future reviewers will be given more detail on the College efforts to obtain, retain, and graduate students. This is happening through the enrollment management committee, the retention committee, and other workgroups to identify areas in which the College can better support our students to become successful. The College has spent the last three years in developing the plans and methodologies to attract students. Recent focus has been on how to retain them without lowering standards. These efforts will result in increased graduation rates for the College. Efforts such as identifying students who may have difficulties at any point in the semester now result in an Academic Alert from the instructor which goes to the student, the student's advisor, admissions, and financial aid to help provide a more intrusive advising and counseling environment seeking to prevent students from dropping out.

Summary:

Both reviewers found course assessment to be more than adequate. One reviewer was impressed with the ability within our LMS to link student work to learning outcomes. They also positively reacted to Enrollment Management initiatives to raise gateway course success and lower the DFW rate. They also appreciated the thoroughness of our student survey responses. However, they both noted the need for more information on program assessment and how the already robust course assessment fits into that. There was also an interesting suggestion that the capstone outcomes be used as program outcomes.

Actions:

As we have recently reviewed and updated our program assessment schedule, the institution will make clearer and more consistent efforts concerning program reviews. The College has implemented a mid-cycle review for all programs. This will allow for the College to ensure that new processes in program reviews are implemented prior to the ADHE mandated program reviews. This program is scheduled to be reviewed seven years from now, in accordance with ADHE policy, upon which time this current review will be re-evaluated. As stated previously, more work will also be completed on program outcome revision.

The College has implemented course level and section level assessments with all courses being evaluated for meeting the general education outcomes. This program is a general education transfer degree, consequently as the general education courses that comprise this degree are assessed as meeting outcomes standards, it is presumed that the program is doing so as well. The completion rate for AY-17-18 overall is 35% with 21% completing on-time, 7% completing within three (3) years, and 2% completing within four (4) years. This is the highest completion rate of any Ozarka College associate degree other than the Registered Nursing program which is highly selective in accepting students. The on-time completion rate for this degree is approximately 7% better than the national average for associate degrees as reported by National Student Clearinghouse Research Center (https://nscresearchcenter.org/wp-content/uploads/SignatureReport11.pdf).

Transfer success information for our graduates has not been forthcoming from our transfer institutions. Hopefully the initiatives for various state efforts to increase numbers of degrees, student success, and the need for this transfer success information in various state grant activities will create a better flow of information concerning student success in the future. Currently there is no reliable way for the College to obtain this needed information to further assess how well this program prepares students for transfer.

OVERALL SUMMARY

- The reviewers had overall positive statements about the AA program.
- Their comments led academics to focus effort on evaluating the impact of the AA program through potentially revised program outcomes, focus on graduation, and expanded data in the Enrollment Management Plan.
- Overall the review was effective in that the College was able to demonstrate several strengths contained within the AA program, while gaining insight into specific actions to take in the upcoming years for program improvement.

- The College believes the AA program meets the standards required by ADHE and the Higher Learning Commission in demonstrating student learning, transfer capability of graduates, and that assessment of the program is both more than adequate and is ongoing seeking continuous improvement.

REFERENCES

Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A, & Hwang, Y. (2016, September). Time to Degree: A National View of the Time Enrolled and Elapsed for Associate and Bachelor's Degree Earners (Signature Report No. 11). Herndon, VA: National Student Clearinghouse Research Center.

An External Review of the Associate of Arts degree offered at Ozarka College.

Reviewed by: Dr. Michael Orf, Assistant Dean of Academic Affairs, Missouri State University-West Plains, West Plains, Missouri

<u>Summary of Review/Findings</u>

The Associate of Arts degree at Ozarka College is a well-designed and provides students in the service area the first two years of study towards a degree at a four-year institution. The faculty are well qualified and trained for the teaching of courses required in the program. The course work provides student with a core group of required classes. The college also offers courses to complete the degree that give students an interdisciplinary approach to their education. Courses such as Mythology and History of World Religions give students multiple perspectives on different topics from history and literature. As students interact with people from different cultures, these experiences will serve them well.

Services from the college provide students with the support they need to successfully finish their degree. The college has a solid infrastructure to support its technology. Students have access to financial aid services, advising, library services and career counseling.

On major concern the reviewer had was in the learning outcomes for the program. The outcomes are too basic for a college degree and allow for no program assessment beyond graduation and transfer rates. The program faculty should determine what skills that a person graduating with the degree would have. The faculty should also consider if they want to include some determination of how the program might change a person for the better. In summary, the program should have outcomes that are measureable and that go beyond the surface to look at the whole individual.

Dr. Michael Orf

Goals, Objectives, and Activities

1. **Describe specific educational goals, objectives, and activities of the program**.

Ozarka College has two goals for the program. The first is to meet the skills and abilities named in the College's philosophy of general education and the second is to transfer to a four-year institution and successfully complete a baccalaureate degree. Upon a review of the college's philosophy of general education, no skills or abilities are listed. The philosophy statement generally states that students who complete the program will be successful at a four-year institution, which seems to be repetitive of the second outcome.

<u>Recommendations</u>

1. The two program outcomes are very basic and do not demonstrate the learning and personal development that should occur within the associate of arts degree. It would be beneficial to both the institution and to the students to have a better defined set of learning outcomes that address the whole person.

2. One of the outcomes of the program is successful completion of a four-year degree by program completers. Without knowing the percentage of students who transfer and complete a baccalaureate degree, it is difficult to know whether the program is successful or not. This data should be obtained to show evidence of meeting this outcome. This information could be obtained through the Student Clearinghouse.

2. **Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.**

The Associate of Arts degree is the largest transfer program on campus. The program contains a 35 hour general education core. The courses that make up this core serve the general education needs of other programs on campus, including both transfer and technical programs, required by HLC.

<u>NO COMMENT.</u>

3. **Document market demand and/or state/industry need for careers stemming from the program.**

The program serves as the jumping off points for students entering into higher education. Students who finish the program have the opportunity to transfer to a four-year college and finish a degree that prepares them for their chose career path. Since careers stemming from this program could include a number of different fields, it is impractical to identify all of them.

<u>NO COMMENT</u>

4. **Document student demand for the program.**

The number of students in the program has decreased over the last 5 years. However, the program remains the largest program at the college and provides a starting point for local students who may not be ready for a four-year college life due to many factors.

<u>Recommendation</u>

1. Both enrollment in the program and at the college have declined in recent years. However, the percentage of college enrollment in the program may not have changed. To show the continued need for the program, it is recommended that the percentage of college enrollment in the program be calculated.

CURRICULUM

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The current program curriculum for the associate of arts degree is consistent with other two year colleges in Arkansas. As courses are part of the Arkansas Course Transfer System, they are fully transferable to other two and four-year colleges in Arkansas. Also, the college has several transfer agreements with four-year colleges around the state that provide students with a transfer path to finish their degree.

NO COMMENT

2. Provide an outline for each program curriculum, including the sequence of courses.

The suggested course of study is appropriate for students

NO COMMENT

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

The institution provides 69 courses that students can take to meet the required 60 hours for the associates of arts degree. This includes 35 hours of general education requirements, 15 hours of electives, and 10 hours of institutional requirements. While the students do not have many options in meeting some of the general education requirements, this is understandable given the area and the size of the faculty.

Suggestion

1. When feasible, allow students to take other science courses besides biology and physical science to meet degree requirements such as environmental science for biology or chemistry for physical science.

4. Indicate the semester/year the core program courses were last offered. Exclude general education courses.

Core courses are offered every regular semester and a sample of courses is offered during the summer time. Students have the ability to easily complete their degree in two years based on the information provided.

NO COMMENT

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

I have reviewed the syllabi and all contained course learning outcomes. All syllabi were identical in their headings and contained college policies and student information.

Suggestion

1. When reviewing the attached syllabi, I noticed they were not all the same. Some courses had a course rationale while others did not. For consistency purposes it would be good practice to have a rationale on all syllabi or on none of them.

6. **Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

Ozarka College has an academic policy that provides for a curriculum review process. Procedures for introducing or revising curriculum are evident and in line with good practice. In reviewing the processes for curriculum changes, minor course revisions had a very smooth and well-ordered process. Major course revisions had a much more detailed process that still allows for evaluation and revision throughout the process.

Commendation

1. The institution seems to have a well-developed curriculum approval process that provides for input from all constituents.

Suggestion

1. When developing new programs or curriculum, the writer mentions that this process can begin with administrative initiative. Curriculum and program development has historically been the purview of the faculty. When administration delves into these areas, it can sometimes can issues among faculty and administration. It would be prudent to make sure that all parties understand their roles and responsibilities within these areas.

7. **List courses in the proposed degree program currently offered by distance delivery.**

The current program curriculum for the associate of arts degree is consist with other two year colleges in Arkansas. The list of courses provided allows a student several options to finish their online associate of arts degree on time.

Commendation

1. The college provided several options for online students to meet several of the degree requirements.

8. **Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, and instructor response to student assignments).**

Faculty must complete an online training program before teaching online. As faculty create courses, they are assessed against a rubric to ensure course consistency. The rubric covers a wide range of areas to ensure quality online courses. As part of the training, faculty are asked to use discussion postings to actively engage students

throughout the semester. All course work is contained within the activities section of the LMS. This allows for consistent student feedback.

Commendation

1. The rubric used to assess online instructor is well designed and provides an easy to follow template for course creation.

Suggestion

1. The following paragraph is confusing:

"All of the general education course requirements are offered via distance delivery with the exception of English Comp I with Supplemental Lab, which must be taken in the classroom. These courses are offered in class only; however, students have the option of fulfilling the math requirement with College Algebra, which is offered via distance delivery; however, they would have to achieve the appropriate score on placement tests or successfully complete the developmental education course sequence."

This paragraph should be cleaned up so it can be understood.

SECTION THREE

Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The college created a form to provide the necessary information. All full time faculty information was provided along with a sample group of adjunct faculty. Information provided on the form lists faculty degrees, graduate courses taken, and courses approved to teach. Also, a rationale was provided for any faculty who was approved to teach a course outside of their graduate work. Form was easy to follow and provided all required information.

Commendation

1. The form was well done. This could be used as an example for other colleges.

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The college follows the Higher Learning Commission's standards that all faculty hold at least a master's degree in the discipline or have a master's degree and at least 18 graduate hours in the subject matter taught. In cases where faculty do not have a master's degree or 18 graduate hours, the college allows for other work or

assessment to be used in determining qualifications. This is within the standards set forth by the Higher Learning Commission and is consistent with practice at other two-year colleges.

Recommendation

1.   One area of concern was with faculty qualifications. A couple of the faculty members were allowed to teach a course in which they had no identified coursework at the graduate level. The heading "Other Qualifying work or "Tested Experience" was used. It is suggested that the institutional requirements policy be attached to provide evidence that the individuals are allowed to teach in the area, not just a statement to that effect.

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

Faculty orientation and evaluation processes are provided in the Faculty Handbook, which can be access through the Human Resources website. All faculty members are evaluated based on student course evaluations and classroom observation. This is appropriate for a teaching institution.

NO COMMENT

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Full-time faculty teach a minimum of 15 credit hours each regular semester. This is the national norm for two-year public colleges. Part time faculty can teach up to 9 credit hours each semester. There are exceptions to this policy in cases of hard to find instructors.

Suggestions

1.   Several institutions have put a limit on the total number of hours that can be taught during the calendar year, due in large part to federal guidelines. If you have not already, I would check to make sure that someone teaching 18 hours a year does not fall into a category of worker that might receive benefits, such as retirement.

SECTION FOUR

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.

Based on the program review, the college provides support for the operation of the program. Academic Affairs is divided into four divisions, with two of the divisions providing the majority of the coursework. An Associate Vice President for Academic Affairs oversees the development of the schedule and provides support for faculty in other areas. While there is no specific budget for this program, the Office of the Provost ensures that funds are available for operation of the program, including but not limited to classroom technology and classroom and lab equipment when needed.

As a two-year teaching institution, faculty are not required to conduct research but do provide service to their communities through their participation in local groups and college activities in their communities.

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

The institution has professional development opportunities for faculty at the beginning of each semester. Additionally, faculty may request funds to attend conferences. Faculty may also access to professional development opportunities through an online service that the college maintains membership in.

Commendation

1. With state funding being an issue in many states around the country, it is of note that the college does not reduce opportunities for faculty to engage in professional development.

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

The program itself has no budget but faculty are able to make requests of the campus library for different materials and databases needed for instructor and student research.

NO COMMENT

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

All faculty, both full and part time, have access to instructional technology. Each classroom is outfitted with a teaching station and every instructor has access to the internet in their classrooms. Faculty may request additional technology tools through Information Systems.

NO COMMENT

5. Provide a list of program equipment purchases for the past three years.

Over the past three years, no equipment was purchased specifically for the program but technology has been purchased for the entire college.

Commendation

1. The college should be commend on its continued efforts to ensure that faculty have the necessary technology and equipment to keep up with an ever changing educational landscape.

SECTION FIVE

Instruction via Distance Technology

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

The institution has received approval from HLC to offer all of its programs via distance learning. Ozarka currently has nine degrees and 11 certificates completely online. The online degree is funded and organized in

the same fashion as the on campus degree. A $70 online course fee is collected to provide resources for the online degree. Online courses and degrees follow the same curriculum procedure as traditional courses which is common in many institutions. The program is managed by the division chairs for math and science and for arts, humanities, and education.

<u>NO COMMENT</u>

2. Summarize the policies and procedures to keep the technology infrastructure current.

The LMS (MyOzarka) was developed by Ozarka College and therefore can be updated more frequently than an outside LMS. The technology services regularly meets with faculty to determine if changes need to be made to the LMS and discuss any issues faculty have encountered. The technology fee and the online course fee provide a solid financial footing.

<u>Suggestion</u>

1. In future program reviews, it would be helpful to provide any policy information on how often infrastructure is replaced such as servers and computers.

3. Summarize the procedures that assure the security of personal information.

Student information is protected through a unique username and password. Additionally, appropriate firewalls are in place to protect against outside intrusion into the technology infrastructure. Training is provided when appropriate and needed on the issue of student information. Security protections are updated as needed.

<u>NO COMMENT</u>

4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:

Students enrolled in distance education courses and programs are provided web-based information about online courses to help assist them in determining if online courses are best for them. Online students have access to services such as financial aid, course registration, advising, and career counseling just as campus students do. Students may access the library for study and research materials from off campus and may contact the help desk for any problems they may have. Additionally, students may withdraw from courses electronically and have access to an electronic complaint process.

<u>NO COMMENT</u>

5. Describe the orientation for students enrolled in distance technology courses/programs.

Students are provided an online orientation course. The students are able to progress through the various pieces of MyOzarka. The orientation takes a few hours and is self-paced. This also provides the student with needed contact information for online learning.

<u>NO COMMENT</u>

6. **Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.**

A teaching load for a full-time distance education faculty member is a minimum of 15 hours per regular semester. Adjunct faculty may teach up to 9 hours in a regular semester. An adjunct faculty member is paid at $525 per credit hour.

According to the program review, Ozarka College has full ownership of all intellectual property in an online course. This is common in higher education for a period of time if an economic incentive was provided to the course developer or institutional equipment was used in course development.

Recommendation

1. No policy was mentioned in the program review as to the size of online courses. This should have been addressed.

2. While an amount was stated as to the amount paid per credit hour for an online instructor, it was not discussed if this was different from a traditional seated course.

3. There was no policy provided to review concerning intellectual property in an online courses. A review of board policies and procedures did not specifically address online courses. If a faculty member developed an online course on their own time and without aid from the institution in some form, the institution would most likely find it difficult to enforce this statement. The institution should develop a policy specifically for online courses and intellectual property or revise its current statement in regards to sponsored research to include intellectual property. It would also be beneficial to have faculty members sign a form to acknowledge this practice.

SECTION SIX

Majors/Declared Students

1. **State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.**

    Enrollment has declined by 100 students over the last 5 years. This is not uncommon in two-year colleges as enrollment had fallen off.

    NO COMMENT

2. **Describe strategies to recruit, retain, and graduate students.**

    The report's breakdown of efforts to recruit students was well laid out. The report presented different venues in which efforts have been made to recruit different population groups. This included college fairs, high school visits, and community events. The college is also reviewing the admissions process. For each of the strategies, the report presented the approach, the positives, the challenges, and the potential for growth.

    Commendation

1. The college looks at many avenues when trying to recruit students. This allows them to recruit all types of students from 18 years old to 70 years old. The college is also looking at revising its admissions policies to remove barriers for students wanting to enroll.

Recommendation

1. The report did a good job discussing recruitment efforts, however, no mention was made of efforts to retain students. The attached action plan identifies increasing the number of students persisting as a goal but provides no data to review.

2. In the review, no mention was made of strategies to graduate more students. This information was required by the review but not provided.

3. **Provide the number of program graduates over the past three years.**

The number of graduates has declined over the past three years. As enrollment continues to decline in two year colleges across the country, this is consistent with many institutions.

NO COMMENT

SECTION SEVEN
Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The review provided solid information on entrance placement with average scores for the Fall 2017 semester. This provides a good starting point for knowing the students that are served. Faculty members use assessment through their courses in the forms of formative and summative assessment, which is collected in MyOzarka. The information is compiled across all sections of a course to summarize students' success in a particular course no matter the instructor. Faculty use this information to make changes to curriculum and to make budget requests. The review states that the success rate is very high.

Recommendation:

1. While the review provided very solid entrance information and course assessment, there was no evidence of program assessment. Program assessment is required by HLC and should be conducted on a schedule and once every five years is suggested. Students may be graduating but that is not an assessment of the program. Since students are required to take the college capstone course, it would seem that this might be a place to embed some type of summative assessment of the associate of arts program.

2. **Describe program/major exit or capstone requirements**.

All students completing the associate of arts degree must complete the college capstone course. The course focuses on helping students transfer to a four-year institution.

1. Looking at the course outcomes for the college capstone, these would be great if used as program outcomes.
2. Also, providing a standard assignment in the college capstone would be beneficial such as a portfolio, to measure the outcomes.

3. **Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.**

The college evaluates teaching using student evaluations and classroom observations. This is standard practice in many institutions. Student evaluations are shared with the instructor after the semester is over and are reviewed by the division chair for professional development opportunities.

Evaluations of instructors and course material are used in making decisions about curriculum and any need for revisions. Instructors link assignments in MyOzarka to learning outcomes and use the data to make modifications when needed.

Commendation

1. The use of the LMS (MyOzarka) to link student work to learning outcomes provides a clean an efficient measure of student success within courses and justifies curriculum changes when necessary.

4. **Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.**

The associate of arts is a common statewide degree and is accepted at all public institutions. Additionally, the college has articulation agreements with a number of four-year universities in Arkansas. Students have several options around the state to transfer.

Suggestion

1. As this is the primary transfer degree of a two year college, knowing where students transfer to can be helpful. It would be beneficial to review the most popular transfer schools for the college's students.

5. **Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**

N/A

6. **Provide aggregate results of student/alumni/employer satisfaction surveys.**

The information provided in this section consisted of student surveys about their perception of the college, tutoring, delivery of information, future plans, and participation in an alumni organization. Students were also able to provide individual feedback through the use of open-ended questions. Information presented demonstrated a high level of satisfaction with students' experience at the college and the services provided.

Commendation

1. The college should be commended on the survey information presented. It was very thorough and provided great insight to the student experience at the college.

SECTION EIGHT

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.

The reviewer agrees with the identified strengths of the program.

2. **List the areas of the program most in need of improvement.**

The review identified course success rates, revamping the capstone course, and the reliance on adjunct faculty. Other areas in need of improvement are:

   1. Outcomes for the program that are measureable and means to measure them.
   2. A plan to graduate more students.
   3. Better use of data in program assessment.
   4. A policy that covers ownership of online course materials.

3. **List program improvements accomplished over the past two years.**

The improvements that have been made have contributed to a focus on student success. The use of advising notes and degree audits is commendable. This will help in ensuring students graduate at a higher rate and on time.

4. **Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.**

The part of the enrollment management plan that was provided is a significant step towards improving the program and all programs at Ozarka College. However, no cost estimate was included. The strategies laid out to improve student success will cost money and the college needs to plan for this.

OZC AA General Education Program Review 2017-18 Academic Year

Academic Program Review
Ozarka College
Review Prepared by: Sarah Brown
Carl Albert State College
Poteau, OK

I.   Review of Program Goals, Objectives and Activities

There are two outcomes for the program that are derived from the philosophy of the Associate of Arts program. Although the AA in General Education is typically a very broad and general program of study, these outcomes are extremely broad. The first uses language and phrases such as students will be able to "use the skills and abilities named in the philosophy" so that they "may become lifelong learners" (2). When the philosophy is consulted to see what "skills and abilities" may be being referenced, there are none mentioned.

The second outcome is simply that students will "transfer" and "successfully complete" a bachelor's degree. Although this is far more specific, there is no evidence that this outcome is measured through matriculation and transfer rates or any other data.

There is no assessment plan in place apart from the course and section-level assessment (19-20), which focuses more on retention and pass rates rather than on elements that may be able to be related to assessing "lifelong learning."

Since the objectives are so general and broad in scope, it's difficult to determine what the faculty or students might do in order to meet them. There is no mention of strategies to track transfer students to meet the second objective, and little to no assessment models given to indicating meeting the first objective of lifelong learning. Faculty assessment is heavily focused on individual courses and sections (19), and although the objective seems to be to discern whether or not students are learning in the individual class (which is helpful), there is nothing to indicate that this assessment carries out to indicate that the students will become lifelong learners. There is also nothing to indicate a correlation between pass rates in individual classes and students becoming lifelong learners.

There are no market/industry demands given, since the degree is explained as a "transfer-only" degree. This is consistent with the second outcome given for the program. The program prepares students for advanced study at the bachelor's level by requiring courses that are highly transferable, and by offering room for general electives that could be tailored to the receiving institution and degree (3).

The report states that student demand has been consistent with enrollment trends, and shows a steady decline of about 100 students in the last 5 years. Although the decline seems rapid, the report also states that this program is the "strongest" program in the college (2), which may merit continuation within the context.

Resources used are minimal as far as those restricted to this particular program. Because of the general nature of the program, the resources required are already attended to within budgets and requirements of other departments and programs. No equipment was

purchased specifically for this program, and there is no library budget for the specific program (13).

II.   Review of Program Curriculum

All of the courses within the AA in General Education are also listed in the ACTS and thus are fully transferable to receiving institutions in Arkansas. There are also several MOUs in place with transfer agreements that allow students to enter into a four-year institution with a junior standing. In the absence of industry standards for a general degree like this one, these agreements indicate a curriculum that is poised for accomplishing the objective of transferring students to continue their education.

The institution seems to value curriculum development highly. The study indicates two procedures in place for developing and approving curriculum, and receives suggestions and proposals from a variety of sources. There are procedures for minor and major changes, and both involve consideration and approval from several committees. All changes prior to and during the consideration and adoption process are to reflect the institution's focus on "program and course relevancy" (5).

The exit requirements are standard; a 2.5 cumulative GPA over 60 hours of coursework (20). The additional requirement of a capstone course is usually reserved for a more specific program, but is not outside the appropriate range of requirements.

The course schedule (3-4) has good breadth and is intuitively organized. The courses required do seem to give the student both a well-rounded education, as well as leaving room for the student to choose electives that fit with relevant interests or educational goals.

There is little to no indication that students are introduced to experiences or professionals in the field through an examination of the syllabi.

There is little to no indication that the program is equipped for or values as an objective any interdisciplinary initiatives. The program does interlock with and support program requirements for other degrees at the institution (2), but there is nothing formally promoting such initiatives.

There is little to no indication that the program formally initiates program activities related to developing an understanding and respect for cultural diversity.

III.   Review of Academic Support

Although there is a clear and manageable course sequence, and although all courses are offered in one format or another in every semester, there is no indication in the report of an advising infrastructure that would assist students in choosing electives that would help them in their future degrees. This is unexpected from a program with an objective of transferring students to continue their education.

There is, however, indication in the syllabi of a Student Success Center that is available free for students on each campus. This center gives tutoring help, advising assistance and career counseling for students.

It is also worthwhile to note that in the Faculty Handbook advising is described as being primarily the faculty's responsibility (Faculty Handbook, page 6), and that there is also detailed information about how to carry out effective advising in the Faculty Handbook.

The institution is currently in the beginning stages of improving success rates in gateway courses in the General Education degree, in conjunction with the institution's Enrollment Management Plan (27). This plan gives detailed steps to improve semester completion and increase semester-to-semester persistence, which would positively affect graduation rates. The steps involve lowering the D/F/W rate, reevaluating developmental coursework, developing a more robust Early Alert System, and required meetings with students who drop below a C average on gateway courses, among others (28-29). This plan is continuing through Spring 2019.

IV.   Review of Program Faculty
All full-time faculty hold a master's degree or higher in the field or subfield in which they teach, with the exception of two, who each hold a master's degree and 18 graduate hours in the field or subfield in which they teach.

There are no orientation processes outlined in the report or in the Faculty Handbook (other than Bi-Annual Faculty Inservice on page 13).
Faculty are evaluated by students and by the institution on a semester basis (12). Student evaluations are conducted online through the institution's LMS. Each faculty member is also observed at least once annually by the Provost, Division Chair or other designee (12), but there is no mention of a self-evaluation or other formal individual evaluations by the Division Chair or any other supervisor, which is usually best practice.

Faculty load for full time instructors is a standard 15 credit hours per semester, 9 credit hours for part time/adjunct faculty. Although there is not mention of office hours in the report, the Faculty Handbook states that full time faculty are expected to have 30 total hours a week of instructional hours, prep, and office hours.

V.   Review of Program Resources
Because this program is so thoroughly tied into other programs that are offered at the institution, the institutional support seems high. The report also claims that this program is the strongest program in the institution, which indicates a high level of support for the program.

There seems to be a variety of professional development opportunities that apply to all faculty members, including faculty inservice, various symposiums and memberships, the opportunity to request professional development, and a Professional Development Committee that offers seminars and other resources to faculty (13).
Although there is no information given about the size of the library (13), access to the library and all its resources are available to faculty. The satellite campuses also employ campus directors as an added level of support (13).

VI.   Review of Program Effectiveness

Areas of program strength listed by the report include: a low cost for the program, a variety of transfer opportunities, courses offered all year (including the summer), and availability of online education (27).

Additional areas of strength from the reviewer include: a detailed recruitment strategy, a specific plan for raising success rates in the gateway general education courses, and a strong course and section level assessment model.

Areas of improvement listed by the report include: course success rates, the Capstone class, and reliance on adjunct faculty.

Additional areas of improvement from the reviewer include: in the next 12 months, the institution might consider looking at a full-scale institution wide assessment plan that includes program assessment as well as course level assessment. Since the institution offers so many courses and programs online, the institution might also consider involvement in a nationally recognized benchmarking organization like Quality Matters. Over the next 2-5 years, the institution might consider bolstering their academic advising and course schedule to help guide students to the appropriate course of study based on their educational goals. Although this is identified as a "transfer-only" degree, the institution might benefit by considering that many students want to get a degree that will make them immediately more employable. Offering advising toward that end, while partnering with industry experts in the form of an advisory board might extend the educational opportunity to even more students.

VII.   Review of Instruction by Distance Technology (if program courses offered by distance)

The institution is approved to offer all of its course offerings in an online format, and the institution currently offers nine degrees and eleven certificates through distance education (14). The institution uses their own, internally developed LMS called myOzarka, which is supported by Information Systems and the Director of Distance Learning. All course design is also done by the Director of Distance Learning, and development of online courses is done through an internal rubric and set of procedures (7-11). There is no indication of a subscription or participation in a nationally-recognized benchmark program such as Quality Matters, to ensure quality course design. There are no guidelines mentioned of extra or specific training given to faculty members desiring to teach or develop online courses, with the exception of occasional faculty briefings, meetings, and inservices that focus on distance education (14). Best practices would involve more external benchmarks, training, tools, or memberships to show a good faith gesture of commitment to ensuring the quality of online and distance education.

The report states that personal information is kept secure through "appropriate firewalls" (14) and the username and password requirements for access to the institution's LMS, myOzarka. Without knowledge of the extent of the Information Systems staff and their support, this is on the low end of appropriate.

Technology questions and troubleshooting is conducted by the Director of Distance Learning and the Information System's staff. Students have access to live help during business hours, and access to a support ticket system and email outside of business hours (14-15).

There is no information given on class caps or sizes for online courses. The course load for online faculty is the same as that of on campus classes for full time and adjunct faculty (15).

The report simply states that "Ozarka College has full ownership of all intellectual property" (15). Typically, this would be more specific, delineating whether original material or material containing the instructor's face and likeness are the property of the institution or not.

VIII. Review of Program Research and Service
Neither the intended research and creative outcomes for each program nor the intended outreach/service/entrepreneurial outcomes for each program's initiatives are addressed in the report.

Arkansas Department of Higher Education

Existing Program Review

Program Self-Study

Associate of Arts

Ozarka College

2017-2018 Academic Year

SECTION ONE

Goals, Objectives, and Activities

1. **Describe specific educational goals, objectives, and activities of the program**.

   Philosophy
   The Associate of Arts program provides the first steps into higher education for those students who look forward to completing a baccalaureate degree at a four-year college or university. The program will provide a firm grounding in general education, both through a required group of courses and through general skills and attitudes fostered by the program as a whole.

   Outcomes
   Students completing the degree program will be able to:
   1. Use the skills and abilities named in the College's philosophy of general education so that they may become lifelong learners.
   2. Transfer to a four-year institution and successfully complete a baccalaureate degree.

2. **Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.**

The Associate of Arts degree is the main general education degree attained by our students. The required courses within this degree are fully transferrable to other in-state institutions through the Arkansas Course Transfer System (ACTS). Additionally, this degree supports other degree plans at the institution, as degrees in Aviation, Business, Criminal Justice, Human Services, Agriculture, and Education all share a similar cycle of general education courses.

3. **Document market demand and/or state/industry need for careers stemming from the program.**

This is a transfer-only degree. Students completing this degree are eligible to pursue a variety of Bachelor's degrees at four-year universities.

4. **Document student demand for the program.**

Student demand for the program has been consistent with enrollment trends over the past five years, and it remains the strongest program within the college:
Fall Enrollment:
2013-14: 288
2014-15: 283
2015-16: 199
2016-17: 189
2017-18: 182

Curriculum

1. **Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).**

Our General Education core contains courses that are all listed on the Arkansas Course Transfer System (ACTS), meaning they are fully transferrable to all two and four-year institutions within the state. This shows that our General Education offerings are consistent with those at institutions across the state. Additionally, we have many 2+2 agreements with many universities that fully accept our general education core. These include: Arkansas State University, Arkansas Tech University, University of Central Arkansas, University of Arkansas, University of Arkansas Monticello, and the University of Arkansas Fort-Smith.

2. **Provide an outline for each program curriculum, including the sequence of courses.**

Suggested Course Sequence

Semester 1 (13 credit hours)
ENGL1013 Composition I
MATH1203/1213 Mathematics Requirement
COLL1001 College Success
COMM1313 Communications
Fine Arts Elective –3 credit hours

Semester 2 (15 credit hours)
ENGL2023 Composition II
HIST1003/1013 World Civilization I/II
American History/Government Elective – 3 credit hours
Social Science Elective – 3 credit hours
General Elective – 3 credit hours

Semester 3 (15 credit hours)
BIOL1004 General Biology and Lab
CPSI1003 Introduction to Computers
PHED1002 Concepts of Physical Activity
Fine Arts Elective – 3 credit hours
General Elective – 3 credit hours

Semester 4 (17 credit hours)
PHSC1004 Physical Science and Lab
COLL2001 College Capstone
Social Science Elective – 3 credit hours
General Electives (3) – 9 credit hours

3. **State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.**

Curriculum:

<u>**General Education Requirements**</u> (35 credit hours)
        English (6 credit hours)
                ENGL1013 English Composition I
                ENGL1023 English Composition II

        Mathematics (3 credit hours)
                MATH1203 College Algebra
                MATH1213 Quantitative Literacy

        Lab Science (8 credit hours)
                BIOL1004 General Biology with Lab
                PHSC1004 Physical Science with Lab

<u>**Fine Arts/Humanities**</u> (6 credit hours)

Select one course:	Select one course:
ENGL2213 World Literature I	**FATHI003** Fine Arts Theater
ENGL2223 World Literature II	**FAVII003** Fine Arts Visual
	FAMU1003 Fine Arts Music

<u>**Social Sciences**</u> (6 credit hours)

 ANTH2013 Cultural Anthropology   **GEOG2013** Introduction to Geography

| **ECON2313** Intro to Microeconomics | **PSYC2003** General Psychology |
| **ECON2323** Intro to Macroeconomics | **SOCI2013** Introduction to Sociology |

Select one course from the following:
      HIST1003 World Civilization I
      HIST1013 World Civilization II

U.S. History/Government (3 credit hours)
      HIST2003   American History I
      HIST2013   American History II
      PLSC2003   American National Government

Elective Requirements (15 credit hours)

ANTH Anthropology	**ENGL** English	**MATH** Mathematics
ART Art	**FAMU** Fine Arts Music	**MUSI** Music
BIOL Biology	**FATH** Fine Arts Theater	**PHSC** Physical Science
CHEM Chemistry	**FAVI** Fine Arts Visual	**PLSC** Political Science
COMM Communication	**GEOG** Geography	**PSYC** Psychology
ECON Economics	**GEOL** Geology	**SOCI** Sociology
	HIST History	**SPAN** Spanish

CRIM1023 Introduction to Criminal Justice

Institutional Requirements (10 credit hours)

COLL1001 College Success Orientation	**COMM1313** Communications
COLL2001 College Capstone	**PHED1002** Concepts of Physical Education
CPSI1003 Introduction to Computers	OR 2 (1 credit) PHED Activity Courses

Total Credit Hours Required   60 Hours

Estimated cost of Program, excluding web and lab fees, supplies and books: $7,000
*Tuition and fees are subject to change per Board of Trustee approval.

NOTE ABOUT TRANSFERRING: According to Arkansas State Legislation and the terms of a partnership agreement between Ozarka College and most state-supported colleges and universities in Arkansas, students who complete the Associate of Arts degree will be able to transfer all course work directly to the four-year institution and enter with junior standing. The following conditions apply:

Students may expect that most general education courses will transfer except for those carrying a grade of "D." It is, however, very important that students know where they expect to finish any baccalaureate degree when they are planning their schedules at Ozarka. Failure to plan ahead for transfer to the senior institution may result in lost credits or needless repetition of courses. Students should obtain a copy of the catalog of the college or university they plan to attend and then work with their advisor, the counselor, or the registrar to plan an effective schedule. It is also wise to consult with the Registrar's office at the senior institution so that any potential problems in transferring can be solved before they cause unnecessary delays in completing the planned baccalaureate degree.

4. Indicate the semester/year the core program courses were last offered. Exclude general education courses.

Core program courses are offered every semester. All courses are taken with degree completion in mind within the two year timeframe for AA degrees from general education courses, electives, and core. While all courses may not be offered in a traditional setting in the classroom every semester at every campus, they are offered in an online format.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Syllabi are included in attached file.

6. **Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

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

To enable the College to be accurate and consistent in curriculum development, the following plan complements existing Board academic policies. These policies can be found in Section Four of the Ozarka College Board Policy and Procedures Manual.

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

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

1. Faculty and Division Chair Development
2. Curriculum Committee Review and Approval
3. Faculty Council Review and Approval
4. Administrative Council Review and Approval

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

Major curriculum changes or developments include new programs that result in a certificate or degree, new majors leading to a certificate or degree, and others as defined by the Arkansas Department of Higher Education. These require more intense research, planning, and documentation that will result in a formal written proposal to the Arkansas Higher Education Coordinating Board.

Generally, major curricular change or development requires a steering committee comprised of professionals in the field or related area, college faculty, and administration. As with all curriculum proposals, major curriculum proposals are subject to approval through the progressive committee structure of the College, the Ozarka Board of Trustees, the Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board.

