

Arkansas Department of Higher Education

Existing Program Review

Program Self Study

Associate of Science Human Services

Ozarka College

**2019-2020 Academic Year**

## SECTION ONE

### Goals, Objectives, and Activities

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

##### Philosophy

The Associate of Science in Human Services degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable towards a baccalaureate degree in social work from Arkansas State University. This two-year degree is designed to introduce students to the profession of social work. The degree is a pre-professional program and does not guarantee admission to the professional program at Arkansas State University.

##### Outcomes

Students completing the degree program will be able to:

1. Complete a core curriculum of general and specialized education.
2. Develop introductory knowledge in the field of social work.
3. Obtain the first two years of a social work degree from Arkansas State University.
4. Additionally, the graduate will complete the learning outcomes identified within the General Education Component.

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

Most of the courses required for the Associate of Science in Human Services are also requirements or elective options for the Associate of Arts in General Education. Faculty who teach the core Human Services courses are also educating students in a wide variety of other programs.

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

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

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

Student demand for the program has been consistent with enrollment trends over the past five years:

Fall Enrollment:

2015-16: 25

2016-17: 31

2017-18: 25

2018-19: 21

2019-20: 21

## SECTION TWO

### Curriculum

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

Almost all of the courses required for the Associate of Science in Human Services fall under the Arkansas Course Transfer System. The exception to this statement is Introduction to Social Work, which is a course that has special requirements depending on what institution the student is transferring to. As stated above, this program parallels that of Arkansas State University.

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

### Suggested Degree Pathway

#### Semester 1 (13 credit hours)

**COLL1101** Freshman Seminar(see the Freshman Seminar Policy)

**COMM1313** Communications

**ENGL1013** Composition I

Select one course from the following:

**MATH1203** College Algebra

**MATH1213** Quantitative Literacy

Select one course from the following:

**FAMU1003** Fine Arts Music

**FATH1003** Fine Arts Theater

**FAVI1003** Fine Arts Visual

#### Semester 3 (16 credit hours)

**PHSC1004** Physical Science and Lab

**PLSC2003** American National Gov.

**NUTR2203** Basic Human Nutrition

Select one course from the following:

**ENGL2213** World Literature I

**ENGL2223** World Literature II

Select one course from the following:

**FAMU1003** Fine Arts Music

**FATH1003** Fine Arts Theater

**FAVI1003** Fine Arts Visual

#### Semester 2 (16 credit hours)

**ENGL1023** Composition II

**BIOL1004** General Biology & Lab

**PSYC2003** General Psychology

**GEOG2013** Introduction to Geography

**SOCI2013** Introduction to Sociology

#### Semester 4 (15 credit hours)

**ANTH2023** Cultural Anthropology

**PHED1003** Concepts of PE

**SOCI2203** Social Problems

**SOCI2023** Introduction to Social Work

Select one course the following:

**HIST1003** World Civilization I

**HIST1013** World Civilization II

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

Curriculum:

**General Education Requirements (44 credit hours)**

**English/Communications (9 hours )**

**COMM1313** Communications  
**ENGL1013** English Composition I  
**ENGL1023** English Composition II

**Mathematics (3 hours)**

**MATH1203** College Algebra  
**MATH1213** Quantitative Literacy

**Fine Arts/Humanities (9 hours)**

Select one course from the following:  
**ENGL2213** World Literature I  
**ENGL2223** World Literature II

Select two courses from the following:

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

**Lab Science (8 hours)**

**BIOL1004** General Biology & Lab  
**PHSC1004** Physical Science & Lab

**Social Sciences (15 hours)**

**PLSC2003** American National Government  
**PSYC2003** General Psychology  
**GEOG2013** Intro to Geography  
**ANTH2023** Cultural Anthropology

Select one course from the following:

**HIST1003** World Civilization I  
**HIST1013** World Civilization II

**Institutional Requirements (16 credit hours)**

**SOCI2013** Introduction to Sociology  
**SOCI2203** Social Problems  
**SOCI2023** Introduction to Social Work  
**NUTR2203** Basic Human Nutrition

**PHED1003** Concepts of PE  
**COLL1101** Freshman Seminar (see the Freshman Seminar Policy)

**Total Credit Hours Required 60 Hours**

**In-state estimated cost of program, excluding web and lab fees, supplies, and books: \$8,000**

**Tuition and fees are subject to change per Board of Trustee approval.**

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

Courses for the Associate of Science in Human Services are offered each semester with the exception of Introduction to Social Work, which is offered based on student need. That course was last taught in Spring 2020.

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

Syllabi are included in attached file.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Syllabi for core discipline-specific courses are attached.

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

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

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

**Procedures for consistency in developing online courses:**

<p>COURSE CONTENT</p>	<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>
<p>FIRST WEEK ACTIVITIES</p>	<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 up 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>
<p>ACTIVITIES SECTION OF MY OZARKA</p>	<p>Weekly Activities must be entered in MyOzarka 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 MyOzarka. By doing this, you can enter a grade in the grade book for everything that is to be graded and students always have a current grade showing how they are doing in the class.</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>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 MyOzarka 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. to supplement your assignments in the Activities Section as a new item.</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 <a href="http://www.screencast-o-matic.com/">http://www.screencast-o-matic.com/</a> 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 MyOzarka may be created in the Activities section of any week.</p> <p>Give frequent exams, quizzes, or other various types of assessment of student comprehension--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>

<p>SYLLABUS</p>	<p>EXAMPLE OF POSSIBLE WORDING ON SYLLABI</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 MyOzarka .</p> <p>Problem exams located in the activities section of MyOzarka. Students must open, download, complete and submit these exams in the assignment on or before the due date and time.</p> <p>Exams and quizzes must be taken in MyOzarka Exams section on or before the due date. These show up in the activities section of each week.</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><b>Make-Up Policy:</b>  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 MyOzarka that shows exactly when you logged onto exams, etc. If your computer went off or the site went down, we will have documentation as to how long you were at a certain place on MyOzarka.</p> <p>No late work accepted. Extenuating circumstances may be considered by instructor.</p> <p><b>Attendance Policy:</b>  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>

## RUBRIC FOR ASSESSING 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.
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.

<p>Category 4 Assessment &amp; Evaluation of Student Learning</p>	<p><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.</p> <p><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.</p>	<p><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.</p> <p><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.</p>	<p><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</p> <p><input type="checkbox"/>Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.</p> <p><input type="checkbox"/>Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p><input type="checkbox"/>Students' self-assessments and peer feedback opportunities exist throughout the course.</p>
<p>Rubric for Online Instruction</p>	<p>Instructor:</p>	<p>Course:</p>	<p>Date:</p>
	<p>Baseline</p>	<p>Effective</p>	<p>Exemplary</p>
<p>Category 5 Innovative Teaching with Technology</p>	<p><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.</p> <p><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.</p>	<p><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.</p>	<p><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.</p>
<p>Category 6 Faculty Use of Student Feedback</p>	<p><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.</p>	<p><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.</p>	<p><input type="checkbox"/>Instructor offers multiply opportunities for students to give feedback on course content.</p> <p><input type="checkbox"/>Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course.</p> <p><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.</p>

## SECTION THREE

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

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

See attachment for example of Faculty Qualifications page in Sonisweb.

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional Development Committee

Professional Development Seminars-offered by the Institutional Professional Development Committee

Additional local, state-wide, regional and national conferences and symposiums as requested will be approved via the Division Chair and Provost as requested and approved, based on financial resource availability.

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

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

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

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

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

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

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

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

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

## SECTION FIVE

### Instruction via Distance Technology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SECTION SIX

### Majors/Declared Students

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

Enrollment:  
2017-18: 25  
2018-19: 21  
2019-20: 21

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 wouldn't have known without the constant contact. This program gives the students more time to trust the recruiter and the college.

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

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

##### Concurrent Enrollment-

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

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

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

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

##### College Fairs-

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

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

**Challenges-** There are restrictions on material to bring and you must stay at your table, no mingling. The students at some are pushed through like an assembly line and 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, and other events. We always have team members on hand ready to answer questions and material for them to have for future

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

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

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

#### Admissions Process Current and Future-

##### **Current:**

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

##### **Future:**

The prospective student will begin when a student inquires information from Ozarka College. The Admissions department will log students into the prospective database that enter into the office asking about school, call with interest in attending, and prospect cards sent to us. After the information gathered is documented and entered into the system, the prospects will also be put in a separate database to separate them from inactive prospects. The list will be checked weekly to promote prospects to applicant status and remove the inactive. We will also be sending these prospective students a letter as well as an interest form so that we can learn more about these students and relate to them more. This will allow us to make Ozarka College a better fit for them. Prospects can slip between the cracks if they aren't kept informed and managed properly. Once we receive the forms back, they will be given a "college pathway" for their interests that will help assure that Ozarka is a good fit for them. Applicants that skip the prospect phase will also be sent an interest form. Once the student is at the Applicant phase, they will 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.

2016-17	9
2017-18	9
2018-19	4

## SECTION SEVEN

### Program Assessment

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

The Spring 2020 placement test scores for Human Services students are averaged as follows. The number in parentheses indicates the number of students who took that particular test.

Accuplacer Arithmetic (4)	66.25
Accuplacer Elementary Algebra (3)	51.33
Accuplacer Writing (5)	77.8
Accuplacer Reading (5)	72.6
Accuplacer Next Generation QAS (5)	230
Accuplacer Next Generation Writing (5)	252.8
Accuplacer Next Generation Reading (4)	246.5

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

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

### Course-Level Assessment:

As a department,

- The instructors responsible for developing and teaching the course, in collaboration with the division chair, will set the outcomes for the course before the beginning of the semester. The division chair over the course will then assign those outcomes to all sections in MyOzarka.
- In accordance with the institutional schedule of course assessment (see attachment), all instructors will review the overall success of the course at the end of the semester. This will include an analysis of success and retention rates, delivery modalities, fulltime/adjunct instruction, and narrative commentary on successes/concerns on each outcome. This will be submitted and reviewed by the appropriate division chair.
- Instructors will then document all significant findings, as well as any modifications to be implemented in the following semester. In addition, departments will notate any budget expenditures that need to be requested to aid in meeting the outcomes.
- Instructors and division chairs will monitor and document the success of the modifications in the subsequent semester. Instructors will have previous commentary accessible to them on the Assessment page in MyOzarka.

### Section-Level Assessment:

As an instructor,

- Before the semester begins, all instructors will link the appropriate assigned outcomes for each course to all individual assignments within the course. The instructor should link as many outcomes to each assignment as warranted by the learning intended.
- Instructors will assess assignments and document issues and successes as semester progresses.
- At the end of the semester, all instructors will assess each outcome of the course through both rating system and narrative commentary. He/she will then document proposed modifications to be implemented in the following semester.
- In the following semester, instructors will track/document success of the modifications in the subsequent semester.

Division chairs will oversee completion and implementation.

## 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 complete an intent to graduate online.

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

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

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

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

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

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

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

N/A

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

**Spring 2019 Commencement Survey**

The 2019 Spring Graduate Survey was distributed to individuals who filed an intent to graduate or were enrolled in enough hours to be eligible for graduation during the 2018-19 academic year. The survey returned 71 individual responses. Highlights are as follows:

**Beginning Enrollment Perception**

The majority of the students indicated that their initial perception of the college was convenient (90.4%), affordable (78.9%), and student focused (42.3%).

**Current Perception**

Convenience (84.5%), affordability (88.7%), and student focused (76%) represented the majority of the responses in this area.

**Preparation for Career or Further Education**

When asked how prepared they felt for further education or their career goals, 90.1% responded "yes."

## SECTION EIGHT

### **Program Effectiveness (strengths, opportunities)**

1. List the strengths of the program.

Program Strengths: The AS in Human Services is offered at a nominal cost to students at \$8,000 excluding supplies and books. Books and supplies are chosen to maximize resource accessibility while minimizing cost to student.

Transfer opportunities are abundant throughout the state and beyond.

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

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

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

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

Due to our size and budget constraints, we rely heavily on adjunct faculty and currently do not have a full-time instructor for sociology or psychology related courses. However, our rural location is not always conducive to finding qualified individuals willing to come to our campus to teach, so much of our adjunct work is online. As enrollment improves, we are actively looking to hire more full-time faculty. Note: With budget concerns due to COVID 19, a hiring freeze has been instituted at Ozarka for the foreseeable future.

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

Program and course assessment procedures have been streamlined and strengthened using tools in MyOzarka.

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

In conjunction with the College's Enrollment Management Plan, we are looking to improve success rates, including improved persistence and retention rates. An overview of this plan is provided below.



# OZARKA COLLEGE

## Enrollment Management Plan 2018

### STRATEGIC PLAN PRIORITY 2: STUDENT SUCCESS

STRATEGY	GOAL	ACTION	TIMELINE	RESPONSIBLE
2.1 Improve semester completion	2.1.1 Developmental Sequence Completion: Increase developmental education sequence success to 65% by the end of AY 2019-20.	2.1.1.1: Assign students testing into developmental education coursework specific advisors trained to assist in timely completion of the sequence. 2.1.1.2: Develop protocols for advising developmental education students. 2.1.1.3: Re-evaluate sequence of coursework within developmental education courses. 2.1.1.4: Conduct professional development for faculty on student mentoring/hospitality. 2.1.1.5: Add a Supplemental Instruction component to College Algebra and Quantitative Literacy.	Fall 2018  Spring 2019  Spring 2019  Fall 2018  Fall 2018	AVPA, DC's  AVPA, DC's, VPSS  AVPA, DC's, DE Faculty AVPA, DC's  AVPA, DCMS, Math Faculty
	2.1.2 Gateway Courses: <ul style="list-style-type: none"> <li>• Increase yearly average success in Composition I to 77% by the end of AY 2019-20.</li> <li>• Increase yearly average success in College Algebra to 76% by the end of AY 2019-20.</li> <li>• Increase yearly average in reading gateway courses to 85% by the end of AY 2019-20.</li> </ul>	2.1.2.1: Require a documented meeting with the instructor to develop a remediation plan for students dropping below a C average in College Algebra and English Composition I. 2.1.2.2: Require meeting a documented with instructor and advisor for students dropping below a C average in all other gateway courses.	Fall 2018  Fall 2018	AVPA, DC's  AVPA, DC's

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

## SECTION NINE

### **Institutional Review Team**

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

Institutional Review Team

Raegan Fox – Lead Counselor, West Plains R-VII School District

Michael Orf – Assistant Dean of Academic Affairs, Missouri State University – West Plains

Internal Self-Study Team:

Jeremy Nicholson, Division Chair of Arts, Humanities, and Education (General Education)