

Arkansas Department of Higher Education

Existing Program Review

Program Self Study

Associate of Applied Science in General Technology

Ozarka College

2014-2015 Academic Year

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SECTION ONE

Goals, Objectives, and Activities

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

Successful completion of the requirements of the Associate of Applied Science degree program in General Technology provides students with the opportunity to achieve marketable skills and the knowledge necessary to succeed in a technical occupation. The curriculum is provided for those individuals who desire to train, retrain, or upgrade their skills for an occupation in a broad technical environment. All students have the opportunity to develop to their highest potential in the best learning environment possible through guidance and instruction by a well-trained staff and hands-on applications using equipment, software and skills needed in technical occupations. Program graduates will possess the knowledge and skills needed to:

Outcomes

Upon completing the General Technology program, graduates will be able to:

1. Apply the technical knowledge and skills necessary to move into entry level positions in their chosen field of study.
2. Perform basic computer skills to effectively and accurately obtain, formulate and compile data and/or documents.
3. Perform mathematical functions accurately within their field of study.
4. Use effective communication and interaction respectfully with peers and other professionals in both verbal and written form.

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

The Associate of Applied Science General Technology program serves the general education program and other disciplinary programs by providing an opportunity for students to complete the general education course requirements of English and Mathematic course prerequisites, eligible requirements of specified core courses and elective options for Students seeking other degrees.

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

According to the Arkansas Works system (available at www.arworks.arkansas.gov), General Technology salary and employment outlook in Arkansas vary depending on the number of electives graduates chose in their AAS-GT degree plan. Since this degree offers such a diverse possibility of electives for students to choose, it is impossible to narrow down a specific vocational field.

With additional training and education, general technology professionals in Arkansas can pursue a variety of positions, technology based employment and self-employment opportunities depending on the electives chosen for their particular degree and focus of study.

4. Document student demand for the program.

Student demand for the General Technology AAS program at Ozarka College is has increased over the past 10 years from 34 students in the program in fall of 2004-2005 to 154 enrolled in the fall of 2014-2015. This, in part, is due to the use of the General Technology program as a bridge from the LPN to the RN program as students are obtaining the necessary courses for entry and for those transferring to a four-year university for a baccalaureate degree.

The General Technology AAS degree plan contains students who are undecided on their major area of study, who are working on prerequisites to enter the LPN to RN program, or who have dropped out of another program and wish to use their completed courses to obtain a degree.

SECTION TWO

Curriculum

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

Advisory Boards meet annually for technical areas. Within these meetings, input from the advisory members is solicited for specific fields of study, such as: what the trends are, needs for the community, students, and employers. These Boards have minutes and documentation of all information obtained and the use of the information drives the decision making process to meet the demands of the market to help ensure employability for our students.

The current program content for the AAS-GT has been designed to meet curriculum requirements for students who are undecided on a technical field of study and wish to explore their interests, acquiring prerequisites to enter the LPN to RN program, or who have dropped out of a program and wish to achieve an AAS degree using their previous course work.

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

FIRST Semester		Second Semester	
Course	Hours	Course	Hours
PCEN English Developmental if required by Compass Scores. Or English 1013 Composition I with Supplemental PCEN 0001 Lab, or ENGL 1013 English Composition I. College Success is required of all First Time, Full Time Students.	1	ENGL 1023 English Composition II or ENGL 1123 Tech & Bus English <i>(Prerequisite: ENGL 1013)</i>	3
ENGL 1013 English Composition I	3	BTMA1033 Math for Business Technology or higher math.	3
COMM 1313 Communications	3	CPSI 1003 Introduction to Computer Applications	3
BUS 1133 Keyboarding Essentials	3	Social Science Elective	3
MGMT 2643 Human Relations FATH Fine Arts Theatre (RN only—Gen Ed) FAVI Fine Arts Visual (RN only—Gen Ed) FAMU Fine Arts Music (RN only—Gen Ed)	3	Technical Course Elective	3
CIS 1303 Computer Information Systems	3		
Total	15	Total	15
Third Semester		Fourth Semester	
Technical Course Elective	3	Technical Course Elective	3
Technical Course Elective	3	Technical Course Elective	3
Technical Course Elective	3	Technical Course Elective	3
Technical Course Elective	3	Technical Course Elective	3
Technical Course Elective	3	Technical Course Elective	3
Total	15	Total	15
		Total hours for the AAS in General Technology	60

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

**Associate in Applied Science
General Technology**

Gen Ed Requirements 16 hours:

English 6 hours
Social Science Elective 1 course or 3 hours
Computer Elective 1 course or 3 hours
Math 3 hours

All Courses Listed Below

BUS 1133 Keyboarding Essentials
CIS 1303 Computer Information systems
CPSI 1003 Introduction to Computer Applications
COMM 1313 Communications

Required – Select 1 course from the following:

MGMT2643 Human Relations

FAMU1003 Fine Arts Music (RN only Gen Ed)
FATH 1003 Fine Arts Theater (RN only Gen Ed)
FAV1003 Fine Arts Visuals (RN only Gen Ed)
(27 semester credit hours)

Plus Technical Education Requirements

(33 semester credit hours)

Students must complete at least 33 semester credit hours from 1000 and 2000 level courses in a technical area.

The following technical areas are currently available at Ozarka College.

- Automotive Service Technology
- Business Technology
- Criminal Justice and Corrections
- Culinary Arts
- Hospitality Management
- Early Childhood Development
- Health Information Technology
- Licensed Practical Nursing
- Registered Nurse

REQUIREMENT: 33 CREDITS FROM BELOW

ACCT1003 Introduction to Accounting
ACCT1123 Accounting I
ACCT2133 Accounting II
ACCT2143 Computerized Accounting
ACCT2153 Payroll Accounting
ACCT2163 Federal Income Tax Accounting
ACCT2283 Managerial Accounting
AST1105 Engine Repair
AST1215 Electrical Systems
AST1305 Suspension and Steering
AST1405 Engine Performance
AST2105 Brake Systems
AST2205 Automotive Heating and Air Conditioning
AST2305 Automatic Transmissions and Transaxles
AST2415 Manual Drive Train & Axles
AST2504 Automotive Service Technology Lab
BANK1013 Principles of Banking

BANK2013	Law & Banking: Principles
BIOL1204	Body Structure & Function
BIOL2014	Microbiology and Lab
BIOL2214	Anatomy and Physiology I and Lab
BIOL2224	Anatomy and Physiology II and Lab
BUS1213	Information Processing
BUS2013	Business Communications
BUS2613	Business Principles
BUS2663	Legal Environment of Business
CIS2353	Electronic Spreadsheet
CIS2393	Desktop Publishing
CRIM1013	Criminal Law
CRIM1023	Introduction to Criminal Justice
CRIM1033	Introduction to Law Enforcement
CRIM1043	Law Enforcement II
CRIM1053	Introduction to Corrections
CRIM2001	Overview of Criminal Justice System
CRIM2253	Criminal Investigations
CRIM2263	Criminal Evidence and Procedure
CRIM2403	Police Community Relations
CUL1103	Sanitation & Safety
CUL1203	Dining Room Service
CUL1303	Introduction to Food Production
CUL1305	Food Production I
CUL1503	Basic Food Service & Nutrition
CUL1603	Introduction to Baking
CUL1605	Baking I
CUL1703	Advanced Food Production
CUL1705	Food Production II
CUL2203	Advanced Culinary Arts I
CUL2403	Advanced Baking
CUL2405	Baking II
CUL2503	Catering & Banquet Service
CUL2603	Menu Planning/Quantity Purchase
CUL2703	Advanced Culinary Arts II
CUL2803	Garde Manger
ECD1003	Fundamentals of Early Childhood Education
ECD1103	Child Development
ECD1203	Healthy, Safe Learning Environment
ECD1303	Practicum I
ECD1403	Practicum II
EMT1107	Basic Emergency Med. Tech.
HIM2223	Advanced HIM Procedures
HIM2233	Medical Insurance Processing
HIM2253	Health Data Management and Statistics
HIM2263	Clinical HIM Practicum
HIT1003	Health Data Content and Structure
HIT1013	Computer Applications for Healthcare Professionals
HIT1203	Medical Terminology I
HIT1213	Medical Terminology II
HIT1504	Pathophysiology with Pharmacology
HIT1803	Diagnostic Coding
HIT1813	Procedural CPT Coding
HIT2003	Fundamentals of Medical Transcription
HIT2203	Healthcare Statistics
HIT2213	Legal/Ethical Aspects of Healthcare

HIT2253	Reimbursement Methods/Health Care Quality
HIT2263	Clinical Practicum
HIT2264	Clinical Practicum Experience
HIT2313	Healthcare Delivery System
HLTH1013	Personal Health & Wellness
HLTH1023	Basic Health Skills I
HLTH1033	Basic Health Skills II
HLTH1107	Basic Health Skills
HOSP1103	Introduction to Hospitality
HOSP1203	Hospitality Purchasing
HOSP1303	Hospitality Operations & Supervisor Management
HOSP1403	Hospitality Marketing
IST1213	Intro to Computer Programming
IST1223	Introduction to Visual Basic
IST1403	Networking Essentials I
IST1503	Internet Technologies
IST2713	Computer Ethics and Security
IST2803	Intro to Database Concepts
LPN1013	Nursing Process I
LPN1106	Nursing Process II
LPN1108	Nursing Process II
LPN1208	Nursing Process III
LPN2402	Nursing Clinical Experience I
LPN2404	Nursing Clinical Experience II
LPN2504	Nursing Clinical Experience III
LPNE1104	Nursing Clinical Experience I
LPNE1112	Nursing Process I
LPNE1204	Nursing Clinical Experience II
LPNE1211	Nursing Process II
LPNE1302	Nursing Clinical Experience III
LPNE1306	Nursing Process III
MDTR2110	Medical Transcription Capstone
MGMT2403	Business Records Management
MGMT2603	Financial Planning
MGMT2623	Management
MGMT2663	Small Business Management
MKTG2633	Principles of Marketing
NRSG1213	Math for Nurses
NUTR2203	Basic Human Nutrition
RNSG2119	Nursing Process I
RNSG2123	Nursing Practicum I
RNSG2216	Nursing Process II
RNSG2223	Nursing Practicum II
RNSG2311	NCLEX-RN Preparation
RNSG2318	Nursing Process III
RNSG2333	Nursing Practicum III

Total Credit Hours Required.....60 Hours

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 completion in mind within the two year timeframe for the AAS degrees from general education courses, electives and core.

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

Syllabi included in Appendix A

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 4 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. Curriculum Committee Review and Approval
2. Faculty Council Review and Approval
3. 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, 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 AAS-GT are offered via distance delivery—through ITV, Internet, or distance-such as practicum or clinical components.

1. ACCT 1003 Introduction to Accounting
2. ACCT 1123 Accounting I
3. ACCT 2133 Accounting II
4. ACCT 2143 Computerized Accounting
5. ACCT 2153 Payroll Accounting
6. ACCT 2163 Federal Income Tax Accounting
7. ACCT 2283 Managerial Accounting
8. BANK 1013 Principles of Banking
9. BANK 2013 Law and Banking
10. BUS 1133 Keyboarding Essentials
11. BUS 1213 Information Processing
12. BUS 2013 Business Communications
13. BUS 2613 Business Principles
14. BUS 2663 Legal Environment of Business
15. CIS 1303 Computer Information Systems
16. CIS 2353 Electronic Spreadsheets
17. CIS 2393 Desktop Publishing
18. CPSI 1003 Intro to Computer Applications
19. ECON 2113 Business Statistics I
20. ECON 2313 Principles of Microeconomics
21. ECON 2323 Principles of Macroeconomics
22. ENGL1123 Business and Technical Writing
23. IST 1213 Introduction to Computer Programming
24. IST 1223 Introduction to Visual Basic
25. IST 1403 Networking Essentials I
26. IST 1503 Internet Technology
27. IST 2713 Computer Ethics & Security
28. IST 2803 Introduction to Database Concepts
29. MATH 2143 Business Calculus
30. MGMT 2403 Records Management
31. MGMT 2553 Small Business Management
32. MGMT 2603 Financial Planning
33. MGMT 2623 Management
34. MGMT 2643 Human Relations
35. MKTG 2633 Marketing
36. CUL 1103 Sanitation & Safety
37. HOSP 1103 Introduction to Hospitality
38. HOSP 1203 Hospitality Purchasing
39. HOSP 1403 Hospitality Marketing
40. HOSP 1303 Hospitality Oper & Superv MGMT
41. CUL 2503 Catering and Banquet Service
42. CUL 1203 Dining Room Service
43. CUL 1503 Basic Food Science & Nutrition
44. HIT 1013 Computer Applications for Healthcare Professionals
45. HIT 1203 Medical Terminology I
46. HIT 1213 Medical Terminology II
47. HIT 1504 Pathophysiology with Pharmacology
48. HIT 1803 Diagnostic Coding
49. HIT 1813 Procedural CPT Coding
50. HIT 2003 Fundamentals of Medical Transcription
51. HIT 2203 Healthcare Statistics
52. HIT 2213 Legal/Ethical Aspects of Health Care
53. HIT 2253 Reimbursement Methods/Health Care Quality
54. HIT 2263 Clinical Practicum Experience
55. HIT 2313 Healthcare Delivery Systems
56. BIOL 1204 Body Structure and Function
57. CRIM 2233 Criminology
58. CRIM 1033 Introduction to Law Enforcement
59. CRIM 2043 Policy Community Relations
60. CRIM 1023 Introduction to Criminal Justice
61. CRIM 1053 Introduction to Corrections
62. CRIM 2253 Criminal Investigations
63. CRIM 2263 Criminal Evidence and Procedure
64. CRIM 2001 Overview of Criminal Justice System
65. NUTR 2203 Basic Human Nutrition
66. NRS1213 Math for Nurses

Syllabi for core discipline-specific courses are shown in Appendix A.

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 Distance Learning Coordinator.

All of the general education course requirements (included in the AAS) are offered via distance delivery with the exception of BTMA Math for Business Technology and AHMA Math for Allied Health. Also, students who have to take English Comp I with Supplemental Lab must take that course 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.

Procedures for consistency in developing online courses:

COURSE CONTENT	<p>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.</p> <p>All courses should contain the same rigor and grading standards.</p>
FIRST WEEK ACTIVITIES	<p>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.</p> <p>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 it shows a red ~, then you can click on the red symbol and it will automatically enroll them in the course.</p> <p>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.</p> <p>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.</p>
ACTIVITIES SECTION OF MY OZARKA	<p>Weekly Activities must be entered in My Ozarka Activities Section. There should be activities or instructions on how to proceed in the course each week.</p> <p>Enter all your assignments to be graded in the activities section of My Ozarka. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Save files that are to be included in the assignment in the .rtf (rich text format) so that they may be opened by any software program.</p>

	<p>Instruct students to save their submissions in .rtf format, so that the file may be opened by any software program.</p> <p>Include homework type assignments, as well as problem type exams in the activities section.</p>
CREATING DISCUSSIONS	<p>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 My Ozarka in the week they are due; however, they may have an open date earlier.</p> <p>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.</p>
LINKING AND CREATING CONTENT FOR ASSIGNMENTS	<p>Add helpful links, textbook website link, youtube.com video links, help sheets, etc. as content in the Activities Section as a new items.</p> <p>You can add all your content in any Week; however, the content must be linked to an assignment for the student to see it.</p> <p>When you create Assignments in any week, you can then link any of your Content items directly to any assignment in any week.</p> <p>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.</p> <p>You may also create your own videos of presentations of theory and content.</p> <p>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.</p>
EXAMS AND QUIZZES	<p>Exams and Quizzes in My Ozarka may be created in the Activities section of any week.</p> <p>Give frequent exams and quizzes--maybe every chapter or two.</p> <p>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.</p> <p>Other problem exams as assignments in the activities section of My Ozarka:</p> <p>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.</p> <p>This is also possible to do with the Exams or Quizzes In My Ozarka, if you want more security.</p> <p>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.</p>
SYLLABUS	<p>EXAMPLE OF POSSIBLE WORDING ON SYLLABUS</p> <p>Methods of Instruction:</p> <p>DUE DATES FOR ALL ASSIGNMENTS AND EXAMS AND QUIZZES ARE FOUND IN THE ACTIVITIES OF MY OZARKA.</p> <p>This course will be comprised of:</p> <p>Videos, power points, links to textbook sites, exercises, problems and solutions for each chapter are linked to the resources assignment for each chapter.</p>

	<p>Discussions for chapters and required topics will be included in the activities section of My Ozarka .</p> <p>Problem exams located in the activities section of My Ozarka. Students must open, download, complete and submit these exams in the assignment on or before the due date and time.</p> <p>Exams and quizzes must be taken in My Ozarka Exams section on or before the due date. These show up in the activities section of each week.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Please be aware that we have tracking on My Ozarka 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 My Ozarka.</p> <p>No late work accepted. Extenuating circumstances may be considered by instructor.</p> <p>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!</p> <p>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.</p>
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RUBRIC FOR ASSESSIING ONLINE INSTRUCTION

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 1 Learner Support & Resources	<input type="checkbox"/> Course contains limited Information for online learner support and links to campus resources. <input type="checkbox"/> Course provides limited course-specific resources, limited contact info for instructor, department, and/or program <input type="checkbox"/> Course offers limited resources supporting course content and different learning abilities.	<input type="checkbox"/> Course contains adequate information for online learner support and links to campus resources. <input type="checkbox"/> Course provides adequate course-specific resources, some contact information for instructor, department and program. <input type="checkbox"/> Course offers access to adequate resources supporting course content and different learning abilities.	<input type="checkbox"/> Course contains extensive information about being an online learner and links to campus resources. <input type="checkbox"/> Course provides a variety of course-specific resources, contact information for instructor, department, and program. <input type="checkbox"/> Course offers access to a wide range of resources supporting course content and different learning abilities.

Rubric for Online Instruction	Instructor:	Course:	Date:
	Baseline	Effective	Exemplary
Category 2 Online Organization & Design	<input type="checkbox"/> Much of the course is under construction, with some key components identified such as the syllabus. <input type="checkbox"/> Course syllabus is unclear about what is expected of students. <input type="checkbox"/> Aesthetic design does not present and communicate course information clearly. <input type="checkbox"/> Web pages are inconsistent both visually and functionally. <input type="checkbox"/> Accessibility issues are not address. (Including: sight, mobility, hearing, cognition, and technical.)	<input type="checkbox"/> Course is organized and navigable. Students can understand the key components and structure of the course. <input type="checkbox"/> Course syllabus identifies and delineates the role the online environment will play in the course. <input type="checkbox"/> Aesthetic design presents and communicates course information clearly. <input type="checkbox"/> Most web pages are visually and functionally consistent. <input type="checkbox"/> Accessibility issues are briefly addressed.	<input type="checkbox"/> Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course. <input type="checkbox"/> Course syllabus identifies and clearly delineates the role the online environment will play in the total course. <input type="checkbox"/> Aesthetic design presents and communicates course information clearly throughout the course. <input type="checkbox"/> All web pages are visually and functionally consistent throughout the course. <input type="checkbox"/> Accessibility issues are addressed throughout the course.
Category 3 Instructional Design and Delivery	<input type="checkbox"/> Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are not clearly defined and do not align to learning objectives. <input type="checkbox"/> Learning objectives are vague or incomplete and learning activities are absent or unclear. <input type="checkbox"/> Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides limited activities to help students develop critical thinking and/or problem-solving skills.	<input type="checkbox"/> Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are adequately defined but may not align to learning objectives. <input type="checkbox"/> Learning objectives are identified and learning activities are implied. <input type="checkbox"/> Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.	<input type="checkbox"/> Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. <input type="checkbox"/> Course goals are clearly defined and aligned to learning objectives. <input type="checkbox"/> Learning objectives are identified and learning activities are clearly integrated. <input type="checkbox"/> Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. <input type="checkbox"/> Course provides multiply activities that help students develop critical thinking and problem-solving skills.
Category 4 Assessment & Evaluation of Student Learning	<input type="checkbox"/> Course has limited activities to access student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are not aligned. <input type="checkbox"/> Assessment strategies are limited in use to measure content knowledge, attitudes, and skills. <input type="checkbox"/> Opportunities for students to receive feedback about their own performance are infrequent and sporadic. <input type="checkbox"/> Students' self-assessments and/or peer feedback opportunities are limited.	<input type="checkbox"/> Course has adequate activities to assess student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are adequately aligned. <input type="checkbox"/> Ongoing strategies are used to measure content knowledge, attitudes and skills. <input type="checkbox"/> Opportunities for students to receive feedback about their own performance are provided. <input type="checkbox"/> Students' self-assessments and/or peer feedback opportunities exist.	<input type="checkbox"/> Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. <input type="checkbox"/> Learning objectives, instructional and assessment activities are closely aligned <input type="checkbox"/> Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. <input type="checkbox"/> Regular feedback about student performance is provided in a timely manner throughout the course. <input type="checkbox"/> 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	<input type="checkbox"/> Course uses limited technology tools to facilitate communication and learning. <input type="checkbox"/> New teaching methods applied to enhance student learning are limited. <input type="checkbox"/> There are limited multimedia elements and/or learning objects for accommodating different learning styles. <input type="checkbox"/> Course uses Internet access and engages students in the learning process in a very limited way.	<input type="checkbox"/> Course uses adequate technology tools to facilitate communication and learning. <input type="checkbox"/> New teaching methods are adequately applied to innovatively enhance student learning. <input type="checkbox"/> Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles. <input type="checkbox"/> Course optimizes Internet access and effectively engages students in the learning process.	<input type="checkbox"/> Course uses a variety of technology tools to appropriately facilitate communication and learning. <input type="checkbox"/> New teaching methods are applied and innovatively enhance student learning, and interactively engage students. <input type="checkbox"/> A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course. <input type="checkbox"/> 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	<input type="checkbox"/> Instructor offers limited opportunity for students to give feedback to faculty on course content. <input type="checkbox"/> Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course. <input type="checkbox"/> Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	<input type="checkbox"/> Instructor offers adequate opportunities for students to give feedback on course content. <input type="checkbox"/> Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course. <input type="checkbox"/> 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.	<input type="checkbox"/> Instructor offers multiply opportunities for students to give feedback on course content. <input type="checkbox"/> Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course. <input type="checkbox"/> 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.**

Charles Bradford Hollaway has 15 years' experience teaching at Ozarka College. The courses he has taught over the past two academic years are: BUS 1133 Keyboarding Essentials, BUS 2613 Business Principles, CPSI 1003 Intro to Computer Applications, ECON 2113 Business Statistics 1, MGMT 2643 Human Relations, ACCT 2143 Computerized Accounting, and MGMT 2603 Financial Planning.

Stephen Baltz has been teaching at Ozarka College for 15 years. The courses he has taught over the past two academic years are: BUS 1133 Keyboarding Essentials, CIS 1303 Computer Information systems, CPSI 1003 Intro to Computer Applications, ECON 2313 Intro to Microeconomics, MGMT 2623 Management, MGMT 2543 Human Relations, MGMT 2663 Small Business Management, MKTG 2633 Principles of Marketing, and BUS1213 Information Processing.

Cherie McKee-McSwain has 11 years' experience teaching at Ozarka College. The courses she has taught over the past two academic years are: Intro to Studio Art, Communications and Fine Arts Visual.

Brandy Gore has 3 years' experience teaching at Ozarka College. The courses she has taught over the past two academic years are: Math for business Technology, Math for Allied Health, College Success, Communications, Foundations of Literacy and Foundations of Math.

Curriculum Vitae for these instructors are included in Appendix B.

- 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.

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 Vice President for Academic Affairs, to persons who can give substantial contributions of time, expertise, and participation in College programs.

Adjunct faculty appointments are not eligible for staff benefits and are executed 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 VPAA 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 VPAA, 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.

SECTION FOUR

Program Resources

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

Full access to library holdings, databases and research, student services, academic support services, tutoring, advising, placement preparation, basic education assistance, information technology resources, helpdesk, information training and assistance

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 provided via the Vice President of Academic Instruction as requested and approved.

Most in-service meetings provided on the Ozarka College campus are recorded and viewable via the MyOzarka learning management system.

MAGMA online Professional Development Membership.

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.

The AAS-GT contains most of the requirements for the AAS-BT, the Certificates of Proficiency in the Business Program, the requirements for the AAS-Culinary Arts, the AAS-AST, the AAS-HIT, the LPN, and RN program.

An ADHE review is done for all of these degree plans and programs individually. Currently the AAS-Business Technology is undergoing an ADHE review. The AAS-HIT did their ADHE review last year.

Because of the nature of this degree, the entire Library Budget and all the books and resources for all of these programs are 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 Vice President of Academic Affairs 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.

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 AAS 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 as well as provides the distance education support for more than 300 registered nursing students enrolled with the Arkansas Rural Nursing Education Consortium (ARNEC), which consists of membership from eight two-year public colleges in Arkansas.

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. These unique capabilities frequently result in Ozarka College being deemed a leader of distance education for the two-year colleges across the state.

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 on-line 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.

Student 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 24/7 tech support

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

An on-line distance education orientation program is provided to all students

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. Ozarka College has full ownership of all intellectual property.

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.

2011-2012	398
2012-2013	356
2013-2014	190

These numbers include all the students in the LPN to RN Bridge Plan.

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

Recruitment Strategies 2015-2020

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 (COMPASS), early registration, help through the application process, and even some light advising is done during the many visits.

Good- The good stemmed from this program is that it does give us that 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.

We also see a lot more dependence being put on the "contact person". This dependence goes back to questions about college, financial aid, careers, and even just advice. The program is designed to gain these very things, while also encouraging enrollment.

Bad- The bad of this also is seen as a positive. We are developing such good relationships with these schools, their dependence grows to spread the "contact person" thin, therefore, putting the relationship in danger of fizzling out. 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 have begun to approach our Oregon County schools in Missouri and breaking that bond to MSU West Plains presents the biggest problem. We present this opportunity to students as a way to get ahead and better their college experience as well as their high school.

Good- 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.

Bad- Because it is such a good deal and it helps these students so much, we often help them right out of 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. The initial reaction when we don't get those students is negative, but in reality we have had them. More and more are beginning to understand the benefits especially with college prices not getting any cheaper.

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.

Good- It allows us to showcase what we offer to students who may not know about us otherwise.

Bad- 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 there 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 members on hand ready to answer questions and material for them to have for future

Good- 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.

Bad- 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 (COMPASS, 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 be assigned an 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.

2011-12	18
2012-13	34
2013-14	18

The numbers for 2012-13 include the students who earned the AAS-BT in the same year.

SECTION SEVEN

Program Assessment

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

Program Assessment

Assessment is accomplished at Ozarka College in a variety of ways using a combination of assessment methods. Students will be asked to take standardized tests, complete surveys, and evaluate courses.

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.

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.

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. 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.

Ozarka College is currently participating in the Higher Learning Commission Assessment Academy. Our goals are to develop more relevant institutional learning outcomes, general education learning outcomes and assessment methodologies. The College is also actively working to revise course learning objectives to a more outcomes-based format, and develop appropriate assessment strategies for those outcomes to supplement current practices in course and program assessment.

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

This is a terminal degree plan. There is no transfer information for the entire degree; however course work within the degree is transferrable to other institutions through the Arkansas College Transfer System (ACTS).

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

This is not tracked for this degree alone, because this degree is general and can encompass other degree courses; those are tracked such as AAS in Nursing and AAS in HIT.

Students from the nursing area are placed in this degree to earn pre-requisites prior to enrolling in the nursing program. Students that earn the AAS-BT automatically earn the AAS-GT because they fulfill all the requirements in the AAS-BT degree plan.

Some students, who have dropped out of nursing or other technical programs, may use the technical electives they have completed in other programs to put together a GT degree.

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

Alumni Surveys

ALUMNI SURVEY LIFE LONG LEARNING SKILLS 12 Students Responded					
	V. Much	Much	Average	Little	None
Speaking more effectively	3	7	2		
Gaining insight into human nature	1	4	7		
Developing and openness to new ideas and practices	3	6	3		
Locating, screening & organizing information	2	8	2		
Presenting a positive company image to customers	3	5	3	0	1
Developing good interpersonal relationships on the job	4	5	2	0	1
TOTAL	16	35	19	0	2
70 points out of 72 = 97%					

ALUMNI SURVEY Technical Skills 12 Students Responded					
	V. Much	Much	Average	Little	None
Becoming a proficient computer user	8	3	1		
Using Word Processing	8	3	1		
Using Spreadsheet	6	4	2		
Using Database	5	3	2	1	1
Preparing, interpreting, & analyzing financial statements	3	5	3	1	0
Using touch keyboarding skills to enter and manipulate text and data	4	4	3	1	
Using technology to enhance communication	3	6	2	1	
Completing the various steps of the accounting cycle	4	5	2		1
Using the 10-key pad accurately	2	5	3		2
TOTAL	43	38	19	4	3
100 points out of 107 = 94%					

Conclusion: Students graduating from Ozarka College overwhelmingly believe they developed lifelong learning skills and technical skills.

Employer Satisfaction Surveys

Ten employers responded to the Employer Survey. 97% of the responses were “very satisfied”, “satisfied”, or “neutral”.

Employer Survey 10 Employers Responded					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Speaks Effectively	4	4	2		
Understands and applies math concepts	4	6			
Defines and solves problems	4	6			
Has an insight into human nature	4	4	2		
Displays an openness to new ideas and practices	5	4	1		
Locates, screens and organizes information	5	4		1	
Writes effectively	4	6			
Uses the computer proficiently	7	3			
Organizes and manages time effectively	6	3		1	
Prepares, interprets, and analyzes financial statements	3	2	4	1	
Operates computer keyboard by touch	6	3	1		
Uses technology to enhance communication	3	6	1		
Represents your company well to customers	5	3	2		
Shows competency in his/her field	4	6			
Average response in each category					

7. Describe how the program is aligned with the current job market needs of the state or local communities.

Those students who are undecided on their career direction can still obtain a degree and enter the workforce with a broad college education with some technical training.

The core of this degree includes training in computer applications, human relations, communications, English and math. The technical courses chosen by each student gives them training to work in their specific field of interest.

General Technology Employment Data Nov 2014			
Year of Graduation	2011	2012	2013
Number of Graduates	N=7	N=18	N=34
Employed* Year 1 (%)	85.7	88.2	67.6
Quarters Employed* Year 1	2.3	3.5	3.1
UI Wages** Year 1	\$4,953	\$14,286	\$14,147
Average Estimated Salary Year 1***	\$8,614	\$16,327	\$18,254
Employed* Year 2 (%)	57.1	66.7	55.5
Quarters Employed* Year 2	3.5	3.9	1.7
UI Wages** Year 2	\$12,924	\$22,834	\$10,314
Average Estimated Salary Year 2***	\$14,770	\$23,419	\$24,268
Employed* Year 3 (%)	57.1	47.1	
Quarters Employed* Year 3	3.1	2.0	
UI Wages** Year 3	\$16,746	\$9,609	
Average Estimated Salary Year 3***	\$21,608	\$19,218	

* Represents employment in Arkansas only, wage data from other states not available

** Wages are averages for those working
 *** Average Estimated Salary results from extrapolating to 4 quarters worked

Yellow=Data is limited due to the year of graduation not having enough time for everyone to have 4 full quarters for that time frame
 Black=Data is not available due to not having enough time post graduation to get the data

Year 1=First 4 full quarters after graduation
 Year 2=Quarters 5 through 8 after graduation
 Year 3=Quarters 9 through 12 after graduation

General Technology Employment Data November 2014		
NAICS CODE	NAICS NAME	PROGRAM 0517*
		YEAR 1
23	CONSTRUCTION	2%
31	MANUFACTURING	2%
42	WHOLESALE TRADE	
44	RETAIL	11%
51	INFORMATION	
52	FINANCE/INSURANCE	5%
54	REAL ESTATE	2%
56	ADMIN/WASTE MANAGEMENT	5%
61	EDUCATION	5%
62	HEALTH	58%
71	ARTS	2%
72	FOOD SERVICE	2%
92	PUBLIC ADMIN	5%
* General Technology 2011, 2012, & 2013 graduates with wage data. Data represents wages earned during the first full four quarters after graduation date		

8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

For undergraduate career and technical education programs only, provide the following:

Names and location of companies hiring program graduates are:

- White River Medical Center, Batesville, AR
- White River Regional Housing Authority
- Mark Martin Chevrolet, Melbourne, AR
- Walmart, Ash Flat, AR
- Paul Miller Dodge, Melbourne, AR
- Hardy Price Chopper, Hardy, AR
- Melbourne State Farm Insurance

Woodlawn Heights, Batesville, AR
Chiefs Recycling and Rehab, Fox, AR
USPS, Oxford, AR

- Names of companies requiring the certificate/degree for initial or continued employment.
None.

SECTION EIGHT

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.

Program Strengths: The AAS-GT is offered at a nominal cost to students at \$6,100 excluding supplies and books. Books and supplies are chosen to maximize resource accessibility while minimizing cost to student.

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 twice per 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 in the healthcare industry or business industry. This affords them to continue working while at the same time earn a degree or certificate.

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

There have been no areas at this time that have been earmarked for improvement, with changes to the advising and program audit systems, students are kept on track to complete in the most appropriate timeframe.

3. 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.

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

No current improvements are planned to be made to this program.

SECTION NINE

Institutional Review Team

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

Institutional Review Team

Out of State Reviewer: Dr. Bonnie Leonhardt, Assistant Professor at University of Northwestern Ohio

In-State Reviewer: Dr. Holly Ayers, Coordinator of Institutional Assessment at ASU Newport

Internal Self-Study Team:

Chair, Kathryn Langston, Division Chair for Applied Science and Technology.

Ruby Johnson - Division Chair for Allied Health Ozarka College

The AHECB Existing Program Review Policy adopted in October 2008 requires the review of all academic programs every 7-10 years. A major component of the policy is an internal review (self-study) by institutions and an external review by consultants of programs that do not have program-specific accreditation/ licensure/certification. The institution's self-study, consultants' written evaluation, and the institution's response to the consultants' findings will be submitted to ADHE.

Appendix A

Course Syllabi

BUS1133 KEYBOARDING ESSENTIALS

Course Syllabus

Section: 90

Fall 2014-15

AUG 18, 2014 - DEC 12, 2014

Instructor:	Hollaway, Brad
Office Phone:	870.368.2082
College Fax:	870.368.2091
Email:	bhollaway@ozarka.edu
Office Hours:	Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students Melbourne Office H101A. Phone 870-368-2082. Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students Melbourne Office H101A. Phone 870-368-2082. Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082. Administrative Duties & Meetings
Times:	Unassigned
Class Room:	Internet WEB

COURSE DESCRIPTION

Introduces the new keyboarder to the techniques and skills necessary to perform touch keying. Skill-building is emphasized, and document formats using current word-processing software are introduced. 3 credits.

RATIONALE

Students enrolled in BUS 1133 Keyboarding Essentials will develop touch control of the keyboard and proper keyboarding techniques, build basic speed and accuracy skills, and provide practice in applying those basic skills to the formatting of letters, reports, tables, and memos.

OUTCOMES/LEARNING OBJECTIVES

- Operate computer keyboard letter, number and symbol keys by touch.
- Format various types of business, personal business, and personal documents.
- Demonstrate effective proofreading and editing skills.
- Display proper keyboarding technique and posture.
- Type 30+ words per minute on three-minute timed writings.

TEXT/REQUIRED MATERIALS

Keyboarding & Word Processing Essentials 1-55

ISBN: 1285576322

Price: \$149.06

Author: [Richard Powell; illustrated by Caroline Davis]

Keyboarding access-

ISBN: 1285768655

Price: \$20.25

Author:

METHODS OF INSTRUCTION

This course will be comprised of a mixture of visual aids, hands-on computer exercises, problem solving, and computer based training.

Instruction will be given through the MyOzarka course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing homework assignments on time.

The textbook packet in the Ozarka College Bookstore includes your access code to the Keyboarding Pro Deluxe Online software, which is required to complete the homework assignments. You will be responsible for installing any required plug-ins or software on your computer. The software is also available in the Ozarka College computer labs.

You must have Word 2013 installed on whatever computer you want to install the Keyboarding Pro software on, or KPDO will not install!

When you register your access code for the KPDO, you will need to put in the class code so that your results will come to the instructor. The class code is: 2c1fe4f3-7161-4c21-958f-651db31054d8

Copy and paste this code into the box--it is very easy to make a mistake!

You must also have access to Microsoft Word 2013, or compatible word processing software. The assigned documents should be completed in Word and submitted on the Assignments page in MyOzarka in Word format. You must come on campus for a proctored final exam, where you will be using Word 2013 to complete some documents.

Only your three best timed writing grades will be counted on your final grade. I will record your first three timed writing grades, then replace the lowest grade when you have a better grade. At the end of the semester, only your three best timings will be included in your final grade. All timings must be set for 3 minutes!

Proctored Final Exam

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

EVALUATION PROCEDURES

Grades will be determined using the following criteria:

25% 3 minute timed writings.

25% Keyboarding Pro Lessons 1-25 and Keypad Lessons 1-4 completion.

17% Keyboarding Pro Skill Building Assignments A-T measurement writings.

20% MS Word Production Assignments.

13% MS Word Production Exam.

GRADING SCALE

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and Below = F

CIS1303 COMPUTER INFORMATION SYSTEMS

Course Syllabus

Section: 90

Fall 2014-15

AUG 18, 2014 - DEC 12, 2014

Instructor: Baltz, Stephen E
Office Phone: 2695600
College Fax: 870.368.2091
Email: sbaltz@ozarka.edu
Office Hours: Office Location: Mountain View Campus
Main Building (Office #004)
Monday-Thursday 10:00-12:00 and 12:30-2:00
Fridays: 9:00-1:00 (Prep time & meetings)
Times: Unassigned
Class Room: Internet WEB

COURSE DESCRIPTION

Provides a thorough introduction to computer concepts. Topics covered include: introduction to computers, the Internet and World Wide Web, application software, components of the system unit, input, output, storage, operating systems and utility programs, and networks. 3 credits.

RATIONALE

Computers are extremely important to today's business environment. Companies of all sizes use computers to manage information. Some businesses can gain a competitive advantage through the effective use of computer information systems. This course is designed to teach not only technical knowledge, but also where and when to apply the knowledge effectively.

OUTCOMES/LEARNING OBJECTIVES

- Recognize basic computer types and components.
- Use internet services such as web browsers, e-mail, and search engines.
- Identify the basic need for and uses of basic computer software.
- Use simple computer input, output, and storage devices.

TEXT/REQUIRED MATERIALS

Discovering Computers w/CourseMate bundle

ISBN: 1285713338

Price: \$161.25

Author:

ADDITIONAL MATERIALS: -This textbook bundle includes the following required items:

- 1) Discovering Computers 2014, 1st Edition, ISBN: 9781285161761.
- 2) Discovering Computers 2014 CourseMate Access Code, ISBN: 978-1-285-16279-9.

-If you purchase your textbook in the college bookstore, then it will include all of the required items. If you purchase your textbook somewhere other than the college bookstore, then you will need to purchase both of the required items listed above.

-The student must have access to a reliable computer and Internet connection either at home or at one of the college computer labs.

METHODS OF INSTRUCTION

Instruction will be given through the course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking quizzes and exams during the scheduled times, and making sure that the course schedule is followed each day. Students should access the course website at least once per day to keep up with any announcements or changes that may occur in the course or the

website.

Students will read each textbook chapter and complete chapter assignments which will each cover one or more of the course learning objectives.

Students will complete quizzes and exams which will cover the course learning objectives.

Students will use the textbook website to assess their understanding of the chapter content and to aid in their learning of the chapter content.

Students will discuss relevant issues related to the course learning objectives in the MyOzarka discussion board.

EVALUATION PROCEDURES

Grades will be given for participation, exams, a proctored final exam, quizzes, and assignments. Each course discussion, exam, quiz and assignment will cover one or more of the course outcomes listed on this course syllabus. All coursework will indicate which outcome(s) are being assessed. Your course grade will be calculated as follows:

Participation 23%
Exams 26%
Proctored Final Exam 22%
Quizzes 10%
Assignments 23%

Your participation grade will be based your participation in the online discussions. Everyone is required to participate in all online discussions by replying to each discussion topic and replying to at least one of your classmates' replies. Please answer all of the questions at the end of each assigned discussion section in the textbook. It is not acceptable to only answer the question posed in the title of the discussions. When replying, please include at least one complete sentence for each question asked at the end of each assigned textbook section. Please use your own words when replying to the discussions. While it is acceptable to search for online information pertaining to the discussion topics, it is not acceptable to copy this information without giving credit to the authors. When you do use sources, you should also give your own opinions of the topics. Each discussion will cover one or more of the stated objectives of this course.

Exams will consist of multiple-choice questions. Each exam will be taken online through the course website. Exams must be taken on the dates indicated on the course schedule. You may use your textbooks when taking exams, but you may take each exam only once and there will be a time limit for each exam. Each exam will cover one or more of the stated objectives of this course.

The proctored final exam will consist of multiple-choice questions covering all of the chapters learned during the semester. It must be taken at one of the four Ozarka College sites. You must bring your student identification card with you to the exam site. You must sign in and out at the exam site to receive credit for this exam. No credit will be given for this exam if it is not proctored.

Quizzes will consist of true-false questions. Each quiz will be taken online through the course website. You may use your textbooks when taking the quizzes and there will be no time limit. You may take the quizzes as many times as you want and your highest quiz grade will be recorded. Each quiz will cover one or more of the stated objectives of this course.

Assignments will consist of assigned activities from each chapter covered in the course. Each set of chapter assignments will be submitted online to the Instructor by the due date on the course schedule. Each assignment will cover one or more of the stated objectives of this course.

PROCTORED FINAL EXAM:

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. Proctored Final Exam Guidelines:

1) Please review the Proctored Final Exam Schedule in the Content section of MyOzarka for a list of dates/times/locations available for taking the proctored final exam. It is not necessary to let me know which date/time/location you choose. But,

if you need to take the final exam at a time that is not on the schedule, then you will need to let me know as soon as possible.

2) You will NOT be allowed to use your textbook, notes or any other materials during the exam. You will be required to present your picture ID with a signature to the proctor. This can be your driver's license or your student ID card from Ozarka College. You cannot bring a cell phone, camera, or any other recording device into the testing center. So, when you go to your chosen testing center to complete your final exam, bring only the absolutely required items. There might not be a place for you to leave bags, phones, or other personal items. Your car would be the safest place for your personal belongings.

3) You will need to log in to the Ozarka College computers and then log in to the MyOzarka site. So, it is imperative that you remember your MyOzarka log in! When you access the Course Exams/Quiz page and click on the Comprehensive Final Exam to begin, you will not be able to proceed until the Proctor enters their Proctor code. Once you open the exam, the time limit begins. You will not be allowed to access any search engines, or other online sites to help with your exams.

4) You will be given a time limit to complete the exam. If you finish early, you do not have to stay for the entire time limit. If you have more than one online final exam, you may need to plan to come early enough to complete more than one exam. The latest time you can begin an exam is given on the schedule I sent to you for each time and location. The testing centers WILL NOT ALLOW YOU TO STAY PAST THE CLOSING TIME, so you must utilize your testing time appropriately.

GRADING SCALE

90-100 A Excellent

80-89 B Above Average

70-79 C Average

60-69 D Conditional

0-59 F Failing

CPSI1003 INTRO. TO COMPUTER APPLICATIONS

Course Syllabus

Section: 90

Fall 2014-15

AUG 18, 2014 - DEC 12, 2014

Instructor: Baltz, Stephen E
Office Phone: 2695600
College Fax: 870.368.2091
Email: sbaltz@ozarka.edu
Office Hours: Office Location: Mountain View Campus
Main Building (Office #004)
Monday-Thursday 10:00-12:00 and 12:30-2:00
Fridays: 9:00-1:00 (Prep time & meetings)
Times: Unassigned
Class Room: Internet WEB

COURSE DESCRIPTION

Hands-on use of integrated software for microcomputers. Categories include operating environments, word processing, spreadsheet, database, graphics, and presentation software. Successful completion of BUS1023 Keyboarding I, or BUS1133 Keyboarding Essentials or keyboarding ability is recommended. 3 credits.

RATIONALE

The microcomputer or personal computer (PC) has made the computer available to most people and businesses. The ability to harness and apply the computing power of these small affordable computers is a tremendous personal and business asset. The software taught in this course provides the student with skills, which immediately make work more productive, and it lays a firm foundation to which computer applications can be added.

OUTCOMES/LEARNING OBJECTIVES

- Demonstrate knowledge of the fundamentals of computers and computer terminology commonly used with computer hardware and software to accept, input, process data, and store data.
- Demonstrate key file management skills.
- Use at a basic level: word processing, electronic spreadsheet, and database applications. May include presentation software and other applications.
- Use the internet to find information.

TEXT/REQUIRED MATERIALS

Office 2013 w/windows trial Bundle

ISBN: 1305381572

Price: \$154.38

Author:

ADDITIONAL MATERIALS: Shelly/Vermaat. Microsoft Office 2013 Brief, 1st edition, Course Technology, 2014. (Packaged with 6-month Office 2013 subscription) ISBN: 9781305381575.

The textbook for this class has been bundled with a 6-month subscription of Microsoft Office 2013 to lower the cost for students purchasing their books in the college bookstore. If you purchase your textbook online or somewhere other than the college bookstore, then these are the items included in the bundle:

1. Microsoft Office 2013 Brief, by Shelly/Vermaat, Course Technology, 2014, ISBN 9781285166131.
2. Six-month Subscription of Microsoft Office 2013 software to be used on student's home computer. The purchase of this software is not required if you plan to complete all of your assignments on campus. This 6-month subscription cannot be purchased separately from the textbook publisher.

METHODS OF INSTRUCTION

Instruction will be given through the course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking quizzes and exams during the scheduled times, and making sure that the course schedule is followed each day. Students should access the course website at least once per day to keep up with any announcements or changes that may occur in the course or the website.

Students will read each textbook chapter and complete chapter assignments which will each cover one or more of the course learning objectives.

Students will complete quizzes and exams which will cover the course learning objectives.

Students will use the textbook website to assess their understanding of the chapter content and to aid in their learning of the chapter content.

Students will discuss relevant issues related to the course learning objectives in the MyOzarka discussion board.

EVALUATION PROCEDURES

Grades will be given for assignments, quizzes, exams, a proctored final exam. Your course grade will be calculated as follows:

Assignments: 30%
Quizzes: 10%
Exams: 35%
Proctored Final Exam: 25%

All assignments will be submitted online in MyOzarka. All assignments will be graded for completion and accuracy.

Quizzes will consist of true-false questions. Each quiz will be taken online through the course website. You may use your textbooks when taking the quizzes and there will be no time limit. You may take the quizzes as many times as you want and your highest quiz grade will be recorded. Each quiz will cover one or more of the stated objectives of this course.

Exams will be composed of two parts: theory and production. The theory portion of each exam will be made up of multiple-choice questions. Each theory exam will be taken online in MyOzarka. The production portion of each exam will require the student to create and format an assigned document. Each production exam will be submitted online in MyOzarka.

The proctored final exam will consist of a production exam over all of the programs/chapters covered during the semester. It must be taken at one of the four Ozarka College sites. You must bring your student identification card with you to the exam site. You must sign in and out at the exam site to receive credit for this exam. No credit will be given for this exam if it is not proctored.

PROCTORED FINAL EXAM:

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. Proctored Final Exam Guidelines:

Please review the Proctored Final Exam Schedule on the Activities page in MyOzarka for a list of dates/times/locations available for taking the proctored final exam. It is not necessary to let me know which date/time/location you choose. But, if you need to take the final exam at a time that is not on the schedule, then you will need to let me know as soon as possible.

1. You will NOT be allowed to use your textbook, notes or any other materials during the exam. You will be required to

present your picture ID with a signature to the proctor. This can be your driver's license or your student ID card from Ozarka College.

2. You cannot bring a cell phone, camera, or any other recording device into the testing center. So, when you go to your chosen testing center to complete your final exam, bring only the absolutely required items. There might not be a place for you to leave bags, phones, or other personal items. Your car would be the safest place for your personal belongings.

3. You will need to log in to the Ozarka College computers, then log in to the MyOzarka site. So, it is imperative that you remember your MyOzarka log in! When you access the Course Exams/Quiz page and click on the Comprehensive Final Exam to begin, you will not be able to proceed until the Proctor enters their Proctor code. Once you open the exam, the time limit begins. You will not be allowed to access any search engines, or other online sites to help with your exams.

4. You will be given a time limit to complete the exam. If you finish early, you do not have to stay for the entire time limit. If you have more than one online final exam, you may need to plan to come early enough to complete more than one exam. The latest time you can begin an exam is given on the schedule I sent to you for each time and location. The testing centers **WILL NOT ALLOW YOU TO STAY PAST THE CLOSING TIME**, so you must utilize your testing time appropriately.

GRADING SCALE

90-100 A - Excellent

80-89 B - Above Average

70-79 C - Average

60-69 D - Conditional

0-59 F - Failing

COMM1313 COMMUNICATIONS

Course Syllabus

Section: 12

Fall 2014-15

AUG 18, 2014 - DEC 12, 2014

Instructor: McKee-McSwain, Cheri L
Office Phone: 870.269.5600
College Fax: 870.368.2091
Email: cmcswain@ozarka.edu
Office Hours: Mon - Thurs: 11:30-12:30
Fri: 9-12 If I have a meeting scheduled,
we'll set a time, so please contact me for Friday meetings.

Times: TUE THU 12:30pm-1:50pm
Class.Room: Mtn. View MVSC121

COURSE DESCRIPTION

Techniques for effective communication, including verbal communication, nonverbal communication, listening skills, small group communication, organizational communication, multicultural communication, on-line communication, and practice in the preparation and presentation of speeches. 3 credits.

OUTCOMES/LEARNING OBJECTIVES

- The student will be able to demonstrate oral communication skills by evaluating information, analyzing structure, synthesizing points of view, developing arguments and supporting those arguments.
- The student will be able to present their ideas, in both formal and informal contexts, demonstrating verbal nonverbal skills such as appropriate selections of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion.
- The student will be able to identify and evaluate the communication factors which help and which hinder personal and professional communication; and demonstrate appropriate skills to overcome communication barriers and deal with interpersonal conflict.
- The student will be able to identify and evaluate the impact of perception (internal and external) and listening on communication and relationships.

TEXT/REQUIRED MATERIALS

In the Company of Others - 4th. Edition

ISBN: 0199861625

Price: \$96.86

Author:

METHODS OF INSTRUCTION

The format utilized will include lecture, discussion, modeling and questioning. The use of projected and non-projected visuals will be included where applicable. Portions of the information will be given via email and specific web sites. Individual and group presentations will also play a part in the instruction method.

No electronic devices in class without instructor approval.

NOTE: electronic devices are not allowed during class. This includes laptops and cellphones.

EVALUATION PROCEDURES

Total points approximately 1000

The final presentation is worth 100 pts and is required to pass the course.

Tests = 300pts

In class Activities = 400pts

Miscellaneous = 200pts.

GRADING SCALE

90-100% = A

80- 89% = B

70- 79% = C

60- 69% = D

50- 59% = F

MGMT2643 HUMAN RELATIONS

Course Syllabus

Section: 90

Fall 2014-15

AUG 18, 2014 - DEC 12, 2014

Instructor:	Hollaway, Brad
Office Phone:	870.368.2082
College Fax:	870.368.2091
Email:	bhollaway@ozarka.edu
Office Hours:	Monday & Wednesday 8:30-12:00 and 2:00-3:30 available to students Melbourne Office H101A. Phone 870-368-2082. Tuesday & Thursday 9:30-12:00 and 12:30-3:00 available to students Melbourne Office H101A. Phone 870-368-2082. Friday 8:30 to 12:30 in Melbourne Office H101A. Phone 870-368-2082. Administrative Duties & Meetings
Times:	Unassigned
Class Room:	Internet WEB

COURSE DESCRIPTION

(Same as AIB 4310.) This course draws on the disciplines of psychology and sociology to provide a basic understanding of the relationships between people. Business and interpersonal skills necessary for ethical conduct, supervision, and leadership are covered. 3 credits

RATIONALE

This course provides the student with an understanding of the four major issues in human relations: understanding and managing yourself, dealing effectively with other people, career choice and work habits, and managing your personal life.

OUTCOMES/LEARNING OBJECTIVES

- Effectively and ethically relate to others in the work environment.
- Work well with others to solve problems
- Work well in groups to achieve required outcomes.
- Plan and set goals for improving work and home environments.
- Accept and support those in leadership positions.
- Use proper etiquette and protocol when relating with people of different cultures and backgrounds.

TEXT/REQUIRED MATERIALS

Human Relations 4th edition

ISBN: 0538731087

Price: \$114.68

Author:

METHODS OF INSTRUCTION

Instruction will be given through the MyOzarka course website and e-mail. Because this is a web-based course, it is extremely important for students to demonstrate self-motivation in completing assignments on time, taking exams during

the scheduled times, and posting discussions when due. Students will have reading assignments and written homework assignments. Homework assignments will be submitted on the Activities page in MyOzarka.

There will also be discussion board postings via MyOzarka. The instructor will post a discussion question for the topic, to which the students will post a reply or opinion. Your reply or opinion must be formatted in sentence form and in your own words. Probably three to six sentences should effectively cover the discussion. Remember that everyone in the class can read your posting, so be as polite and "clean" as possible. Everyone is entitled to their opinion, and this is not a forum to thrash someone!

Homework assignments will be submitted under Activities in MyOzarka.

Discussions will be posted under Activities in MyOzarka.

Exams will be taken under Activities in MyOzarka.

Proctored Final Exam

All online classes in the Business Technology Department will have a mandatory proctored final exam. This exam will be approximately 25% of the final grade in these classes. This exam may be either online in MyOzarka or a traditional paper-and-pencil format, at the discretion of the instructor. All students within a 60 mile radius of any of the four Ozarka College facilities must come on campus to be proctored for this exam. Students outside of this area must arrange for an approved proctor. Details about testing dates and times will be provided by the instructor.

EVALUATION PROCEDURES

Grades for Human Relations will be based on participation in discussion board postings, homework assignments, four chapter exams, and a proctored comprehensive final exam.

Discussion postings/Participation 23 % of final grade

Homework Assignments 23 %

Four Chapter Exams 29 %

Proctored Comprehensive Final Exam 25 %

GRADING SCALE

90 - 100 A - Excellent

80 - 89 B - Above Average

70 - 79 C - Average

60 - 69 D - Conditional

0 - 59 F - Failing

Appendix B

Instructor Curriculum Vitae

Brad Hollaway

54 College Drive, Melbourne, AR 72556 | (870) 368-2082 | bhollaway@ozarka.edu

EDUCATION

Arkansas College (now Lyon College), Batesville, AR
BS in Business Management

1991

University of Central Arkansas, Conway, AR
MBA in Business Administration

1995

TEACHING EXPERIENCE

Ozarka College, Melbourne, AR
Business Technology Instructor

1999-present

RELATED EXPERIENCE

Wendy's Restaurant, Conway, AR
Assistant Manager

1997-1999

Delta Express Truck Stop, Conway, AR
Assistant Manager

1995 – 1997

MEMBERSHIPS

Arkansas Association of Two-Year Colleges

Stephen Baltz

402 Stone Avenue, Mountain View, AR 72560 | (870) 269-5600 | sbaltz@ozarka.edu

EDUCATION

Arkansas State University, Jonesboro, AR
BS in Business Management 1991

Arkansas State University, Jonesboro, AR
MBA in Business Administration 1993

Arkansas State University, Jonesboro, AR
EdS in Community College Teaching 1994

TEACHING EXPERIENCE

Ozarka College, Melbourne, AR 1999-present
Business Technology Instructor

Ozarka College, Melbourne, AR 1997-1999
Adjunct Business Technology Instructor

University of Arkansas Community College, Batesville, AR 1995
Adjunct Business Instructor

MEMBERSHIPS

Arkansas Association of Two-Year Colleges

Cheri McKee-McSwain

Box 298, 469 Ruddells Road, Mountain View, Arkansas, cmcswain@ozarka.edu, 870-585-2385

EDUCATION:

Postgraduate Study: University of Missouri at Kansas City, MO	1991
Arkansas State University, Mountain Home, AR	2003
Ozarka College, Melbourne, AR	2003
Master of Arts in Media Communications, Webster University Kansas City, MO	1990
Master of Business Administration, Rockhurst College, Kansas City, MO	1986
Missouri State Teacher Certification, Central Missouri State University, Warrensburg, MO, with certification in Art, Social Studies and French	1977
Bachelor of Arts, Southeast Missouri State University, Cape Girardeau, MO. Majors: Art and History; Minors: English and French	1971

EXPERIENCE:

Instructor, Ozarka College. Currently provide instruction in: Oral Communications, Fine Arts Visual, Studio Art, Art History. Have in past instructed in Human Relations, Business Communications, Drawing.	2003 to Current
Free-lance writer. Published in The Springfield News-Leader, Springfield, MO; The Riverfork Rambler, Nixa, MO; The Crane Chronicle, Crane, MO; The Missouri Stone County Genealogical Website.	1993-2001
Social Studies Teacher, Ozark High School, Ozark, Missouri	1996-1997
Education Coordinator, University of Missouri at Kansas City School of Medicine & Truman Medical Center, Kansas City, MO.	1990-1992
Southwestern Bell Telephone Company, Kansas City, MO: various positions in Personnel and Public Relations. Last position as management secretary to District Manager-Community Relations.	1979-1990
High School Teacher, Harrisonville, MO. Taught English & Art. Junior High Teacher, Central Missouri State University Lab School, Warrensburg, MO. Taught Math & Geography.	1977-1979

ACTIVITIES & MEMBERSHIPS

Alpha Chi Omega: sorority alumnae.
Arkansas Craft School member. Was a founding board member of the Arkansas Craft School serving as Personnel Chairperson.
Ozarka College: member of Diversity Committee, American Voices Committee and Institutional Improvement.
Arkansas Craft Guild: current member.

Brandy Gore

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EDUCATION

Master of Science in Education, Educational Theory and Practice
Arkansas State University, Jonesboro, AR 2009

Bachelor of Arts, English
Arkansas State University, Jonesboro, AR 2003

PROFESSIONAL EXPERIENCE

Developmental Education Instructor, Ozarka College, Melbourne, AR 2011 – Current
Teaching Assignment (2012 – Current)

Director of Admissions, Ozarka College, Melbourne, AR 2011

Instructor, Sylvan Learning Center, Jonesboro, AR 2010 – 2011
English Teacher, Osceola High School, Osceola, AR 2005 – 2007; 2009 – 2010

Teaching Assignment (2006 – 2007)
10th grade Pre-AP English

Teaching Assignment (2005 – 2006)
11th and 12th grade English

English Teacher and Cheer Coach, Brookland Junior High School, Brookland, AR 2007 – 2009

Membership
Arkansas Student Success Symposium
Arkansas Association of Developmental Educators
National Association of Developmental Educators

Arkansas Association of Two Year Colleges
NACADA, Region 7