Any new programs involving Title IV funding that are comprised of 50 percent new courses must also be approved by the Higher Learning Commission. The Ozarka College curriculum development process involves a hierarchy of procedures and opportunities for evaluation, assessment, and revision. At any step in the process, the proposal may be returned to the originator and/or the previous decision-making body for additional information, clarification, or revision. Curriculum changes, additions, and revisions reflect a persistent focus on program and course relevancy.

Instructor-to-student interaction for distance courses are achieved through various means. All courses offer interaction through email, phone conversations, web conferencing, and office appointments. Instruction of course material is offered through instructor videos, PowerPoint presentations, and classroom discussion through discussion board, assignments, and test/quizzes. Some tests may be proctored.

7. **List courses in the proposed degree program currently offered by distance delivery.**

All of the core courses and most of the electives that are included in the AA are offered via distance delivery— through ITV or Internet.

1.	ENGL1013	English Composition I
2.	ENGL1023	English Composition II
3.	MATH1203	College Algebra
4.	MATH1213	Quantitative Literacy
5.	BIOL1004	General Biology and Lab
6.	PHSC1004	Physical Science and Lab
7.	ENGL2213	World Literature I
8.	ENGL2223	World Literature II

9.	FAMU1003	Fine Arts Music
10.	FATH1003	Fine Arts Theater
11.	FAVI1003	Fine Arts Visual
12.	HIST2003	American History I
13.	HIST2013	American History II
14.	PLSC2003	American National Government
15.	HIST1003	World Civilization I
16.	HIST1013	World Civilization II
17.	ANTH2023	Cultural Anthropology
18.	ECON2313	Intro. to Microeconomics
19.	ECON2323	Introduction to Macroeconomics
20.	GEOG2013	Intro to Geography
21.	PSYC2003	General Psychology
22.	SOCI2013	Introduction to Sociology
23.	PHED1002	Concepts of Physical Activity
24.	ANTH2023	Cultural Anthropology
25.	ANTH2033	Introduction to Russian Culture
26.	ART1123	Art History I
27.	ART1133	Art History II
28.	BIOL2001	Independent Study in Biology - one
29.	BIOL2002	Independent Study in Biology - two
30.	BIOL2003	Independent Study in Biology-three
31.	BIOL2004	General Ecology and Lab
32.	BIOL2014	Microbiology and Lab
33.	BIOL2024	Principles of Zoology and Lab
34.	BIOL2214	Anatomy and Physiology I and Lab
35.	BIOL2224	Anatomy and Physiology II and Lab
36.	CHEM1003	Introduction to Chemistry
37.	CHEM1014	General Chemistry and Lab
38.	CHEM1024	General Chemistry II and Lab
39.	CHEM1034	Introduction to Organic Biochemistry and Lab
40.	COMM1123	Interpersonal Communication
41.	CRIM1023	Introduction to Criminal Justice
42.	ENGL2023	Mythology
43.	ENGL2103	Creative Writing
44.	ENGL2313	American Literature I
45.	ENGL2323	American Literature II
46.	ENGL2683	Masters of Western Literature
47.	GEOL1004	Essentials of Earth Science and Lab
48.	HIST1023	History of World Religions
49.	HIST2023	Arkansas History
50.	HIST2033	History of Women in Western Civilization
51.	MATH1301	Trigonometry Lab
52.	MATH1303	Trigonometry
53.	MATH1504	Precalculus
54.	MATH2003	Statistical Methods
55.	MATH2013	Survey of Calculus
56.	MATH2033	Math Concepts I
57.	MATH2043	Math Concepts II
58.	MATH2143	Business Calculus
59.	PHSC2004	Introduction to Environmental Science
60.	PHYS2014	General Physics I
61.	PSYC2313	Developmental Psychology
62.	PSYC2513	Abnormal Psychology
63.	SOCI2023	Introduction to Social Work
64.	SOCI2203	Social Problems
65.	SPAN1013	Elementary Spanish I
66.	SPAN1023	Elementary Spanish II
67.	COLL1001	College Success Orientation
68.	COLL2001	College Capstone
69.	CPSI1003	Intro. to Computer Applications

Syllabi for core discipline-specific courses are attached.

8. **Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).**

All faculty teaching online, fulltime or adjunct must complete the MyOzarka training course provided by the Director of Distance Education.

All of the general education course requirements are offered via distance delivery with the exception of English Comp I with Supplemental Lab, which must be taken in the classroom. These courses are offered in class only; however, students have the option of fulfilling the math requirement with College Algebra, which is offered via distance delivery; however, they would have to achieve the appropriate score on placement tests or successfully complete the developmental education course sequence.

Procedures for consistency in developing online courses:

COURSE CONTENT	All instructors who teach a course must coordinate with other instructors teaching the same course to assure consistency throughout the curriculum and quality of content of courses. All courses should contain the same rigor and grading standards.
FIRST WEEK ACTIVITIES	Please include an "Introduce Yourself" Discussion in your first week of activities. Also, please include a getting started assignment—does not have to be graded—that gives the student information about your expectations in the course and how to proceed. Please be sure your student has enrolled in the Online Orientation Course for Students in online courses. You can see if they have completed the course by checking your roster. Completion of this orientation will be indicated with a "Y" or "N" or a red ~ mark. If the student shows a "Y", then they have completed the course. If it is an "N", then they are currently enrolled, but have not completed it. If is shows a red ~, then you can click on the red symbol and it will automatically enroll them in the course. Please explain to the student that you are requiring them to complete this orientation course—it will only take 1-2 hours to complete. You may set this use as an assignment and award points for completion. Be sure to give the students that have already completed the course points. You will need to check with the Distance Education Director to get information of when the ones that have not previously completed the course do complete it. Have the students let you know they completed it and then check with the Distance Education Director. If you have a student that has not completed the activities in week one, please CONTACT them immediately by mail or phone and be sure they intend to continue in the course and that they need to get started.
ACTIVITIES SECTION OF MY OZARKA	Weekly Activities must be entered in MyOzarka Activities Section. There should be activities or instructions on how to proceed in the course each week. Enter all your assignments to be graded in the activities section of MyOzarka. By doing this, you can enter a grade in the grade book for everything that is to be graded and students always have a current grade showing how they are doing in the class. Enter required discussions as an individual assignment in activities section of My Ozarka in the week that it is due, and indicate in the assignment the topic to be discussed in the discussion. Also instruct student to go to the Discussion Board to Discuss the topic. Be sure to enter a Discussion Thread for each of the Discussion Assignments given. This way, when you copy forward your course to another semester, you will have your discussion topics available. Enter start and stop dates for assignments to require students to stay at the same pace as in-class coursework. Please do not open all assignments at the beginning of the semester or leave them open for the entire semester. When you put your assignments in the week that they are due, the program will set the due dates for that week. Be sure to coordinate coursework for web classes to cover the same information and require the same assignment load as the in-class course. Instructors must work together to maintain course consistency and quality from web to in-class.

	Instruct students to save their submissions in .rtf format, so that the file may be opened by any software program. Include homework type assignments, as well as problem type exams in the activities section.
CREATING DISCUSSIONS	Regular discussion assignments are required of all web courses. This allows for student to student and student to instructor interaction. The discussions may be entered in the Activities Section of MyOzarka in the week they are due; however, they may have an open date earlier. It is critically important to have an "Introduce Yourself" discussion in the first week activity section. This will let you know who is participating in the course from the first week.
LINKING AND CREATING CONTENT FOR ASSIGNMENTS	Add helpful links, textbook website link, youtube.com video links, help sheets, etc. to supplement your assignments in the Activities Section as a new items. You can add all your content in any Week; however, the content must be linked to an assignment for the student to see it. When you create Assignments in any week, you can then link any of your Content items directly to any assignment in any week. If you have taught your class as an interactive video class, you will have archived lectures of all class section from all semesters that may be linked to your current course assignments for students to view in-class presentations of the content. You may also create your own videos of presentations of theory and content. Also, tools like http://www.screencast-o-matic.com/ Screencast-o-Matic are excellent ways to capture items on your screen, while you talk and explain content. It is free for 15 minute videos.
EXAMS AND QUIZZES	Exams and Quizzes in MyOzarka may be created in the Activities section of any week. Give frequent exams, quizzes, or other various types of assessment of student comprehension--maybe every chapter or two. Give a proctored comprehensive final exam which is weighted heavy enough to assure that student must know the information in order to make above a C in the course, i.e. 200-300 points. These will be proctored final exams for Online Courses on each of the Ozarka Campuses during finals week. Other problem exams as assignments in the activities section of My Ozarka: You may set up any of your other problem type exams as assignments to be at a certain time on one day, at one time. All students should be required to take the exam at the same time or date. You might set up the exam at a time when all students can access it, and limit the time it is open to 90-120 minutes to complete and submit. This is also possible to do with the Exams or Quizzes In My Ozarka, if you want more security. Textbook test banks may be uploaded to the test bank section of Exams in My Ozarka for each course. You may create tests or create one test with all the questions for a chapter as a test bank for that chapter in one of the programs that comes with your textbook instructor CD. These may be done in "Exam View" for example. Once you have created it in one of these programs, you can export it to go in "blackboard format". The entire zipped file you create may then be uploaded to MyOzarka test banks in the Exams section. Then when you create exams for that chapter, you will have to option to choose which questions or have the program randomly choose from the entire test bank questions for the exams. Students would then receive different questions in a random format. My Ozarka Exams also creates a different or of questions and multiple choice answer sequence for each person; therefore, if they are sitting next to each other, they would not get the same questions in the same order.

SYLLABUS	EXAMPLE OF POSSIBLE WORDING ON SYLLABI
	Methods of Instruction: DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ACTIVITIES OF MY OZARKA. This course will be comprised of: Videos, power points, links to textbook sites, exercises, problems and solutions for each chapter are linked to the resources assignment for each chapter.
	Discussions for chapters and required topics will be included in the activities section of MyOzarka . Problem exams located in the activities section of MyOzarka. Students must open, download, complete and submit these exams in the assignment on or before the due date and time. Exams and quizzes must be taken in MyOzarka Exams section on or before the due date. These show up in the activities section of each week. This is a web-based course. Students must be self-motivated. Students must access the course website and MyOzarka and participate in the activities for each week on or before the due dates shown on the assignment. Students must log in to this course regularly and participate weekly. Online courses require as much time as a regular course and student activity is tracked. Make-Up Policy: You MUST plan ahead and complete assignments, exams and quizzes on or before the due dates. Computers down, internet down, computer broken are NOT EXCUSES to allow late work. If computer shuts down during an exam online, student should call or e-mail instructor at the time of the failure. Tracking will be checked and if excuse is legitimate, work may be opened--at discretion of instructor. If you are working on an exam or quiz BEFORE THE DUE DATE and something happens online to shut you out of the quiz or exam, you may notify the instructor, who will at her discretion after investigating the situation, reopen the quiz or exam for you to finish it. Please be aware that we have tracking on MyOzarka that shows exactly when you logged onto exams, etc. If your computer went off or the site went down, we will have documentation as to how long you were at a certain place on MyOzarka. No late work accepted. Extenuating circumstances may be considered by instructor. Attendance Policy: You should expect to spend as much time in this class as you would in an in-class class, plus time to do your homework. Classes on the web make the class more flexible NOT easier! Students must participate in this course via the web. Assignments are to be submitted, quizzes taken, exams taken, discussion comments entered in the discussion section, and e-mail used for communication. Student time on the site will be monitored. Students who do not log regularly, participate in discussions and turn in assignments on or before the due date may receive a grade of "F" at the discretion of the instructor.

RUBRIC FOR ASSESSIING ONLINE INSTRUCTION

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 1 Learner Support & Resources	☐Course contains limited Information for online learner support and links to campus resources. ☐Course provides limited course-specific resources, limited contact info for instructor, department, and/or program ☐Course offers limited resources supporting course content and different learning abilities.	☐Course contains adequate information for online learner support and links to campus resources. ☐Course provides adequate course-specific resources, some contact information for instructor, department and program. ☐Course offers access to adequate resources supporting course content and different learning abilities.	☐Course contains extensive information about being an online learner and links to campus resources. ☐Course provides a variety of course-specific resources, contact information for instructor, department, and program. ☐Course offers access to a wide range of resources supporting course content and different learning abilities.
Category 2 Online Organization & Design	☐Much of the course is under construction, with some key components identified such as the syllabus. ☐Course syllabus is unclear about what is expected of students. ☐Aesthetic design does not present and communicate course information clearly. ☐Web pages are inconsistent both visually and functionally. ☐Accessibility issues are not address. (Including: sight, mobility, hearing, cognition, and technical.)	☐Course is organized and navigable. Students can understand the key components and structure of the course. ☐Course syllabus identifies and delineates the role the online environment will play in the course. ☐Aesthetic design presents and communicates course information clearly. ☐Most web pages are visually and functionally consistent. ☐Accessibility issues are briefly addressed.	☐Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course. ☐Course syllabus identifies and clearly delineates the role the online environment will play in the total course. ☐Aesthetic design presents and communicates course information clearly throughout the course. ☐All web pages are visually and functionally consistent throughout the course. ☐Accessibility issues are addressed throughout the course.
Category 3 Instructional Design and Delivery	☐Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. ☐Course goals are not clearly defined and do not align to learning objectives. ☐Learning objectives are vague or incomplete and learning activities are absent or unclear. ☐Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐Course provides limited activities to help students develop critical thinking and/or problem-solving skills.	☐Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content. ☐Course goals are adequately defined but may not align to learning objectives. ☐Learning objectives are identified and learning activities are implied. ☐Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.	☐Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. ☐Course goals are clearly defined and aligned to learning objectives. ☐Learning objectives are identified and learning activities are clearly integrated. ☐Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐Course provides multiply activities that help students develop critical thinking and problem-solving skills.

Category 4 Assessment & Evaluation of Student Learning	☐Course has limited activities to access student readiness for course content and mode of delivery. ☐Learning objectives, instructional and assessment activities are not aligned. ☐Assessment strategies are limited in use to measure content knowledge, attitudes, and skills. ☐Opportunities for students to receive feedback about their own performance are infrequent and sporadic. ☐Students ' self-assessments and/or peer feedback opportunities are limited.	☐Course has adequate activities to assess student readiness for course content and mode of delivery. ☐Learning objectives, instructional and assessment activities are adequately aligned. ☐Ongoing strategies are used to measure content knowledge, attitudes and skills. ☐Opportunities for students to receive feedback about their own performance are provided. ☐Students' self-assessments and/or peer feedback opportunities exist.	☐Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. ☐Learning objectives, instructional and assessment activities are closely aligned . ☐Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. ☐Regular feedback about student performance is provided in a timely manner throughout the course. ☐Students' self-assessments and peer feedback opportunities exist throughout the course.
Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 5 Innovative Teaching with Technology	☐Course uses limited technology tools to facilitate communication and learning. ☐New teaching methods applied to enhance student learning are limited. ☐There are limited multimedia elements and/or learning objects for accommodating different learning styles. ☐Course uses Internet access and engages students in the learning process in a very limited way.	☐Course uses adequate technology tools to facilitate communication and learning. ☐New teaching methods are adequately applied to innovatively enhance student learning. ☐Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles. ☐Course optimizes Internet access and effectively engages students in the learning process.	☐Course uses a variety of technology tools to appropriately facilitate communication and learning. ☐New teaching methods are applied and innovatively enhance student learning, and interactively engage students. ☐A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course. ☐Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.
Category 6 Faculty Use of Student Feedback	☐Instructor offers limited opportunity for students to give feedback to faculty on course content. ☐Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course. ☐Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	☐Instructor offers adequate opportunities for students to give feedback on course content. ☐Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course. ☐Instructor requests and uses student feedback a couple of times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	☐Instructor offers multiply opportunities for students to give feedback on course content. ☐Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course. ☐Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

SECTION THREE

Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

See attachment for Faculty Qualification forms.

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

Academic credentials required for full-time faculty, as determined by the *Higher Learning Commission's Guide on Qualified Faculty*, in undergraduate programs require the instructor hold a degree at least one level above that of the program in which they are teaching. In addition, all faculty are required to have a Master's degree in the subject area taught, or a Master's degree with 18 hours in the subject area taught.

The guide also states "Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they teach and /or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Further, it is assumed that completion of a degree better prepares a person than an unstructured collection of credit courses."

Faculty appointments are made by the President, with recommendation of the Provost, to individuals who can give substantial contributions of time, expertise, and participation in College programs.

Adjunct faculty appointments are not eligible for employee benefits and are offered on a semester by semester basis or other period for special purposes. All recommendations for appointment to the Ozarka College faculty must be supported by a file containing an application, appropriate material establishing expertise and qualifications, and valid transcript(s). These credentials are reviewed by the Provost prior to recommendation for employment.

3.   Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

Orientation and evaluation processes for faculty are available on pages 19-21 in the Ozarka College Faculty Handbook, located on the Ozarka College website Human Resources link at http://www.ozarka.edu/hr/index.cfm.

Student evaluation of instruction is conducted on each faculty member, both full-time and adjunct, each semester of the academic year using an online evaluation provided through the learning management system, MyOzarka. This evaluation process provides a way of assessing the effectiveness of instruction and other areas of faculty performance at Ozarka College. The information gathered assists each instructor in the identification of areas of strength as well as opportunities for improvement.

Each faculty member, whether full-time or adjunct can be observed in the classroom, via interactive video recorded class sessions, or online courses by the Provost, Division Chair or designee at least once annually. The visit is unannounced and observed for at least thirty minutes.

4.   Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Faculty loading for full-time instructors is a minimum of 15 credit hours per regular semester. Part time faculty loading is available at a maximum of 9 credit hours per regular semester, with the exception of high-need and competency based coursework requiring comprehensive instruction by and industry specialist.

Program Resources

1. **Describe the institutional support available for faculty development in teaching, research, and service.**

   The academic organizational structure is divided into four divisions: Allied Health; Math and Science; Arts, Humanities, and Education; and Applied Science Technology. Each division has a Division Chair for faculty oversight and support. In addition, the Associate Vice President for academics oversees scheduling, instruction, and assessment to provide additional support for faculty.

   Faculty also have full access to library holdings, databases and research, student services, academic support services, tutoring, advising, placement preparation, basic education assistance, information technology resources, helpdesk, and information training and assistance. Additionally, our satellite campuses employ campus directors to further assist faculty in facilities needs.

2. **Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities**.

   Instructional support available for faculty development is multifaceted and provided in a variety of options including the following:

   Bi-Annual Faculty In-service
   Bi-Annual Adjunct Faculty In-service
   Professional Development Webinars-viewable in MyOzarka and directed by the Faculty
   Professional Development Committee
   Professional Development Seminars-offered by the Institutional Professional Development Committee
   Additional local, state-wide, regional and national conferences and symposiums as requested will be approved via the Division Chair and Provost as requested and approved, based on financial resource availability.

   Most in-service meetings provided on the Ozarka College campus are recorded and viewable via the YouTube.

   In addition, Ozarka College maintains membership in Magna Publications online Professional Development, with various resources for faculty development.

3. **Provide the annual library budget for the program or describe how library resources are provided for the program.**

   Because of the diversity of this program, there is no budget specifically for it alone.

   Because of the nature of this degree, the entire Library Budget and all the books and resources for all of these programs are not available.

4. **Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).**

   Library resources, program equipment, and program specific expenditures are budgeted through the Provost or the appropriate institutional sector (library, allied health, etc.). All instructional technology is requested and purchased through Information Systems. Comprehensive teaching technology is provided in all Ozarka College classrooms, with each room outfitted with a teacher station with a computer, projector, and sound for video playback. Instructors have full access to the MyOzarka learning management system, which also provides access to detailed information on students and advisees.

5. **Provide a list of program equipment purchases for the past three years.**

   No equipment was purchased specifically for this program. This program uses the equipment purchased for all the AA programs at Ozarka College.

SECTION FIVE

Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

1. **Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.**

Ozarka College has been approved by the Higher Learning Commission to offer up to 100% of its total degree programs through distance education. The ADHE currently approves Ozarka College to provide nine degrees and eleven certificates through distance delivery; therefore, Ozarka College has demonstrated a track record of success in distance education.

2. **Summarize the policies and procedures to keep the technology infrastructure current.**

The college has invested in developing its own Learning Management System (LMS) platform (MyOzarka) which provides distance delivery capability to all online and hybrid coursework at Ozarka College.

The Information Systems department at Ozarka College provides all programming and information technology support for the LMS so that the college can respond to any learner or educator need. In addition, Ozarka College employs a full-time Director of Distance Learning to provide training for all faculty and students to properly use the LMS as well as to be successful in the distance education experience. The Director also serves as an in-house expert regarding the packaging (e.g. course shell, compressed video exchange, etc.) of distance delivered education. Because of the internal wealth of distance education expertise, Ozarka College does not out-source any of its LMS capabilities as well as technical support.

3. **Summarize the procedures that assure the security of personal information.**

Regarding protection of information and training, student and faculty learning exchanges are protected through the use of appropriate firewalls to the online infrastructure as well as through the use of mandatory username and password requirements for logging into the MyOzarka LMS. Staff and faculty are kept apprised of advancements in distance delivery education through specialized trainings to include:

(a) bi-annual in-service training, (b) special speaker seminars (i.e. presenters who are experts in the field distance education), and (c) professional publications and webinars regarding best practices and advancements in distance education, which are paid for by the college through annual subscriptions.

4. **Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:**

The college provides effective student and academic services to support students enrolled in distance education offerings. Examples of evidence of these services provided to students are:

Admissions program for distance education provides good web-based information to students about the nature of the online environment, and assists them in determining if they possess the skills important to success in distance learning

Students in distance education programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

Students using distance learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

Students using distance education demonstrate proficiency in the use of electronic forms of learning resources.

Student complaint processes are clearly defined and can be used electronically.

Students can withdraw from courses electronically. Once the student submits their withdrawal request, the request will be routed electronically to the registrar, instructor, advisor, etc., for their approvals.

5. **Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.**

Students in distance education programs have ready access to tech support via a variety of methods. The staff is available Monday through Friday, 8am to 4:30pm to answer questions in person or via telephone in the administrative offices. In addition, students can ask us a question via email for free, any time. Their email address is helpdesk@ozarka.edu, or students can use their web-based "Contact Us" form.

6. **Describe the orientation for students enrolled in distance technology courses/programs.**

An on-line distance education orientation program is provided to all students. This walks students through the various aspects of the LMS, such as participating in discussions, meeting deadlines, and uploading assignments. It also informs them of the various means to get assistance if needed. The orientation is self-paced and usually takes no more than a few hours.

Support services are provided to students in formats appropriate to the delivery of the on-line learning program

7. **Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.**

Faculty loading for full-time distance education instructors is a minimum of 15 credit hours per regular semester. Part time faculty loading for distance education is available at a maximum of 9 credit hours per regular semester. Payment for adjunct instructors is $525 per credit hour. Overload for full-time faculty is available at Division Chair discretion for additional compensation at the adjunct compensation rate. Ozarka College has full ownership of all intellectual property.

Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

    Enrollment:
    2013-14: 288
    2014-15: 283
    2015-16: 199
    2016-17: 189
    2017-18: 182

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

<div align="center">Recruitment Strategies 2015-2020</div>

High Schools-
    Approach- The local area high schools are approached through the use of a program called "Project College Now". This program is an agreement between Ozarka College and the high schools giving us ability to visit multiple times throughout the semester and maintain more contact with these students. We offer the schools placement testing (Accuplacer) free of charge, early registration, help through the application process, and even some light advising is done during the many visits.
    Positives- This program gives us contact that is necessary to influence students and their decisions. We are also able to make great connections with the counselors and administration. These important figures are then able to give us information on their students we wouldn't have known without the constant contact. This program gives the students more time to trust the recruiter and the college.
    Challenges- Changing our image in the students mind is improving, but has always been seen as a last resort for most students. Students are beginning to see the advantages but this can be altered by starting with the students early and often.
    Potential- Our high schools give us a constant flow of potential students and the close proximity we have to each school gives us a strong advantage in most cases.

Concurrent Enrollment-
    Approach- Ozarka has developed a good establishment in most of our local schools for concurrent enrollment. We continuously approach our high school counselors to seek new ways to serve their students through new course offerings and delivery modalities. We present this opportunity to students as a way to get ahead and better their college experience as well as their high school.
    Positives- Price is a key to this program and the ease of access we bring to the students. They are able to get ahead at a reasonable price. This also gives us one more connection to the students giving us more contact and more comfort between students and the college.
    Challenges- Because it is such a good deal and it helps these students so much, we negatively impact Fall enrollment with us after they graduate. They are already so far ahead it makes more sense for them to continue at the 4-year institution. It also presents problems when instructors retire and new ones hired aren't being required to have Masters so we aren't able to offer as much
    Potential- The potential possibly lies in the way we record these students. We are getting the top students in our concurrent enrollment and then may catch a few after graduations, but most go to the four year institution. However, with more parents being cost-conscious of the rise of the financial burden of higher education, we are beginning to make more headway in convincing students to begin their college careers with us.

College Fairs-
    Approach- We use the college fairs as ways to reach those students we do not have contact with in the high schools. It does give us more contact with our local students, but is intended to catch the others.
    Positives- It allows us to showcase what we offer to students who may not know about us otherwise.
    Challenges- There are restrictions on material to bring and you must stay at your table, no mingling. The students at some are pushed through like an assembly line and thee is not time to develop that rapport. This

creates a very strong need for good print material to send student after the fair to entice them even more. Some students are just there to kill time.

Potential- There are a lot of students at these fairs at one time, which allows for ultimate visibility among the schools we are not able to visit. Having a proper set up, good print material and some eye catchers are what's going to better us at these fairs.

Community-

Approach - We aim to reach the community in as many ways as possible. We are attending community events such as Fairs, parades, shows, etc… we always have team member s on hand ready to answer questions and material for them to have for future

Positives- Seeing how prominent we are in our communities, it is easy to be known and seen. We are able to participate in many events allowing more people to see our involvement and helping our community.

Challenges- The need for participation in many events puts stress on the recruiting department because these are recruiting type events and responsibility will come back to the recruitment. Not all people are able to communicate the proper recruitment message at these events and prospects can slip through the cracks.

Potential- With all the events, a good general way of approaching them would be an effective way to ensure that all prospective students are getting the same information. Each person's approach may differ slightly but the verbal and nonverbal messages should be the same.

Admissions Process Current and Future-

Current:

The admissions process currently is an effective yet opportune process that has room for improvement. The process begins with prospects. These students have filled out a contact card or have gone on our website and requested more information therefore entering themselves as prospects. These students are then pulled and sent general information because it does not give their interest unless we manually enter it from a contact card. They remain at the prospect level until an application is filed; they are then moved to applicant status. At this point they have decided to possibly take a course or at least begin the process just in case. We contact them with an email and a letter telling them their status and their next steps to take. They are then instructed to submit the admissions documents that follow: Transcripts from High School and previous college work (Official), Acceptable Photo ID (Copy of Driver's License), Records of Immunizations, Test Scores (Accuplacer, ACT). Students then can also schedule to meet with financial aid if they haven't already. After required documentation is submitted, students are able to register with their assigned advisor. These new students are then ready to begin classes with New Student Orientation and a College Success course remaining on their checklist.

Future:

The prospective student will begin when a student inquires information from Ozarka College. The Admissions department will log students into the prospective database that enter into the office asking about school, call with interest in attending, and prospect cards sent to us. After the information gathered is documented and entered into the system, the prospects will also be put in a separate database to separate them from inactive prospects. The list will be checked weekly to promote prospects to applicant status and remove the inactive. We will also be sending these prospective students a letter as well as an interest form so that we can learn more about these students and relate to them more. This will allow us to make Ozarka College a better fit for them. Prospects can slip between the cracks if they aren't kept informed and managed properly. Once we receive the forms back, they will be given a "college pathway" for their interests that will help assure that Ozarka is a good fit for them. Applicants that skip the prospect phase will also be sent an interest form. Once the student is at the Applicant phase, they will assigned and Advisor and be placed on registration hold until the necessary documents are submitted: Driver's License, Shot Records, Transcripts (High School, GED and College), and Placement Scores. Student can register as soon as transcripts and test scores have been received. After the student has submitted documents, they will be promoted to Student Status. This allows them to register for classes with their assigned advisor. After Registration if student is missing any documents such as a picture or a shot record, they will be placed back on hold until documents are submitted.

3. Provide the number of program graduates over the past three years.

2012-13	67
2013-14	54
2015-16	39
2016-17	42
2017-18	29

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

Standardized placement tests required by state law include the ACT or COMPASS which must be taken before enrollment in the proper level of math, English, and reading, as determined by test scores. The SAT placement test commonly taken in other states will be accepted.

For the Fall 2017 semester, average Accuplacer entrance scores were as follows:
Arithmetic: 62.8
College Math: 33.3
Elementary Algebra: 54.2
Reading: 73.5
Sentence Skills: 78.1

Faculty members use formative and summative assessment to determine whether learning is taking place in both program specific and general education coursework. Formative assessment, in the form of quizzes, tests and assignments, is utilized to immediately determine whether students have learned the material presented. Results of formative assessment assist the instructor in determining whether curriculum or learning activities need to be modified during a class session or before the next class meets. Results vary from semester to semester. Summative assessment is cumulative in nature and is utilized to determine whether students have met the course goals, competencies or student learning outcomes at the end of a course or program.

In the final course requirement, College Capstone, the 3 year student success rate average is 87.3%.

In addition, faculty complete detailed assessment using the following procedure:

Course-Level Assessment:
As a department,
- The instructors responsible for developing and teaching the course, in collaboration with the division chair, will set the outcomes for the course before the beginning of the semester. The division chair over the course will then assign those outcomes to all sections in MyOzarka.
- In accordance with the institutional schedule of course assessment (see attachment), all instructors will review the overall success of the course at the end of the semester. This will include an analysis of success and retention rates, delivery modalities, fulltime/adjunct instruction, and narrative commentary on successes/concerns on each outcome. This will be submitted and reviewed by the appropriate division chair.
- Instructors will then document all significant findings, as well as any modifications to be implemented in the following semester. In addition, departments will notate any budget expenditures that need to be requested to aid in meeting the outcomes.
- Instructors and division chairs will monitor and document the success of the modifications in the subsequent semester. Instructors will have previous commentary accessible to them on the Assessment page in MyOzarka.
Section-Level Assessment:
As an instructor,
- Before the semester begins, all instructors will link the appropriate assigned outcomes for each course to all individual assignments within the course. The instructor should link as many outcomes to each assignment as warranted by the learning intended.
- Instructors will assess assignments and document issues and successes as semester progresses.
- At the end of the semester, all instructors will assess each outcome of the course through both rating system and narrative commentary. He/she will then document proposed modifications to be implemented in the following semester.
- In the following semester, instructors will track/document success of the modifications in the subsequent semester.
Division chairs will oversee completion and implementation.
The results of the 2018 assessment were as follows:
The following were the most common themes that arose from the assessment of coursework:

- Faculty made increased efforts in communication with students to assist in managing non-academic barriers to success in their coursework.
- Faculty incorporated or plan to incorporate more supplementary materials, such as YouTube videos and/or instructor created videos to enhance/supplement instruction.
- Faculty noted the need for textbook changes to better provide students with applicable information.
- Faculty also noted the need in some cases for course outcome revisions to better meet the standards of the course.
- Faculty documented an increase in diversified strategies to help students meet the standards of rigor.
- The review team also noted a more thorough analysis of assignments that contribute to outcome achievement.
- The review team also noted increase in the documentation of assessing effectiveness of assignments mid-semester and making modifications.

As a result, student evaluation of coursework reflected high student satisfaction in key areas:
- 81% were either satisfied or very satisfied that the instructor was concerned about their progress in the course.
- 85% were either satisfied or very satisfied that the instructor was prepared for each class.
- 87% were either satisfied or very satisfied that the course actively engaged them in what they were learning.
- 74% either agreed or strongly agreed that as a result of this course, their interest in the subject matter increased.
- 86% gave the instructor a rating of either effective or very effective.

After evaluating both instructor assessment and student evaluations, the academic leadership team plans to implement the following strategies to improve the assessment process in subsequent semesters:
- Conduct department-specific workshops to assist Faculty with best practices for assessment.
- More peer-review processes for assessment.
- Ensure modifications and documentation of modifications to course outcomes are completed before the beginning of the next semester.
- Provide faculty with a heightened level of feedback on their assessment.
- Provide faculty with more time to collaborate with peers on assessment.

2. **Describe program/major exit or capstone requirements**.

Exiting the program consists of completion of the 60 credit hours with an overall GPA of 2.5 or higher. Students are advised that while earning a D in a course will meet graduation requirements, it may not transfer to the four-year institution of their choice. In addition, students are required to take a Capstone course focusing on transfer in order to complete the degree. When the student enrolls in their final semester, they complete an intent to graduate online.

3. **Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.**

Student course evaluations offer insight into teaching methodology and knowledge acquisition. Input is gathered from the evaluations and taken into consideration to constructively make the courses better for student learning and rigor maintained.

Students are surveyed about their opinions at several points in their college careers. Entering students, non-returning students, and alumni will all be contacted, as well as currently enrolled students. Areas which will be measured are satisfaction with procedures, policies, facilities, and instruction.

In addition, the college has a robust assessment procedure that thoroughly analyzes all coursework within each course. Instructors are required to link every assignment to the corresponding course outcome(s), then assess the effectiveness of that assignment in meeting the course outcome. At the end of each semester, instructors are to assess student

performance on all course outcomes and make modifications based on the assessment, student success rates, and student evaluations, to improve student learning.

4. **Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.**

Coursework within the degree is transferrable to other institutions through the Arkansas College Transfer System (ACTS), as well as various 2+2 agreements with four-year institutions. These include: Arkansas State University, Arkansas Tech University, University of Central Arkansas, University of Arkansas, University of Arkansas Monticello, and the University of Arkansas Fort-Smith.

5. **Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**

N/A

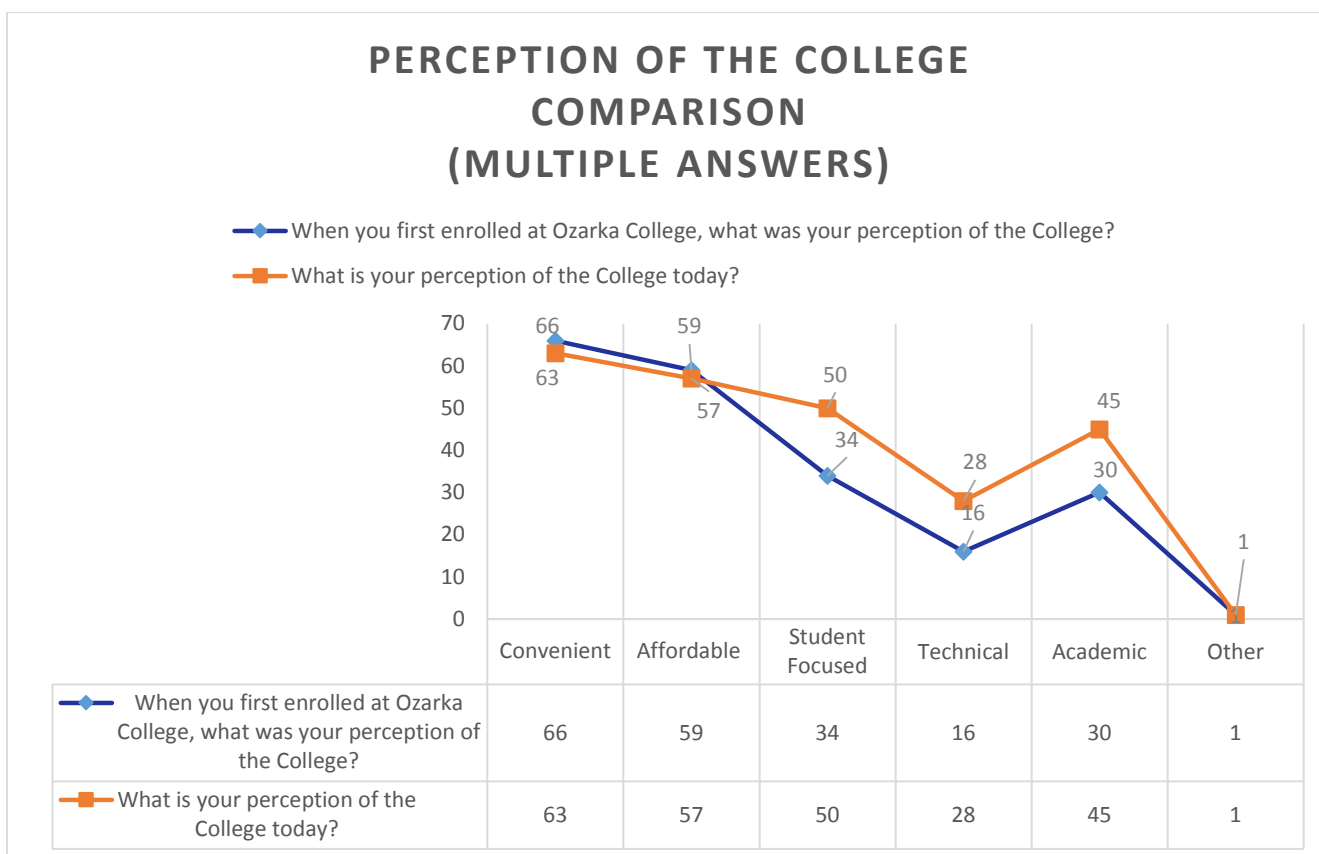6. **Provide aggregate results of student/alumni/employer satisfaction surveys.**

Spring 2017 Commencement Survey

The 2017 Spring Graduate Survey was distributed to 125 individuals who filed an intent to graduate or were enrolled in enough hours to be eligible for graduation during the 2016-17 academic year. The survey returned 70 individual responses, yielding a 56% response rate. Highlights are as follows:

Perception of the College

Beginning Enrollment Perception - The majority of the students indicated that their initial perception of the college was convenient (83.6%), affordable (71.6%), and student focused (48.5%).

Current Perception – Convenience (90%), affordability (81.4%), and student focused (71.4%) represented the majority of the responses in this area. However, other comparisons are listed in the table below:

PERCEPTION OF THE COLLEGE COMPARISON (MULTIPLE ANSWERS)

- → When you first enrolled at Ozarka College, what was your perception of the College?
- ■ What is your perception of the College today?

	Convenient	Affordable	Student Focused	Technical	Academic	Other
◆ When you first enrolled at Ozarka College, what was your perception of the College?	66	59	34	16	30	1
■ What is your perception of the College today?	63	57	50	28	45	1

Preferred Method of Information Delivery

When asked their preferred way to receive campus information while attending Ozarka College, 71% answered my.Ozarka, down from 92% in 2016. Survey results indicated slight decreases in other methods of information delivery. The chart below demonstrates the comparison of responses from 2016 and 2017.

Student Preferred Method of Information Delivery Comparison of 2016 to 2017

	myOzarka	Facebook	Twiter	Student Services	Local Newspapers	Student Email	Text Messages	Advisor
2017	54	11	1	6	1	36	30	23
2016	62	7	0	4	0	35	30	13
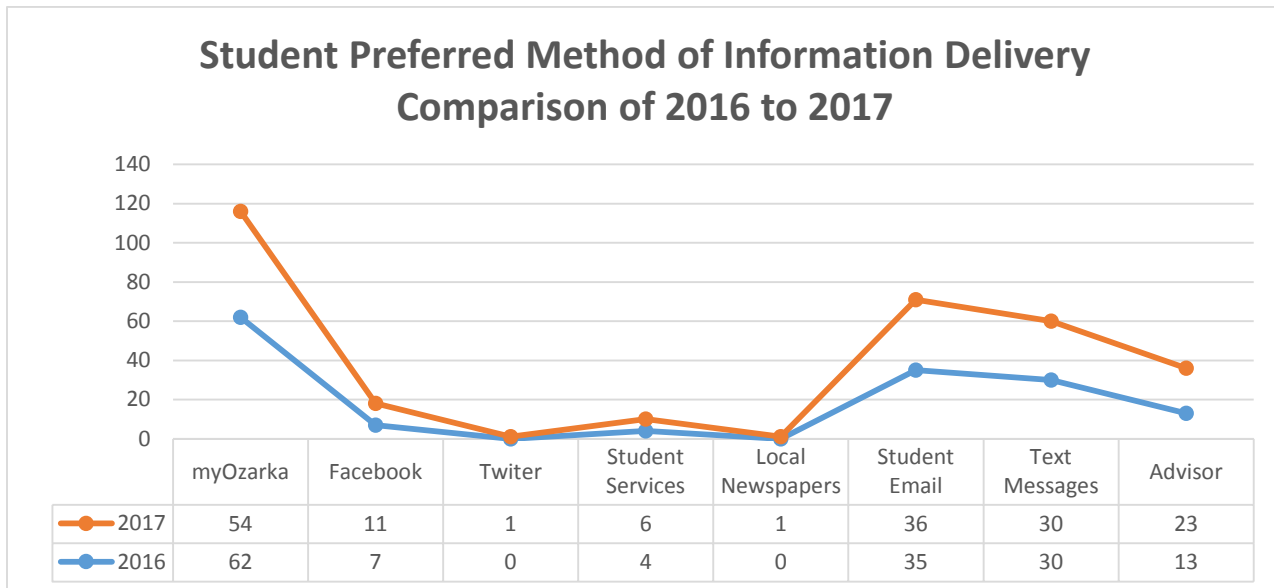
Student Perception of Preparation for the Next Step

When asked if the College had adequately prepared them for the next step, 87% affirmed and 13% indicated *Somewhat.*

Student Perception Preparation for the Next Step

Somewhat 13%

Yes 87%

■ Yes ■ Somewhat
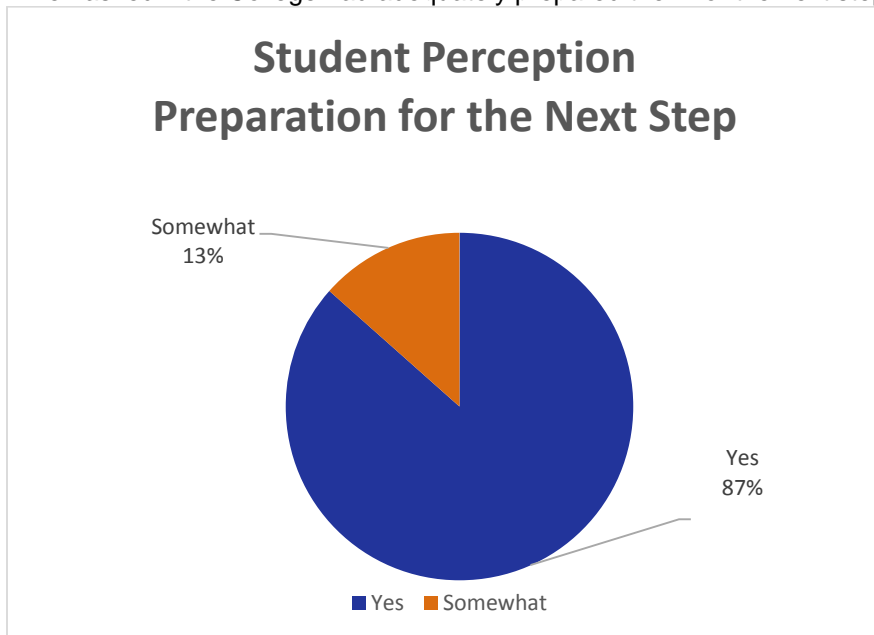
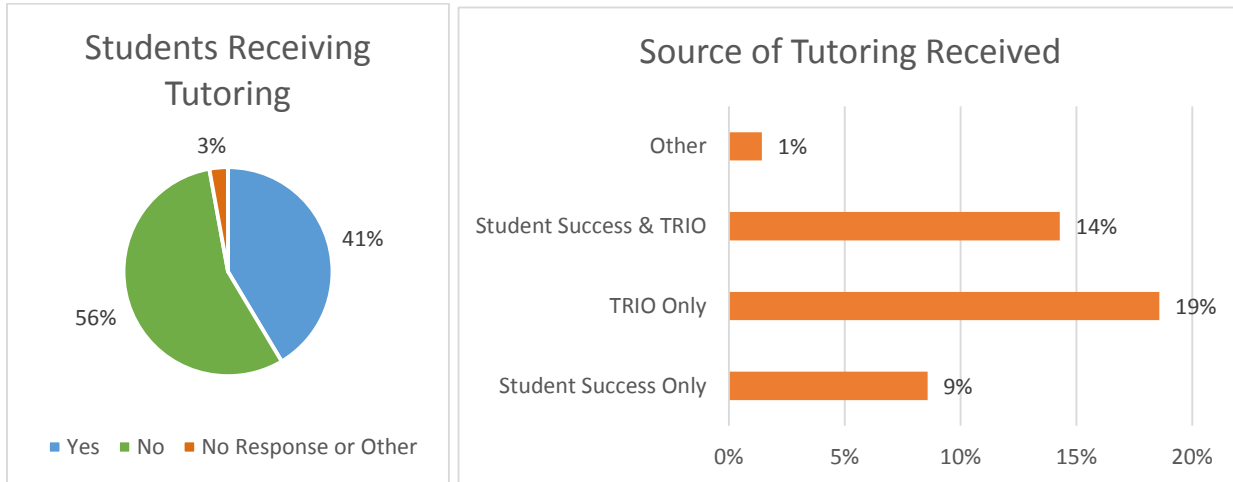**Tutoring**

Results indicated that 41% of respondents had taken advantage of tutoring services (down from 55% in 2016). Of the 29 students who indicated utilizing services, 13 indicated use of *TRiO* only, 6 indicated use of the *Student Success Center* only, 10 indicated the use of both *TRiO* and Student Success Center.

Students Receiving Tutoring

- Yes: 41%
- No: 56%
- No Response or Other: 3%

Source of Tutoring Received

- Other: 1%
- Student Success & TRIO: 14%
- TRIO Only: 19%
- Student Success Only: 9%

Student Indication of Future Plans

The Future Plans question resulted in 53% percent of respondents indicating pursuit of a *Job in my field of study* and 21% indicating they *Have a job related to my field of study,* slight decreases over the 61% and 26% reported in 2016. In addition, *continuing education* decreased from 73% to 70% between 2016 and 2017, respectively.

Student Indication of Future Plans
Comparison of 2016 and 2017

2017 / 2016 by category
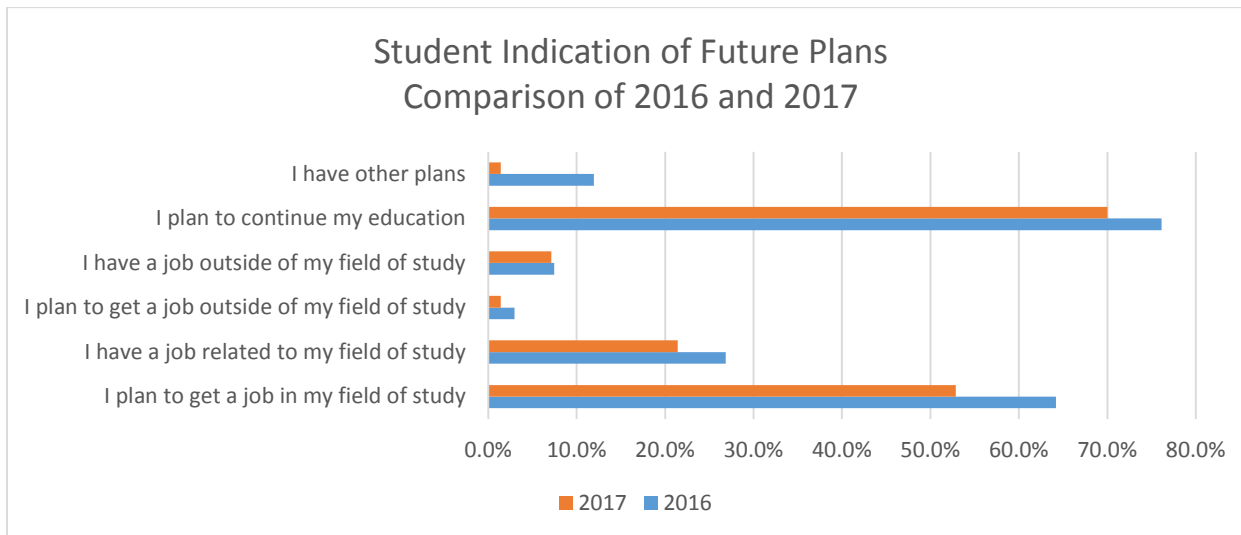
Alumni Interest

Of the 70 respondents, 21% indicated they would be interested in joining an alumni association, 30% agreed to volunteer to help students, and 35% were interested in receiving the campus E-newsletter.

Student Interest in Ozarka College Alumnus

Continuing to receive the newsletter	35.7%
Volunteering to help new students	30.0%
Donate to an Ozarka College building project	0.0%
Donate to a scholarship for future Ozarka students	4.3%
Join an alumni association	21.4%

0.0%   5.0%   10.0%   15.0%   20.0%   25.0%   30.0%   35.0%   40.0%
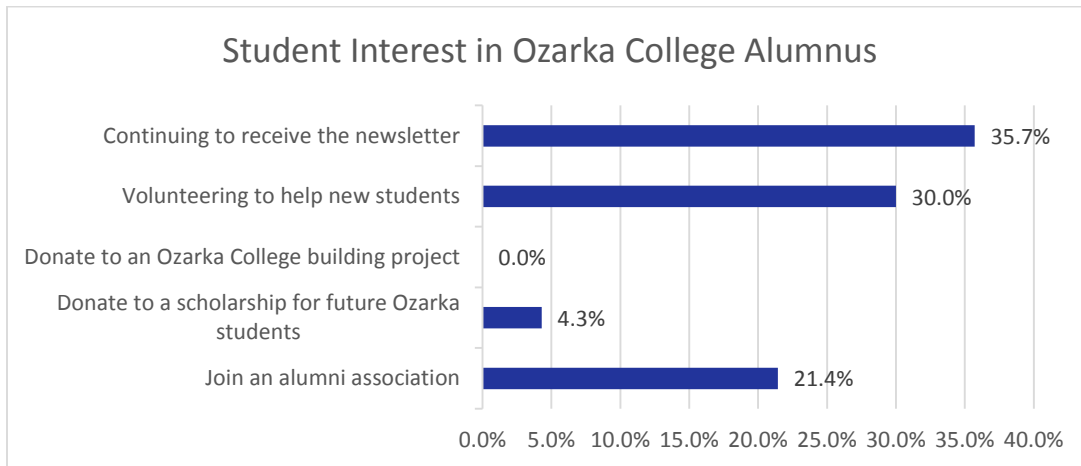
Results of Individual Questions

What is your best advice for students just starting at Ozarka College?
Stay calm and breath. This college is another home for you. The teachers are great and the rest of the staff is helpful in every way possible. Just relax.
Patience. Listen. And don't be afraid to ask questions. It's ok to change your mind. Never feel like you are alone or stupid.....others feel the same way and you are not. Lean on your peers
Dream big, don't stop dreaming, and never stop pushing yourself until you achieve your goals!!
Don't take classes that are not on your degree plan.
Stick with it
I would tell them not to procrastinate. Online classes are very structured, therefore working on them at the top end ensures a better study pattern for the exams.
Make the most of your time while you're there. If you are struggling speak with your advisor and utilize the student success center. Everyone at Ozarka wants to see you succeed and they will help any way they can to make sure you do.
I would want students new and the old ones that are already attending Ozarka. When I first started my biggest mistake was not thinking that I could get help. I would want them to know that there is help out there never be afraid to ask for help. Trio is one of the best programs that there is. They have tutoring and they are there to be your moral support. When people come to your class and talk about Trio take advantage of this program. If it was not for God and for Trio I probably would not be graduating this semester. If you don't qualify for trio don't be afraid to go ask your teachers for help. They are wanting to help you succeed. There are always someone at Ozarka that will be helpful. I should know this because they were that way for me. Never Give Up ! I know it is hard but when you're at the end of your rope with stress of it all don't give up and reach out to a friend, teacher or your adviser these people are there to help you make it to your graduation and to see you fulfill your goals.
Do not be afraid to talk to the faculty or your advisor. College can be stressful and confusing, these people are here to help you

Do not go to the Ash Flat campus
Just make sure to show up to class on time, and obey your teachers. The teachers have no time for students who disturb class. All teachers will treat you fairly, and all the teachers I had were great. You have a college that treats students fairly. My nursing instructors always went out of their way to make sure we succeeded.
Use the tutors and communicate with the teachers.
Study and time.
Study hard.
Don't Give Up!!!
It is all worth the blood, sweat, and tears!
Never quit, never give up, if what your doing isn't working change it
Get your homework done in a timely manner, do not procrastinate and wait till last minute.
Stay focused, do your work, don't be afraid to ask for help.
Put out your best effort & expect nothing. It will show & you'll get a lot further than if you do expect favors.
Work hard and be patient.
Always stay focused.
Don't give up.
You can do it!
Take campus classes, follow what you love.
Just do your best and everything will work out.
Stay focused on your goals.

How has your education at Ozarka College helped you grow personally?
I've realized that no matter what is thrown my way, I'm strong enough to handle it.
It has shaped me in many ways. Although it has taken me 8 years since graduating high school, I have finally accomplished something that I am proud of.
I am more focused and have better leadership skills.
To stay focused and try and try again

Shown me how much hard work and dedication pays off.
Helped me realize that hard work pays off and that sometimes, even if you don't want to, you have to buckle down and do your work. It also taught me that sometimes you have to back out of others, you don't have to do everything alone.
I have to push myself further for a good education and have developed better organization skills and have learned how to prioritize classes, homework, etc.
It has given me more patience as well as allowing me to push my limits of what I think I am capable of. Ozarka has shown me that I am capable of a lot more than what I thought.
More self-confident. I am not so tunnel visioned in terms of employment possibilities.....
Feel I am better prepared to pursue my BA and I am glad I started my college education at a community college.
I have become responsible.
It gave me a feeling of accomplishment and it was right at home so I could be with my family while accomplishing dreams.
Opened my mind to new possibilities.
I don't feel stuck anymore. I think Mammoth Spring Campus should be invested in more. There is a lot of interest I believe.
Ozarka helped me learn how to build a parachute on the way down a 15 foot base jump (figurative).
Got to meet some of the best people in my life while attending here.
Ozarka was willing to take my credits when other places would not. This saved my credits because I could not have afford to start over.
YES!
Absolutely. It has made me more confident
It has helped me become what I wanted to be and push myself even when I don't think I can go any further
My education at Ozarka can and has allowed me to prepare for an important career in the teaching field.
My education at Ozarka has helped me grow by at times taking me out of my comfort zone and pushing me to do the very best I can. The staff at Ozarka has had faith in me even when I did not.
Yes, by going to Ozarka I have grown personally from this shy person to this person who is more outgoing and my confidence has grown so much over the years. A lot if it comes from going here and meeting the people who wanted to help me. God has done a work in me and I thank God everyday for that. I met my best friend here at Ozarka, and she has been one of my biggest supporters throughout everything that I had done.
My education is who I am. I chose a field of study in which I can use the information in every day situations.
Set me back
I learned not to procrastinate on my studies. I became more outgoing and more disciplined in my life.
It has opened me up to new cultures.
Yes.
I can get a better job.

SECTION EIGHT

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.

Program Strengths: The AA is offered at a nominal cost to students at $7,000 excluding supplies and books. Books and supplies are chosen to maximize resource accessibility while minimizing cost to student.

Transfer opportunities are abundant throughout the state and beyond. Our General Education core fits well with most four-year degrees, thereby providing our students with many options.

An Advising Protocol has been developed to provide needed information in detail for every student pursuing these programs of study. Instructors are readily available to students which provides for active learning opportunities.

The program is offered all year, as well as some courses offered each summer session.

Because this program is offered through distance learning, it is available to those who are currently working full-time jobs. This affords them to continue working while at the same time earn a degree or certificate.

 List the areas of the program most in need of improvement.

Through our assessment procedures, we continue to work on our course success rates. The Arkansas Department of Higher Education's productivity model, along with the College's Enrollment Management Plan, has initiated a focus on gateway course success, namely Composition I/II, College Algebra, General Psychology, American History, World Civilization, and American National Government. We will look to improve those scores in the coming semesters.

Also, our Capstone course has received negative feedback from students, as they feel much of the information presented would have served them better in their earlier semesters. We will collaborate with faculty to identify ways to improve this course for students.

Additionally, due to our size and budget constraints, we rely heavily on adjunct faculty. However, our rural location is not always conducive to finding qualified individuals willing to come to our campus to teach, so much of our adjunct work is online. As enrollment improves, we are actively looking to hire more full-time faculty, especially in the areas of Science and Psychology.

2. **List program improvements accomplished over the past two years.**

Audits of degrees have been included for advisor and student access so that students know what course areas are complete and what is yet to be completed. This also helps the advisor to guide students into taking courses that are required on the degree plan and not take courses in sections that are already complete.

Advising notes allow other advisors to see what has been done with the student to ensure completion in a timely fashion and guidance should the students regular advisor be out.

3. **Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.**

In conjunction with the College's Enrollment Management Plan, we are looking to improve success rates in gateway courses in the General education degree, as well as overall success rates to improve retention and persistence. An overview of this plan is provided below.

OZARKA COLLEGE
Enrollment Management Plan
2018

STRATEGIC PLAN PRIORITY 2: STUDENT SUCCESS				
STRATEGY	**GOAL**	**ACTION**	**TIMELINE**	**RESPONSIBLE**
	2.1.1 Developmental Sequence Completion: Increase developmental education sequence success to 65% by the end of AY 2019-20.	2.1.1.1: Assign students testing into developmental education coursework specific advisors trained to assist in timely completion of the sequence. 2.1.1.2: Develop protocols for advising developmental education students. 2.1.1.3: Re-evaluate sequence of coursework within developmental education courses. 2.1.1.4: Conduct professional development for faculty on student mentoring/hospitality. 2.1.1.5: Add a Supplemental Instruction component to College Algebra and Quantitative Literacy.	Fall 2018 Spring 2019 Spring 2019 Fall 2018 Fall 2018	AVPA, DC's AVPA, DC's, VPSS AVPA, DC's, DE Faculty AVPA, DC's AVPA, DCMS, Math Faculty
2.1 Improve semester completion	2.1.2 Gateway Courses: • Increase yearly average success in Composition I to 77% by the end of AY 2019-20. • Increase yearly average success in College Algebra to 76% by the end of AY 2019-20. • Increase yearly average in reading gateway courses to 85% by the end of AY 2019-20.	2.1.2.1: Require a documented meeting with the instructor to develop a remediation plan for students dropping below a C average in College Algebra and English Composition I. 2.1.2.2: Require meeting a documented with instructor and advisor for students dropping below a C average in all other gateway courses.	Fall 2018 Fall 2018	AVPA, DC's AVPA, DC's

2.2 Increase semester-to-semester persistence	2.2.1 Progression: Increase the number of students maintaining an on-time progression rate by 10% by the end of AY 2019-20.	2.2.1.1: Require all advisors to develop a four semester degree plan with advisees upon entrance that is revisited every semester. 2.2.1.2: Encourage/recognize the achievement of Certificates of Proficiency and Technical Certificates within AAS degrees. 2.2.1.3: Identify student characteristics that are barriers to progression and implement interventions. 2.2.1.4: Develop summer schedules earlier to promote students staying on degree plan.	Fall 2018 Spring 2018 Spring 2018 Fall 2018	AVPA, DC's, VPSS AVPA, DC's, VPSS AVPA, DC's, VPSS AVPA, DC's
	2.2.2 D,F,W rate: Lower the end of semester D, F, and W rate to 13% by the end of AY 2019-20	2.2.2.1: Require all students with a D or F at midterm to meet with both advisor and instructor. 2.2.2.2: Develop a more comprehensive Early Alert Process. 2.2.2.3: Require advisors to document counsel with students before acknowledging drop requests.	Fall 2018 Fall 2018 Fall 2018	AVPA, DC's AVPA, VPSS AVPA, VPSS

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Institutional Review Team

Out of State Reviewer:

In-State Reviewer:

Internal Self-Study Team: