

Arkansas Department of Higher Education

Existing Program Review

Program Self Study

Associate of Science in Business

Ozarka College

2018-2019 Academic Year

SECTION ONE

Goals, Objectives, and Activities

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

Every student needs marketable skills and knowledge necessary to succeed in a business occupation. The AS-Business curriculum is designed for those individuals who desire to transfer to a four-year university to continue their education in business, and this degree plan is accepted by most four-year universities in Arkansas.

Program graduates will possess the knowledge and skills needed to:

1. Prepare appropriate and accurate personal and business documents in word processing, electronic spreadsheet, database, and PowerPoint software using correct formatting, spelling, and grammar.
2. Communicate verbally and in writing using correct language, grammar, spelling, and proofreading.
3. Apply basic economic theory in making business decisions.
4. Set up and maintain accounting records for small businesses.
5. Apply and use mathematical and statistical concepts required for business calculations and records.
6. Identify rights and duties involving personal, community, and business legal rights and requirements.
7. Continue their education at a four-year university.

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

The AS-Business degree provides students with the opportunity to complete 35 hours in the general education program, including English Composition, Literature, Communications, Math, Science, Fine Arts, Social Science, and History. These courses fulfill the general education requirements at most four-year universities in Arkansas. The program also provides eligible elective options for the AA General Education degree, such as Business Calculus, Microeconomics and Macroeconomics. Most of the 27 hours of required Business courses are also requirements or electives in the AAS-Business Technology and other technical degrees and certificates.

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

The *State of Arkansas Long-Term Industry and Occupational Projections for 2016-2026* published by the Department of Workforce Services and the Arkansas Workforce Centers reports that occupations requiring a Bachelor's degree will increase 13.51%, or over 32,000 jobs. Jobs requiring a Master's Degree could see a 19.62% increase, or over 4,000 openings.

According to the *Skills-Based Projections Tool* on the Discover Arkansas Labor Market Information website, long-term demand for certain skills in the labor market is increasing. Out of the top 15 knowledge bases for the 2017-2019-time frame, over half reflect the knowledge and skills graduates of the AS-Business degree possess or seek in a Bachelor's degree in Business:

1. Customer and Personal Service
2. English Language
3. Administration and Management
4. Clerical
5. Sales and Marketing
6. Mathematics
7. Production and Processing
8. Computers and Electronics
9. Economics and Accounting

Generalized work activities that fall under these projections include:

1. Getting information
2. Communicating with supervisors, peers, or subordinates
3. Making decisions and solving problems
4. Interacting with computers

5. Working directly with the public
6. Organizing, planning, and prioritizing work
7. Documenting/recording information
8. Updating and using relevant knowledge
9. Evaluating information to determine compliance with standards
10. Monitor processes, materials, or surroundings
11. Communicating with persons outside organization

The AS-Business program is preparing students to be employed in a wide variety of careers in the Business industry, or to transfer to a four-year university for additional training and education as a Business professional.

4. Document student demand for the program.

The number of declared AS-Business majors is shown in the table below.

Associate of Science – Business			
2015-2016	2016-2017	2017-2018	2018-2019
33	35	36	30

There have been 36 graduates from the program during this three-year time frame (2015-2018).

SECTION TWO

Curriculum

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

AHECB Policy 5.11: **Criteria and Procedures for Establishing New Certificate and Degree Programs and Organizational Units** established the current requirements for the AS-Business degree effective Fall 2010. No course substitutions are allowed for the AS-Business degree. (ADHE can remove the ASB from the AHECB Approved Program Inventory for any institution that does not offered the state-approved ASB curriculum.) The AS-Business degree can only be offered by Arkansas two-year colleges.

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

Semester 1 (17 credit hours)

- COLL1001 College Success
- ENGL1013 English Composition 1
- MATH1203 College Algebra
- CPSI1003 Introduction to Computer Applications
- BIOL1004 General Biology & Lab
- ECON2313 Introduction to Microeconomics (Fall Only)

Semester 2 (15 credit hours)

- ENGL1023 English Composition 2
- ACCT1123 Accounting 1
- FAXX1003 Fine Arts Elective
- COMM1313 Communications
- HIST1003 World Civilization I **or** HIST1013 World Civilization II

Semester 3 (16 credit hours)

ECON2113 Business Statistics I (Fall Only)
 BUS2663 Legal Environment of Business (Fall Only)
 SOCI2013 Introduction to Sociology
 PHSC1004 Physical Science and Lab
 ENGL2213 World Literature I **or** ENGL2223 World Literature II

Semester 4 (15 credit hours)

ACCT2133 Accounting II (Spring Only)
 ECON2323 Introduction to Macroeconomics (Spring Only)
 MATH2143 Business Calculus (Spring Only)
 HIST2003 American History I **or** HIST2013 American History II **or** PLSC2003 American National Government
 BUS2013 Business Communications **or** MGMT2623 Management **or** MGMT2663 Small Business Management **or**
 MKTG2633 Principles of Marketing

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

ALL OF THE COURSES LISTED BELOW

- ACCT1123 Accounting I
- ACCT2133 Accounting II
- BUS2663 Legal Environment of Business
- COLL1101 Freshman Seminar
- COMM1313 Communications
- CPSI1003 Intro. to Computer Applications
- ECON2113 Business Statistics I
- ECON2313 Intro. to Microeconomics
- ECON2323 Introduction to Macroeconomics
- ENGL1013 English Composition I
- ENGL1023 English Composition II
- MATH1203 College Algebra
- SOCI2013 Introduction to Sociology

REQUIREMENT: 3 CREDITS FROM BELOW

- MATH2143 Business Calculus

REQUIREMENT: 8 CREDITS FROM BELOW

- BIOL1004 General Biology and Lab
- PHSC1004 Physical Science and Lab

REQUIREMENT: 3 CREDITS FROM BELOW

- ENGL2213 World Literature I
- ENGL2223 World Literature II

REQUIREMENT: 3 CREDITS FROM BELOW

- FAMU1003 Fine Arts Music
- FATH1003 Fine Arts Theater
- FAVI1003 Fine Arts Visual

REQUIREMENT: 3 CREDITS FROM BELOW

- HIST2003 American History I
- HIST2013 American History II
- PLSC2003 American National Government

REQUIREMENT: 3 CREDITS FROM BELOW

- HIST1003 World Civilization I
- HIST1013 World Civilization II

REQUIREMENT: 3 CREDITS FROM BELOW

- BUS2013 Business Communications
- MGMT2623 Management
- MGMT2663 Small Business Management
- MKTG2633 Principles of Marketing

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

ACCT1123 Accounting I..... Spring 2019
 ACCT2133 Accounting II..... Spring 2019
 BUS2013 Business Communications..... Fall 2018
 BUS2663 Legal Environment of Business..... Fall 2018
 CPSI1003 Introduction to Computer Applications..... Spring 2019
 ECON2113 Business Statistics I..... Fall 2018
 ECON 2313 Introduction to Microeconomics Fall 2018

ECON 2323 Introduction to Macroeconomics	Spring 2019
MATH 2143 Business Calculus	Spring 2019
MGMT 2623 Management.....	Fall 2018
MGMT 2663 Small Business Management.....	Spring 2019
MKTG 2633 Principles of Marketing.....	Spring 2019

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

See APPENDIX A for core course syllabi.

- Syllabus- ACCT 1123 Accounting I
- Syllabus- ACCT 2133 Accounting II
- Syllabus- BUS 2013 Business Communications
- Syllabus- BUS 2663 Legal Environment of Business
- Syllabus- CPSI 1003 Introduction to Computer Applications
- Syllabus- ECON 2113 Business Statistics I
- Syllabus- ECON 2313 Introduction to Microeconomics
- Syllabus- ECON 2323 Introduction to Macroeconomics
- Syllabus- MATH 2143 Business Calculus
- Syllabus- MGMT 2623 Management
- Syllabus- MGMT 2663 Small Business Management
- Syllabus- MKTG 2633 Principles of Marketing

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 curriculum 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.

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

All classes offered in the AS-Business degree are available as online classes. These are designated as Section 9X on the Ozarka College course schedules.

ACCT1123 Accounting I
ACCT2133 Accounting II
BUS2013 Business Communications
BUS2663 Legal Environment of Business
CPSI1003 Introduction to Computer Applications
ECON2113 Business Statistics I
ECON2313 Introduction to Microeconomics
ECON2323 Introduction to Macroeconomics
MATH 2143 Business Calculus
MGMT2623 Management
MGMT2663 Small Business Management
MKTG2633 Principles of Marketing

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).

Instructor-to-student interaction for distance courses is achieved through various means. All courses offer interaction through course 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. All final exams for online classes are proctored. Student-to-student interaction is encouraged through use of discussion boards. Instructors respond to students and provide feedback for assignments through course email, comments in the online gradebook, and by making comments or corrections in students' documents and returning them electronically to the student.

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.

Bradford Hollaway has 19 years' experience teaching at Ozarka College. The courses he has taught over the past two academic years are: ACCT1003 Introduction to Accounting, ACCT1123 Accounting I, ACCT2133 Accounting II, ACCT2143 Computerized Accounting, BUS2613 Business Principles, CIS2353 Electronic Spreadsheet, CPSI1003 Introduction to Computer Applications, CPSI2003 Computer Applications II and MGMT2643 Human Relations.

Stephen Baltz has been teaching at Ozarka College for 19 years. The courses he has taught over the past two academic years are: BUS2663 Legal Environment of Business, CIS1303 Computer Information Systems, CPSI1003 Introduction to Computer Applications, ECON2313 Introduction to Microeconomics, ECON2323 Introduction to Macroeconomics, MGMT2623 Management, MGMT2663 Small Business Management, and MKTG2633 Principles of Marketing.

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 the completion of a degree better prepares a person than an unstructured collection of credit courses."

Faculty appointments are made by the president, with recommendation of the Provost and Executive Vice President of 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 Provost and Executive Vice President of Learning 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, Mozaki. This evaluation process provides a way of assessing the effectiveness of instruction and other areas of faculty performance at Ozarka College. The information gathered assists each instructor in the identification of areas of strength as well as opportunities for improvement.

Each faculty member, whether full-time, or adjunct can be observed in the classroom, via interactive video recorded class sessions, or online courses by the Provost and Executive Vice President of Academic Affairs, 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 an industry specialist.

SECTION FOUR

Program Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION FIVE

Instruction via Distance Technology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students in distance education programs have ready access to tech support via a variety of methods. The staff is available Monday through Friday, 8:00 am to 4:30 pm to answer questions in person or via telephone in the administrative offices. In addition, students can ask us a question via email for free, any time. Their email address is helpdesk@ozarka.edu, or students can use their web-based "Contact Us" form.

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

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

Support services are provided to students in formats appropriate to the delivery of the online learning program.

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

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

Associate of Science – Business			
2015-2016	2016-2017	2017-2018	2018-2019
33	35	36	30

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

Positives- This program gives us contact that is necessary to influence students and their decisions. We are also able to make great connections with the counselors and administration. These important figures are then able to give us information on their students we would not have known without the constant contact. This program gives the students more time to trust the recruiter and the college.

Challenges- Changing our image in the students’ mind is improving, but has always been seen as a last resort for most students. Students are beginning to see the advantages but this can be altered by starting with the students early and often.

Potential- Our high schools give us a constant flow of potential students and the close proximity we have to each school gives us a strong advantage in most cases.

Concurrent Enrollment-

Approach- Ozarka has developed a good establishment in most of our local schools for concurrent enrollment. We continuously approach our high school counselors to seek new ways to serve their students through new course offerings and delivery modalities. We present this opportunity to students as a way to get ahead and better their college experience as well as their high school.

Positives- Price is a key to this program and the ease of access we bring to the students. They are able to get ahead at a reasonable price. This also gives us one more connection to the students giving us more contact and more comfort between students and the college.

Challenges- Because it is such a good deal and it helps these students so much, we negatively impact Fall enrollment with us after they graduate. They are already so far ahead it makes more sense for them to continue at the 4-year institution. It also presents problems when instructors retire and new ones that are hired are not being required to have Masters degrees therefore we are not able to offer as many courses.

Potential- The potential possibly lies in the way we record these students. We are getting the top students in our concurrent enrollment and then may catch a few after graduations, but most go to the four-year institution. However, with more parents being cost-conscious of the rise of the financial burden of higher education, we are beginning to make more headway in convincing students to begin their college careers with us.

College Fairs-

Approach- We use the college fairs as ways to reach those students we do not have contact with in the high schools. It does give us more contact with our local students, but it is intended to catch the others.

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

Challenges- There are restrictions on material to bring and you must stay at your table, no mingling. At some fairs, students are pushed through like products on an assembly line and there is not time to develop a good rapport with these students. 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, eye catching posters, and other advertising is what is going to improve our recruitment success at these fairs.

Community-

Approach – We intend to reach the community in as many ways as possible. We are attending community events such as fairs, parades, shows, and other events. We always have team members on hand that are ready to answer questions and provide written materials that provide more detailed information about Ozarka College.

Positives- We strive to participate in as many communities' functions as possible and this participation allows Ozarka College to be known and seen by the community. We are able to participate in many events allowing more people to see our involvement and our desire to help our community.

Challenges- The need for participation in many recruitment events puts stress on the college's recruiting department. The responsibility for the success or failure of these types of events falls back to the recruitment department. Not all people will communicate the same recruitment message at these events and potential prospects might be missed by the recruiting efforts.

Potential- With all the events, a solid, well organized recruitment strategy would be an effective way to ensure that all prospective students are getting the best Ozarka College has to offer. Each person's approach may differ slightly but the verbal and nonverbal messages should be the same.

Admissions Process Current and Future-

Current: The current admissions process is an effective process that has potential to be a great admissions process. Any prospective student remains at the prospect level until an application is filed. Once the application has been filed the prospect is moved to applicant status. At this point, the student has decided to possibly take a course or at least begin the process of enrollment if they decide to attend Ozarka College. We contact them with an email and a letter telling them their status and their next steps in the admission process. Students are then instructed to submit the following admissions documents: high school transcripts and previous college work (Official), acceptable photo ID (copy of driver's license), current immunization records, test scores (Accuplacer, ACT). Students can also schedule to meet with financial aid if they have not 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: Ozarka College's recruitment team will strive to obtain the most information from prospective students (interests, course of study, education goals, what degree level they wish to obtain, etc.) By gathering this information as soon as possible, we will be able to determine if Ozarka College will be able to meet the needs of prospective students. If so, we will now have a more detailed picture of our future students. With more individual student-specific information, the admissions department will be able to more effectively begin the admissions process for every student. Students will be instructed to submit the following admissions documents: high school transcripts and previous college work (Official), acceptable photo ID (copy of driver's license), current immunization records, test scores (Accuplacer, ACT). If the particular student needs financial aid, an appointment can be schedule to meet with financial aid expert. After required documentation is submitted, students are able to register with an advisor assigned to help them with their specific goals. These new students are then ready to begin classes with New Student Orientation and a College Success course remaining on their checklist.

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

There have been 36 graduates from the program during this three-year time frame (2015-2018).

SECTION SEVEN

Program Assessment

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

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 assessments 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. Students are advised that while earning a D in a course will meet graduation requirements, it may not transfer to the four-year institution of their choice. When the student enrolls in their final semester, they will complete an intent to graduate form online.

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

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

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

In addition, the college has a robust assessment procedure that thoroughly analyzes all coursework within each course. Instructors are required to link every assignment to the corresponding course outcome(s) and then assess the effectiveness of that assignment in meeting the course outcome. At the end of each semester, instructors assess student performance on all course outcomes and make modifications based on the assessment, student success rates, and student evaluations, to improve student learning.

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

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

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

N/A

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

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

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

SECTION EIGHT

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program.

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

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

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

Because this program is offered through distance learning, it is available to those who are currently working full-time jobs. This allows them to continue working while at the same time they can 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 the changes to the advising and program audit systems, students are kept on track to complete the program 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.

Jeremy Nicholson, Division Chair of Arts, Humanities, and Education (General Education)
Bradford Hollaway, Business Technology Instructor
Stephen Baltz, Business Technology Instructor

Institutional Review Team

Michael Orf, Assistant Dean of Academic Affairs, Missouri State University – West Plains
Cathy Boys, Division Chair of Applied Science Technology, Business and Public Service, Missouri State University – West Plains

Internal Self-Study Team: Bradford Hollaway, Stephen Baltz

Appendix A

Instructor Curriculum Vitae

BRADFORD 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
Arkansas State University, Jonesboro, AR MAcc in Accounting	December 2019

TEACHING EXPERIENCE

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

Wendy's Restaurant, Conway, AR Assistant Manager	1997-1999
Delta Express Truck Stop, Conway, AR Assistant Manager	1995 – 1997

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



Academic Program Review External Reviewer

**Cathy Proffitt Boys
Associate Professor of Computing and Engineering
Division Chair of Business, Applied Technology and Public Service
Missouri State University-West Plains**

Ozark College Business Department

Associate of Science in Business

June 24, 2020

Cathy Proffitt Boys

External Reviewer's Signature

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum,

and the adequacy of program resources. The report should not include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply “yes or no”.

I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) goals for the program appropriate and assessed?

The intended educational goals for the program are appropriate and assessed. The Associate of Science (AS) in Business degree follows the Arkansas Higher Education Coordinating Board (AHECB) state-approved curriculum. The program goals and objectives are to provide students with marketable knowledge and skills needed in a business environment, for ultimate transfer to a four-year university. The identified business knowledge and skills are appropriate for a business student, either entering the workforce or transferring to a four-year business degree program. Ozarka’s assessment process is provided in the Faculty Handbook. Faculty are required to complete course assessment for every course, every semester. Program directors are required to complete program assessment reports annually. The assessment process is appropriate and consistent with similar institutions.

B. How are the faculty and students accomplishing the program’s goals and objectives?

The faculty and students at Ozarka College are accomplishing the program’s goals and objectives by following the state-approved curriculum. Individual course objectives, as provided by syllabi, indicates students who successfully complete these courses have gained marketable knowledge and skills needed for a business occupation and for transfer to a four-year program. Ozarka maintains 2+2 agreements with six four-year institutions, which helps fulfill the requirements for a transfer degree.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program is meeting market/industry demands and preparing students for advanced study. Based on the published information cited in the self-study and other sources, demand for occupations requiring a bachelor’s degree will increase through 2026. As a transfer degree, the AS in Business will help students qualify for these jobs. Also, as indicated by the self-study, this degree will provide students with skills that are in high demand. Knowledge and skills in these areas will prepare students for business careers and transfer to a bachelor’s degree program in business.

D. Is there sufficient student demand for the program?

There is sufficient student demand for this program. The declared majors range between 30 and 36 students.

E. Do course enrollments and program graduation/completion rates justify the required resources?

The number of students and graduates are sufficient to justify the resources devoted to this program and the program. The two full-time faculty are the major resources required for this program, as no equipment or other resources were indicated in the self-study. The number of declared AS-Business majors for the past four years ranges between 30-36 students and 36 students have completed this program for the three-year time frame for this review.

II. Review of Program Curriculum

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

The business-related courses are appropriate and consistent with other two-year business degrees. The AS in Business degree includes 35 credit hours of general education courses and 27 credit hours of business-related courses. The general education courses satisfy most bachelor's degree requirements and supports interdisciplinary study and initiatives. Many of the business-related courses may also be used in other degrees and certificates. This provides students with multiple degree, transfer and career opportunities. The required courses are offered on a regular schedule to ensure students' timely progress through the program.

- B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

The institutional policies and procedures are appropriate to keep the program curriculum current to meet industry standards. Ozarka College is accredited by the Higher Learning Commission. The AS in Business degree follows the Arkansas Higher Education Coordinating Board (AHECB) state-approved curriculum. The curriculum development and approval processes are appropriate and involves many stakeholders in the process.

- C. Are program exit requirements appropriate?

There are no required exit exams or capstone experiences for the AS in Business. Students are must complete the required 60 credit hours for the program with an overall GPA of 2.5 or higher. For a program of this type, these exit requirements are appropriate.

- D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

The AS in Business degree follows the AHECB state-approved curriculum and is part of 2+2 agreements with six four-year institutions. The program covers many of the skills noted by published industry reports. The courses included in this program are appropriate and consistent with similar programs at other institutions. This provides evidence of consistency with good practice, as well as good breath, focus and currency.

- E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

The self-study and course syllabi do not reference workplace experiences or interaction with business professionals.

- F. Does the program promote and support interdisciplinary initiatives?

More than half of the courses in this degree are general education courses, from outside the department and division. This would enhance opportunities for interdisciplinary initiatives although specific initiatives are not mentioned in the self-study.

- G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

All business course syllabi include the Ozarka College Diversity Statement. The self-study and course syllabi do not provide details about how cultural diversity is incorporated into courses or the program.

III. Review of Academic Support

- A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

The faculty, institution and student advising responsibilities are provided in the Faculty Handbook and are appropriate. An advising protocol has been developed to provide detailed student information. The advising and program audit systems provide degree audits and include advising notes, all of which assist advisors and students to ensure progression and timely completion of the business degree.

- B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

While specific retention information is not available for review, the policies, procedures and systems to provide for student retention and graduation are consistent with similar institutions.

IV. Review of Program Faculty

- A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Program faculty have appropriate academic credentials. Ozark College follows the Higher Learning Commission (HLC) requirements for academic credentials. Mr. Stephen Baltz has a BS in Business Management, an MBA in Business Administration, and an EdS in Community College Teaching. Mr. Bradford Hollaway as a BS in Business Management, and MBA, and a MAcc in Accounting. Both have 19 years teaching experience at Ozarka College and are teaching courses in which they are academically qualified.

- B. Are the faculty orientation and faculty evaluation processes appropriate?

Faculty evaluation processes are appropriate. Student evaluations are completed each semester for each course, for both full-time and adjunct faculty, using an online evaluation tool. Classroom evaluations conducted at least annually. Full-time and adjunct faculty also have annual professional reviews conducted by the academic administration, as specified in the Faculty Handbook. No information was available about faculty orientation.

- C. Is the faculty workload in keeping with best practices?

Full-time faculty are required to teach a minimum of 15 credit hours per semester. Adjunct faculty may teach a maximum of nine credit hours per semester. Both are consistent with best practices at similar institutions.

V. Review of Program Resources

- A. Is there an appropriate level of institutional support for program operation?

The three academic divisions each have a Division Chair that provides support and oversight. Additional faculty support is provided by the Associate Vice President for Academics, for scheduling, instruction and assessment. This organizational support is appropriate and consistent with similar institutions.

- B. Are faculty, library, professional development and other program resources sufficient?

The faculty, library, professional development and other program resources are appropriate. Ozarka faculty have access to numerous resources typically found in other colleges. Access to the library, databases, information technology resources, information training and assistance are available to faculty. Faculty may request materials and database access through the library. Student support include these plus tutoring, advising, placement preparation, education assistance, and help desk.

Faculty have several professional development opportunities, including regularly scheduled faculty in-service training, professional development webinars and seminars. Faculty may also request funds to participate in conferences and symposiums, held at the state, region, or national level.

VI. Review of Program Effectiveness

- A. Indicate areas of program strength.

The AS in Business have several areas of strength. The business program full-time faculty are well qualified. Core business courses are scheduled at least one semester per year and are also available online, which allows students to complete their degree in a timely manner. Courses included in the AS in Business program will prepare students for careers in the business field. The 2+2 agreements with six four-year institutions allows for ease of transfer to bachelor's degree programs. The support systems needed to help students be successful are in place. The program is affordable.

- B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

Active involvement by business and industry experts, through advisory boards, internships, tours, guest speakers, job placement, and mentors, is beneficial to students in programs like the AS in Business. If these are not in place, taking steps to include business and industry partners in this program is recommended.

Specific data regarding job placement of graduates and student success in transfer programs, and student/alumni/employer satisfaction surveys was not available at the time of the review. If these are not in place, developing methods for data collection and reporting is recommended to assist in decision making.

- C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

There are no additional areas for program development that should be addressed at this time.

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

- A. Are the program distance technology courses offered/delivered in accordance with best practices?

All courses in the AS in Business are available to students through online delivery. Online instruction is offered to students through a variety of methods, including videos, PowerPoint presentations, and online discussions. Student assessment is conducted by tests, quizzes, and assignments. Feedback to students is done by email, LMS gradebook and electronic comments on documents. Student-faculty interaction is conducted by email, phone and appointments. Online and hybrid courses use all methods are consistent with best practices and appropriate.

- B. Does the institution have appropriate procedures in place to assure the security of personal information?

The institution has appropriate procedures in place to assure the security of personal information. The Faculty Handbook includes FERPA requirements and outlines Ozarka College's procedure to protect students' personal information. Technological solutions, such as firewalls and username/password procedures are also used. Faculty and staff also receive regular distance education training.

- C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

The technology support services are appropriate for faculty and students in courses and programs using technology. Students in distance education programs have access to learning resources, student services, technology support services, etc. Students complete an online distance education orientation program and receive assistance in determining whether they have the skills to be successful in an online program. Ozarka College has full-time Director of Distance Learning who provides training and support for the distance learning program.

- D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

Full-time distance education faculty teach a minimum of 15 credit hours per semester. Part-time faculty may teach a maximum of nine credit hours per semester. Overload for full-time faculty is available with Division Chair approval. This is accordance with best practices at similar institutions.

- E. Are policies on intellectual property in accordance with best practices?

Ozarka has full ownership of all intellectual property. While intellectual property policies vary from institution to institution, this is similar to policies at other institutions.

VIII. Review of Program Research and Service

- A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Course assessment is completed by faculty for each course using formative and summative assessment tools. Faculty use formative assessments, such as quizzes, exams and assignments, to make immediate changes to the course curriculum and activities. Summative tools determine whether students have met course and program goals and objectives. While specific data was not available, these processes are appropriate and consistent with best practices at similar institutions.

- B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

Information pertaining to specific outreach/service/entrepreneurial initiative outcomes was not available.

IX. Local Reviewer Comments

- A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The AS in Business program follows the AHECB state-approved curriculum and is part of 2+2 agreements with six four-year institutions. The program covers many of the skills recommended by the business industry and is similar to programs at other institutions.

B. What program modifications are needed?

No program modifications are recommended.

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

The AS in Business can lead to several business-related bachelor's degrees and many different careers in the business field. Statistics available from the Bureau of Labor Statistics and O-Net Online reflect rapid job growth for business-related careers at the regional, state and national levels. Many of these careers have excellent salary potential and job outlooks, with faster than average job growth expected.

B. Include reviewer comments on overall program quality, state program review process, etc.

The Ozarka College Associate of Science in Business provides a quality and affordable education that prepares students for transfer and ultimately a business-related career. From well-qualified faculty to well-developed student support and technology systems, students have the tools needed to successfully complete this degree and be well prepared for the next step in their education and career.

The state review process was, for the most part, easy to understand. It would have been easier to complete the review if the self-study categories and questions matched the program review template.

I. Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (copied from the external review report)	Response

I. Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources