



**Ouachita Technical College
Request For
Institutional Change**

Prepared for

**North Central Association
Commission on Institutions of Higher Education**

by

**Ouachita Technical College
Malvern, Arkansas**

May 1994



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Preface

Ouachita Technical College, formerly Ouachita Vocational Technical School (OVTS), located in Malvern, Arkansas, was authorized by the State Board of Education in July 1969, to serve the vocational training needs of an 11-county area surrounding Malvern and Hot Spring County. In January 1972, classes opened with 292 students enrolled in 11 vocational programs. OVTS became the provider for General Equivalency Diploma (GED) courses in Hot Spring County by being named a Local Education Agency on August 4, 1972.

Throughout its 20-year history, OVTS maintained roughly the same number of programs and student headcount. In May 1985, OVTS was also designated as a high school vocational center as the State attempted to make vocational education accessible to all Arkansas high school students. Five high school vocational programs were made available to 11 high schools in the area surrounding Malvern. Additionally, various federally funded short-term programs have been offered to meet the employment training needs of the area.

In September 1988, the Arkansas Business Council Foundation, a group of 19 prominent Arkansas business and industry leaders, issued a report entitled *In Pursuit of Excellence* that called for "reform of and increased support for our State's system of elementary, secondary, vocational, and higher education." Among the Arkansas Business Council recommendations were transfer of postsecondary vocational programs from the State Board of Vocational Education to the State Board of Higher Education, expansion of general education programs, development of more sophisticated technical training in close cooperation with business and industry, conversion of existing vocational technical schools into technical colleges or comprehensive community colleges, and support for additional funding of these proposals.

The 1991 Arkansas Legislature responded to *In Pursuit of Excellence* with a series of Acts centered on Act 1244, "The Two-Year Postsecondary Education Reorganization Act of 1991" (Resource Room Exhibit 1). OVTS was not included in the original legislation that became Act 1244; but, following a meeting of Malvern and Hot Spring County business leaders, legislators, and OVTS faculty and administrators, Senator George Hopkins introduced separate legislation to designate OVTS as Ouachita Technical College (OTC) under the coordination of the State Board of Higher Education. This separate legislation, Act 617 of 1991 (Resource Room Exhibit 2), actually was signed into law before the enabling legislation (Act 1244) was passed; thus, OTC became the first Arkansas technical college.

After transfer to the State Board of Higher Education on July 1, 1991, Governor Bill Clinton appointed a governing board in October 1991. President Ken Martin, Ph.D., was hired by the Board in August 1992.

On April 7, 1992, the Board adopted a resolution authorizing initiation of procedures to gain affiliation with North Central Association. A September 13-15, 1993, NCA team visit resulted in a recommendation "to grant the candidacy of Ouachita Technical College." On January 21, 1994, a Review Committee recommendation agreed, without modification, with that of the site team. On February 28, 1994, OTC received formal notification that the Commission voted to grant candidacy in its February 23-25, 1994, meeting. (See Resource Room Exhibits 3-9) OTC is currently working on the second self-study and anticipates a September 1995, NCA team visit.

Ouachita Technical College serves a five-county area in south-central Arkansas. The counties include Clark, Dallas, Grant, Hot Spring, and Saline. OTC's service area is more than 50 percent rural and predominantly white (89 percent). African-Americans make up another 9.7 percent of the population. Females constitute 51 percent of the population and males 49 percent. The following map will put the service area into perspective. (An enlarged map, showing the five counties in detail, is located in Resource Room Exhibit 10.)



Statement of Requested Change

Ouachita Technical College (OTC) requests the Commission's approval for the addition of an Associate of Arts degree to the College's program offerings. The "Stipulations" section of OTC's current Statement of Affiliation Status (SAS) limits Associate degrees to the Associate of Applied Science degree level (Appendix A).

Rationale for the Requested Change

According to North Central Association policy, the addition of an Associate of Arts (A.A.) program is the type of institutional change that requires Commission action. Implementation of this program affects OTC's relationship with the Commission, and through the "Stipulations" section of the SAS, the Commission has placed a limitation on OTC's educational program offerings to the Associate of Applied Science (A.A.S.) level. For these reasons, the College is reporting this proposed addition to its educational programs and submitting this Request for Change via the processes requested by the Commission in the *Handbook of Accreditation, 1994-95, Selected Chapters* on pages 4-9.

Prior to the receipt of candidacy status, general education courses offered on the OTC campus were under the provisions of a formal agreement with Henderson State University, an accredited institution. Courses were taught by full- and part-time Henderson faculty who had appropriate academic credentials. With the granting of initial candidacy in February 1994, OTC has assumed responsibility for offering general education courses under its own aegis. As noted on pages 30 and 36 of the *Report of a Visit* (Resource Room Exhibit 6), the evaluation team that conducted the self-study visit was aware of the College's plans to assume delivery of general education.

The implementation of an A.A. degree program is an outgrowth of the College's individual general education course offerings. Due to the transferability of these courses, a program of study designed to lead to advanced degrees and culminating in an A.A. degree is a natural expansion of the College's educational programs. Additional reasons for requesting this change are

1. To offer a recognized program of study for students on the OTC campus who desire an advanced degree and are currently enrolled in general education courses.

2. To offer a "declarable" program of study which will result in financial aid eligibility for qualified students who desire to complete the first two years of a baccalaureate degree at OTC.
3. To enhance and continue to fulfill the College's mission, goals, and objectives (Appendix B).
4. To meet a recognized need for an Associate of Arts program on the OTC campus.

Appropriateness to Purposes

As an open-access, community-based institution of higher education, OTC is committed to offering nearby, affordable, and quality education. The addition of an A.A. program is in keeping with OTC's mission:

Ouachita Technical College is a public, open-access, community-based, affirmative action, equal opportunity technical college. The College mission is to enable individuals to develop to their fullest potential and to support the economic development of Arkansas. Ouachita Technical College prepares residents of Arkansas with the general and technical education needed for successful careers or for further higher education. The College provides courses, programs, counseling and related services to individuals, communities, and businesses and industries in the service area. Ouachita Technical College promotes educational mobility through partnerships with local schools and other higher education institutions.

The purpose of the proposed A.A. program is to provide students with an initial path into higher education which concurs with OTC's mission to prepare residents of Arkansas "with the general and technical education needed for successful careers or for further higher education." As documented in Appendix B, one of the College's objectives is, "To promote opportunities for individuals who have the ability, potential, and desire to continue their education at a four-year institution." The College feels the addition of an A.A. program enhances the fulfillment of that objective.

The proposed A.A. program is also consistent with OTC's role and scope as specified in Act 1244 of 1991, the enabling legislation that created Arkansas' technical college system (Resource Room Exhibit 1). Section 3.14 defines "technical college" as "an institution of higher education established under this act dedicated primarily to the educational needs of the service area offering a comprehensive program including courses comparable in content and quality to freshman and sophomore courses which

may carry transfer credit to a four-year institution in a chosen course of study." Section 10(a) authorizes a college transfer program for technical colleges.

The State Board of Higher Education shall develop a plan to maximize transfer credits of students from institutions within the system, including the development of a core transfer program for students desiring to obtain a baccalaureate degree after transferring from an institution within the two-year system to the four-year system.

As documented in Appendix C, the State Board of Higher Education has authorized institutions in the technical college system to award associate degrees. Program proposals must be submitted for State Board approval of specific degrees or educational programs. Appendix D is the Associate of Arts program proposal that was submitted to and approved by the State Board.

Courses previously offered on the Ouachita campus by HSU primarily consisted of those included in that institution's general education core. Having obtained candidacy status and the ability to offer transfer classes, OTC can now unify and expand general education course offerings into a coherent program of study. Therefore, a transfer program that culminates in an A.A. degree is a logical and natural progression for OTC as it continues to develop and to increase its effectiveness as an institution of higher education.

Relationship to 1993 NCA Team Report

The team of consultant-evaluators who conducted the self-study visit for initial candidacy on September 13-15, 1993, judged that OTC meets all of the Criteria, although four is met marginally. The report (Resource Room Exhibit 6) states, "The team's judgement that Criterion Four is only met marginally is based on concerns about the College's ability to secure funding to support its continued development."

After discussing OTC's financial resources with President Ken Martin and hearing that support seemed strong for a tax initiative, the Review Committee was satisfied with the College's financial outlook. The Summary (Resource Room Exhibit 8) from that January 21, 1994, meeting states, "The Committee felt comfortable with the College's financial picture."

On April 26, 1994, the community passed a three-year, half-cent sales tax that will generate approximately \$1.5 million and guarantee OTC's receipt of at least \$250,000 in Workforce 2000 matching funds from the State. The College feels this

increased funding answers the visiting team's concerns regarding Criterion Four, and that OTC is no longer "marginal" in meeting that Criterion.

In regard to educational programs, the visiting team determined that OTC satisfies Criterion 3, "The institution is accomplishing its educational and other purposes." In the Criterion Three Team Judgement, the report addresses general education and states

The College has made progress toward the development and implementation of a general education program. A general education philosophy and an accompanying set of objectives have been developed and are being used to guide curriculum development and institutional planning. While general education courses are currently offered on the OTC campus by Henderson State University, effective plans are in place for OTC to assume responsibility for these courses once the College becomes a Candidate for Accreditation by NCA.

The above excerpt provides evidence that the visiting team felt the College could effectively deliver a general education program. Given its mission and purpose and the needs of its constituents, OTC has made the decision that the "program" should culminate in an A.A. degree.

Description of A.A. Degree Planning

As documented in the 1993 Self-Study Report (Resource Room Exhibit 4), OTC has devoted a substantial amount of effort and resources to the general education of its students. In the fall of 1992, a General Education Philosophy was developed by the Faculty Council and although ballots indicated a majority faculty approval, some concerns were expressed. The Faculty Council chose to address those concerns and returned with an amended philosophy in the Spring of 1993. The revised philosophy and objectives received majority faculty approval. The General Education Philosophy is evidence of OTC's commitment to this program.

Ouachita Technical College prepares students with general and technical education needed for successful careers or for further higher education. General education is recognized as that area which is common to all fields of study and "is intended to impart common knowledge, intellectual concepts and attitudes that every educated person should possess." Since general education is a driving force of this institution, the College is dedicated to emphasizing general education criteria across the curriculum.

Program Need

The following factors lead to the recognition of a need for OTC to offer an A.A. degree program, and the subsequent decision to offer this proposed program of study.

1. The HSU site director reports that the majority of Henderson students enrolled in courses on Ouachita's campus participate in some type of financial aid. With OTC assuming the responsibility for delivery of general education courses, there is a need for the College to offer a recognized program of study to which transfer students can declare for financial aid eligibility.

2. Act 1141 of 1993 (Resource Room Exhibit 11) requires Arkansas' public four-year higher education institutions to reduce the amount of State funds being spent on remediation of students 21 and younger beginning with the 1994 Fall semester. According to the Arkansas Department of Higher Education (ADHE), ACT scores of Arkansas high school graduates who were public college freshmen in the fall of 1991 and the fall of 1992 indicate the following:

	1991	1992	Percent of Increase/Decrease
Total Freshmen	10,338	9,506	-8.0%
Percent Needing Any Remediation	56.6%	57.1%	+ .5%
Percent Needing Math Remediation	48.9%	48.2%	-.7%
Percent Needing English Remediation	32.7%	33.1%	+ .4%
Percent Needing Reading Remediation	27.8%	29.2%	+1.4%

These figures indicate that the need for remedial courses is on the rise at a time when four-year institutions must implement the mandated reduction. As an open-access institution, OTC will accept students who require remediation and have the goal of completing a baccalaureate degree. OTC provides a Basic Skills Advancement Program which includes courses and other services allowing students to develop and

refine basic academic skills, giving those students the opportunity to succeed in college-level courses. Although these courses do not apply toward graduation credit, they do contribute to the credits for determining student status for most financial aid programs. (Resource Room Exhibit 12 outlines placement criteria for general education and basic skills courses.) Again, this points to the need for a recognized program of study.

3. Per capita income in OTC's five-county service area ranges from \$9,001 in Clark County to \$11,677 in Saline County. The average for the area is \$10,447, nearly \$4,000 less than the State average of \$14,176 and approximately less than half the national average of \$19,082. The other institutions of higher education in the service area (both four-year universities located in Arkadelphia in Clark County), Ouachita Baptist University (OBU) and Henderson State University (HSU), have significantly higher tuition rates. As of the Spring 1994 semester, per credit hour tuitions were: OBU-\$180; HSU-\$65; OTC-\$34.25.

According to the Arkansas Department of Education, 57% of graduating high school seniors in the service area go on to higher education. The state average is 51.6%.

These data indicate the need for inexpensive, convenient access to quality higher education within the College's five-county service area. Students who attend OTC to earn the first-two years of a baccalaureate degree through an A.A. degree can substantially reduce the cost of their education.

4. A review of literature indicates a need for increased opportunities for students to earn an A.A. degree.
 - *Rise to Excellence*, a study for the Arkansas Business Council conducted by the Carnegie Foundation, was instrumental in the creation of Arkansas' technical college system. In that report, the Council stated

It has been demonstrated time and time again that when a quality network of two-year institutions is made available to all citizens, the level of educational achievement and the economic vitality of local communities dramatically expand. We recommend that every community or cluster of communities in Arkansas be served by a two-year institution to assume access to postsecondary education. The goals of

these colleges should be a transfer program, a vocational training program, and a re-entry program for the education of adults.

- In the June 2, 1993, issue of *The Chronicle of Higher Education*, the U.S. Department of Education reported a 28 percent increase in the number of Associate degrees in general studies awarded as compared to the previous five years.
- In an article by Suanne Roueche and John Roueche entitled, "Making Good on the Promise: The View from Between a Rock and a Hard Place," in the April/May 1993 issue of *AACC Journal*, it is pointed out that community colleges must provide the "bridge" needed by at-risk students.

More than one-third to one-half of all newly enrolling students entering colleges and universities each year fit the standard definition of the at-risk student. From all we know about these students, we are amazed that they take the chance to try the college experience, and we (two-year colleges) are severely challenged to give them the legitimate second chance they seek.

- In the June/July 1992 issue of *AACJC Journal*, W. Norton Grubb, a Berkeley education professor, provides data strongly suggesting that degree completion at community colleges provides substantial advantages in wage rates and earnings over simply taking courses. He indicates that the "academic associate degree" is associated with a 15 percent earnings increase for men and a 39 percent increase for women over those with only high school diplomas. According to Grubb, "What counts in the labor market is completing coherent programs rather than individual courses."
5. OTC has experienced a **SUBSTANTIAL** increase in the number of part-time students. Part-time headcount for the Fall 1991 semester was 5, for the Fall 1993 semester it was 144—a 2,780 percent increase.

OTC has also experienced an increase in the total number of individuals enrolled. Total headcount is as follows:

Fall 1991 -	205
Spring 1992 -	185
Fall 1992 -	201
Spring 1993 -	170
Fall 1993 -	297
Spring 1994 -	346

Headcount of students enrolled in HSU classes on the OTC campus appears stable. Total HSU headcount is as follows:

Fall 1991 -	121
Spring 1992-	170
Fall 1992 -	279
Spring 1993 -	310
Fall 1993 -	289
Spring 1994 -	203

These enrollment data indicate a high demand for the economical, student-oriented, and nearby access to higher education provided by OTC. An A.A. program will provide higher education opportunities to a population that needs the "bridge" OTC can provide to ease their transition into a baccalaureate program at a larger four-year college or university.

OTC's transfer program has the potential to become the College's largest educational program. As indicated in the A.A. proposal submitted to the State Board (Appendix D), OTC's long-range projections indicate a headcount enrollment of 1,800 in ALL programs by the year 2000. Of those, approximately 600 are targeted as declaring the A.A. program, with the remainder declared into various technical programs.

Students currently attending HSU general education classes on the OTC campus serve as an excellent pool of available students. Data in the following table provide evidence of the positive financial impact those students would have had on OTC.

Semester	HSU STUDENTS			OTC STUDENTS		
	Headcount	SSCH/FTE	*Tuition Generated	Headcount	SSCH/FTE	*Tuition Generated
Fall 1991	121	660/44	\$16,500	205	2790/186	\$69,750
Spring 1992	170	828/55	20,700	185	2992/199	74,800
Summer I 1992	70	330/22	8,250	N/A - no summer school was held		
Summer II 1992	67	231/15	5,775	N/A - no summer school was held		
Fall 1992	279	1512/101	37,800	201	2790/186	69,750
Spring 1993	310	1733/116	43,325	170	2992/199	74,800
Summer I 1993	110	375/25	9,375	53	240/16	6,000
Summer II 1993	57	195/13	4,875	57	255/17	6,375
Fall 1993	289	2160/144	73,980	297	2715/181	92,989
Spring 1993	203	1485/99	50,861	346	3091/206	105,867

*Figures are rounded to the nearest dollar and are based on OTC's \$25 per credit hour tuition from Fall 1991 through Summer II 1993, and \$34.25 per credit hour tuition since Fall 1993.

These data reveal

- A transfer program on OTC's campus is financially viable.
- The proposed A.A. program can attract and maintain a sufficient number of enrolled students.

Program Planning

Planning for the proposed A.A. degree program progressed as follows.

1. Recognition of a need for the program.
2. Inclusion of the proposed program in the Strategic Plan (Resource Room Exhibit 13) after a September 30 planning retreat in which all college divisions and departments were represented. Dr. Susan Azbell, Vice President and Dean for Instructional and Student Affairs (VP/DISA), was responsible for effecting this program addition. On November 10, 1993, Dr. Azbell notified ADHE of the College's intent to submit an A.A. proposal (Resource Room Exhibit 14).

3. Consultation and collaboration with HSU on OTC's plans to offer the general education courses on its own campus. Ouachita's VP/DISA met with Dr. Joe T. Clark, HSU's Vice Chancellor for Instruction, for assistance and to plan definite strategies. Course descriptions and syllabi from HSU courses and assistance from HSU faculty were also utilized in planning.
4. Meetings of an ad hoc committee composed of department chairs/faculty members, Library Director, HSU site director/faculty member, VP/DISA, counselor, and OTC's basic skills and general education faculty on January 5 and January 21 to plan the A.A. degree program (Resource Room Exhibit 15).
5. February 15 program audit by a consultant provided by the Arkansas Department of Higher Education (ADHE). The consultant did not indicate any concerns with the proposed program.
6. A.A. Program approval by the Faculty Council (Appendix E) and the OTC Board of Trustees (Appendix F).
7. Submission of the draft proposal to ADHE for feedback.
8. Submission of the proposal to the State Board and subsequent approval (Appendix G).

Program Curriculum

The proposed A.A. degree program is a 61 semester credit-hour program with 49 hours specified to meet core requirements. These requirements are comparable with the general education requirements for most four-year institutions. Students planning to transfer will be advised to follow the curriculum required by the senior institution to which they plan to transfer. Students must maintain an overall grade-point average of 2.0 in courses applied to the degree.

The objectives of the program include preparing students to:

1. Communicate through writing and speaking at a level necessary to function in today's society.
2. Develop critical thinking skills by collecting, evaluating, and weighing evidence to arrive at a reasonable solution to problems.
3. Understand and interpret numerical data as they relate to both practical applications and abstract logical thinking.

4. Gain a broad base of knowledge about the world and themselves.
5. Transfer to a four-year institution and successfully complete a baccalaureate degree.

Program requirements* are as follows:

<u>Course Title</u>	<u>Credits</u>	<u>Course Title</u>	<u>Credits</u>
<i>ENGLISH</i>	9	<i>SOCIAL SCIENCE</i>	12
Freshman Composition I		(One course is selected from group	
Freshman Composition II		1, from group 2, and two from	
Masters of Western Literature		group 3, with a maximum of 3	
		hours from any one area.)	
<i>COMMUNICATIONS</i>	6	1. Civilization to 1660	
Oral Communication		Civilization Since 1660	
Introduction to Computers		2. U.S. History to 1865	
		U.S. History Since 1865	
<i>MATHEMATICS</i>	3	American National Government	
College Algebra		3. General Psychology	
		Sociology	
<i>HUMANITIES</i>	6	Principles of Economics A	
Introduction to Philosophy		Principles of Economics B	
Humanities: Art		Geography	
OR			
Humanities: Music		<i>ELECTIVES</i>	12
OR		Courses may be selected from	
Humanities: Theatre		Humanities, Life/Physical Science, or	
		Social Science listings that were not	
<i>LIFE/PHYSICAL SCIENCE</i>	11	used to fulfill another requirement,	
Biology		AND/OR	
Introduction to Physics		Elementary German I	
Environmental Science		Elementary German II	
OR		Elementary Spanish I	
Earth Science		Elementary Spanish II	
<i>PHYSICAL EDUCATION</i>	2	<i>TOTAL CREDIT HOURS</i>	61
Life Fitness			
Physical Education Activity			

* Where specific transfer plan/agreements require certain courses/hours, substitutions may be made to meet those requirements.

Evidence of Approvals

Internal Approvals

As previously described, a substantial amount of internal and external input went into the planning of the proposed A.A. program. Internal approvals were obtained as follows:

- The Faculty Council approved the proposed program during their January 19, 1994, meeting. This action is documented in the minutes from that meeting (Appendix E).
- In a meeting on January 25, 1994, the Academic Committee of the OTC Board of Trustees studied the proposed A.A. program and recommended its approval to the full Board in a meeting on the same date. The Board adopted a Resolution authorizing "the Associate of Arts degree as set forth in the (State) program proposal." Appendix F documents this action.
- Administrative approval is evidenced by signatures of OTC's President and Vice President on the title page of the Program Proposal that was submitted to the State Board (Appendix D).

External Approval

As documented on page 26 of the visiting team's *Report of a Visit* (Resource Room Exhibit 6), program proposals submitted to ADHE are extensive and must address 19 specific criteria that include (1) program description; (2) program within role and scope of the institutions; (3) availability of students; (4) need for the program; (5) program duplication; (6) administration of the program; (7) faculty resources; (8) curriculum; (9) library resources; (10) physical facilities; (11) equipment; (12) academic foundation for proposed programs; (13) program enrollment requirements; (14) approval by the president and Board of Trustees; (15) accreditation; (16) desegregation impact; (17) program cost and financing; (18) productivity; (19) income and expenditures. These criteria and procedures are delineated in Resource Room Exhibit 16.

The A.A. program proposal was submitted to ADHE on February 28, 1994, for consideration by the State Board in April. On April 29, 1994, the State Board granted OTC the approval to award an Associate of Arts degree (Appendix G).

Continuity of Institutional Quality

The proposed addition of an A.A. degree to the College's educational programs will not affect OTC's ability to continue meeting the General Institutional Requirements (GIRs) and the Criteria for Accreditation. Extensive documentation on the College's status in meeting the GIRs and the Criteria, prior to implementation of the A.A. program, is provided in OTC's *Institutional Self-Study* report (Resource Room Exhibit 4) and the visiting team's *Report of a Visit* (Resource Room Exhibit 6). The effect the proposed program would have on the College's capability to continue meeting those expectations is delineated in this section of this Request.

General Institutional Requirements

Pages 10-18 of the self-study report and pages 3-11 of the visiting team's report discuss the manner in which OTC meets the GIRs. On page 3, the team report states, "The NCA staff analysis of the GIRs (Date July 6, 1992, Revised September 1, 1992) states that 'It now appears that all General Institutional Requirements are met.'" The team concurred with that judgement.

An analysis of the GIRs in relationship to the addition of an A.A. program reveals no change in the manner in which OTC meets GIRs 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 19, 21, 23, and 24. The affects on the remaining GIRs follow.

GIR 9. *It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

All faculty members hired to teach in the A.A. degree program will have, from an accredited institution, the minimum educational credentials of a master's degree with 18 graduate semester hours in the discipline taught. Currently, one full-time faculty member, with an M.S.E. in English, is employed to teach in the A.A. program. Applications are currently being accepted for three additional full-time faculty for the math, science, and social science disciplines. Page 22 of this Request for Change provides further discussion of faculty resources.

GIR 10. *A sufficient number of the faculty are full-time employees of the institution.*

Plans include four full-time faculty members for initial implementation of the A.A. program, augmented by two full-time Basic Skills faculty. Adjunct faculty, with appropriate credentials, will be utilized as needed.

College policy ensures a sufficient number of full-time faculty will be employed for the A.A. program. Policy 4.05 in the *College Operating Policies and Procedures* (COPP) manual stipulates, "Associate faculty may be utilized provided they generate no more than one-third of the total student semester credit hours generated within an instructional department as outlined in COPP 4.05." (See Resource Room Exhibit 17 for the entire policy.)

GIR 14. *Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.*

As documented in "Appropriateness to Purposes" on page 2 of this report, the addition of an A.A. degree program is compatible with the College's mission. Additionally, the A.A. degree program, as proposed by OTC, is a field of study common to two-year institutions of higher education, and it is the standard degree designed for students desiring to transfer to a baccalaureate program at a senior institution.

GIR 15. *Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.*

Extensive input and research went into the curriculum that makes up OTC's proposed A.A. program. It was structured to satisfy the freshman and sophomore requirements of most baccalaureate degree programs. Review of its curriculum, as outlined on page 11 of this report, will reveal that it is congruent in content and in length with programs commonly recognized by the higher education community as appropriate to the A.A. degree.

GIR 16. *Its undergraduate degree programs include a coherent general education program consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.*

By virtue of the field of study, the proposed A.A. degree program exceeds OTC's minimum 25 percent broad general education requirement as set forth in COPP 4.0 (Resource Room Exhibit 17). Review of program objectives and curriculum on pages 10 and 11 of this report provide evidence of appropriate "breadth of knowledge" and "intellectual inquiry."

GIR 17. *It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational program.*

OTC's mission is to serve the residents of Arkansas as an open-access, community-based technical college. As with all college programs, applicants to the A.A. program will be required to have a high school or equivalency (GED) diploma. In compliance with Arkansas law and State Board policy (Resource Room Exhibit 18), applicants will participate in pre-enrollment assessment. Those scoring below established minimums in English, reading, and mathematics will enroll in the appropriate Basic Skills Advancement course(s). (Placement criteria is located in Resource Room Exhibit 12.)

GIR 18. *It provides its students access to those learning resources and support services requisite for its degree programs.*

OTC has sufficient personnel in the Office of Student Services to provide A.A. students with career, academic, and financial aid counseling. OTC's assuming the delivery of general education courses from HSU will actually increase student access to those services. Previously, students enrolled in HSU-only classes had to travel to Arkadelphia for many of those services.

Each student will be assigned a faculty advisor; advisement is an integral part of the College's registration process. Students scoring below placement requirements will participate in appropriate developmental activities provided through the Basic Skills Advancement Program.

Faculty members are available to provide assistance to students during established office hours. A system of tutors also provides student support.

As documented on pages 30-32, the Library/Learning Resource Center provides print and electronic access to materials supporting the A.A. program. Approximately \$25,000 in additional general education library resources have been ordered and are expected to be in place for the Fall 1994 semester.

GIR 20. *Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.*

Funds to implement this program will be provided by ADHE, State revenues, tuition and fees, and foundation/sales tax monies. Page 25 of this Request furnishes information on funding for the A.A. program.

GIR 22. *Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.*

An accurate description of the A.A. program will be included in the 1994-95 Catalog.

Criteria for Accreditation

As previously explained, the visiting team concluded that OTC meets Criteria One, Two, Three, and Five. The team's judgement that the College meets Criterion Four "marginally" was based on the need for additional funding. Since the September 1993, site visit, the community has passed a three-year, one-half cent sales tax, the College has become eligible for \$250,000 in State matching money, and the State has released approximately \$204,000 in Workforce 2000 monies. The following addresses possible effects the addition of the proposed A.A. program will have on OTC's fulfillment of the Criteria for Accreditation.

Criterion 1 *The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

In the *Report of a Visit* (Resource Room Exhibit 6), the visiting team had no concerns with OTC's fulfillment of Criterion One. The team judged, "OTC fulfills this Accreditation Criterion." The addition of the A.A. program is compatible with OTC's mission and will not affect the College's continued ability to meet this criterion.

Criterion 2 *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

In its judgement of Criterion Two, the site team noted that OTC faces challenges in the areas of physical plant, academic resources, and equipment. Money generated by the sales tax, by the State matching money, and by State Workforce 2000 monies will ensure that implementation of an A.A. program will not affect OTC's continued ability to fulfill Criterion Two.

Criterion 3 *The institution is accomplishing its educational and other purposes.*

The addition of an A.A. degree program will not affect OTC's continued ability to meet Criterion Three. Evidence provided in this Request and by supporting documents contained in Resource Room Exhibits, indicate OTC's on-going commitment to accomplishing ALL of its "educational and other purposes." Assessment of academic achievement of A.A. students will be integrated into the College's Assessment Plan.

Criterion 4 *The institution can continue to accomplish its purposes and strengthen its education effectiveness.*

In its discussion of Criterion Four, the evaluating team stated, "State support for the addition of general education offerings is in place, and the State has committed to providing addition funding to support the transition from a vocational-technical school to a technical college." The Team Judgement reads

It is the team's judgement that OTC is effectively organized, has resources to support its short-range developmental goals, has an assessment plan, and has appropriate planning processes in place. However, there is a need for addition funding to support long-range institutional development. The College meets this criterion marginally.

The College feels it has the financial resources necessary for implementation of this proposed program. The *Evidence of Adequate Resources* section of this Request provides confirmation of sufficient finances for this program.

Criterion 5 *The institution demonstrates integrity in its practices and relationships.*

The visiting team had no concerns with the College's fulfillment of this criterion. The addition of the A.A. degree program will not affect the values reflected by OTC. The cooperation, advice, and support provided by HSU as that institution helps OTC assume delivery of general education offerings is evidence of the forthrightness of this transition.

Effect of Requested Change

Of the curriculum required for the College's technical programs, 20 percent (six out of 30 credit hours) for the technical certificate and 25 percent (15 out of 60 credit hours) for the A.A.S. degree must be general education courses. (This policy is located in Resource Room Exhibit 17 in COPP 4.01.) General education courses have been offered on OTC's campus since the fall of 1991, when the College was transferred from the State Board of Vocational Education to the State Board of Higher Education. Because the proposed A.A. program builds upon groundwork already in place, the effect on other College activities is minimal.

The most pressing concern the College had to address was sufficient physical facilities. Examination of the evaluation materials from the self-study will reveal that OTC recognized this problem early on, and that many strategies have been implemented to utilize existing facilities more efficiently and to build new ones. However, the concern over facilities is not strictly limited to the A.A. program. As previously indicated, OTC is committed to general education for ALL of its programs, and the need for suitable space and equipment for general education offerings impacts all educational programs. A complete report on physical resources begins on page 28 of this Request.

Another concern the College had to consider was plans by the University of Arkansas at Little Rock (UALR) to ask for State Board approval of an A.A. degree program at a site within OTC's service area—Benton, in Saline County. Since UALR's per credit hour tuition (which will increase in the fall) is currently 62 percent higher than OTC's (\$90 as compared to \$34.25), and that as a four-year institution, UALR has been mandated by Act 1141 to reduce remediation spending, the College felt the impact of UALR's proposed program on OTC would be minimal.

Traditionally, Colleges offering the A.A. degree have lower graduation rates in that program. Students have a tendency to transfer before finishing the degree. OTC is aware of that fact; however, given its mission, and its commitment of providing access to education for all who desire it, the College must provide a coherent program of study to which financial aid recipients can declare.

Another potential problem the College addressed involved the load of the educational department that would administer the A.A. program. One department, General Education and Support Services (GESS), was charged with the responsibility of coordinating both general education and basic skills offerings. Factors that were considered included

- An expected increase of developmental students due to Act 1141.

- OTC's commitment to the Basic Skills Advancement program in order to fulfill the College's purposes by providing, "programs and services that meet students' abilities, interests and potentials."
- The workload required of the department chair/faculty member. OTC took into consideration a concern of the visiting team which stated, "Current workloads, caused by making the transition from a vocational-technical school to a technical college, pursuing NCA accreditation, and improving professional credentials in addition to teaching loads will be difficult to maintain for extended periods of time."
- The current GESS department chair was scheduled to complete her master's degree in 1995.

These considerations motivated the College to divide the GESS department into two separate academic departments—one for basic skills and one for general education. The current GESS department chair will assume responsibility for basic skills, and a credentialed department chair will be hired for general education. OTC feels this will augment effective delivery of both programs.

Evaluation and Review of Program

As previously stated, OTC always planned to assume delivery of general education offerings upon achieving candidacy status. Resources—human, financial, physical, and instructional—have consistency been organized and allocated with that consideration in mind. Therefore, the additional resources required to offer an A.A. degree were minimal. Courses added to OTC's offerings, that would be required only by the A.A. program and not by existing educational programs, would not demand large increases in resources. Upon examination of the College's mission, the need for the proposed A.A program, the potential impact it could have on OTC's enrollment and, ultimately, its financial resources, the decision was reached that the College must offer the program.

Assessment of Program

The visiting team determined that OTC's Assessment Plan (Resource Room Exhibit 19) was acceptable and, therefore, gave recognition for it on the SAS. Examination of this plan will reveal that the College is committed to assessing general education. Since the development of this initial plan the college (1) has learned more about assessment; (2) has been advised by the visiting team to study the plan "to ensure that it does not become too complex, costly, and time-consuming;" (3) has obtained a better understanding of the Commission's expectations for plans; and (4)

has been mandated by the State to implement Guidelines on Institutional Plans for Assessment of the State Minimum Core (Appendix H).

Ouachita Technical College recognizes the need to revise its Assessment Plan and has begun to do so. New State requirements will have a major impact on the methods that are implemented to measure student academic achievement in the A.A. program.

The 1993 session of the Arkansas General Assembly addressed a statewide concern for accountability in higher education by enacting new statutes. Act 874 requires that a single standardized test, a "Rising Junior Test," be administered annually to all college sophomores to assess their learning in general education (Resource Room Exhibit 20). Guidelines for general education assessment were developed based on the recommendations by a committee of college and university representatives and the ADHE staff. The College's VP/DISA, Dr. Susan Azbell, served on this committee. These efforts culminated in an April 29, 1994, State Board Resolution which adopted Guidelines for the Arkansas Assessment of General Education (Appendix H).

The following State Guidelines and requirements of Act 874 will be incorporated into the revised plan for the assessment of student academic achievement in the A.A. program.

- A rising junior test, now referred to as the Arkansas Assessment of General Education (AAGE), will be administered to students enrolled in the A.A. degree program no earlier than accumulating 45 college-level credits (excludes developmental education credits) and no later than completing the Application for Graduation.

Although the specific test has not yet been selected as the AAGE, Dr. Azbell reports that the committee recommends use of the Collegiate Assessment of Academic Proficiency Exam (CAAP). Students will take the four required components of the testing battery in one sitting, with allowances for necessary breaks, in the following order: mathematics, writing skills (objective), reading, and scientific reasoning. Because individual students are not penalized for scores achieved, students will be allowed to take the AAGE only once.

- Student writing will be assessed through a means other than an objective test. Possibilities include junior writing proficiency exams, nationally standardized essay exams, portfolio assessment, collection of writing samples in various disciplines, or other similar ways. Sophomores must also be assessed in humanities and social sciences.

Methods for accomplishing the above will be determined in the fall. OTC does not wish to implement strategies for assessing student writing, humanities, and social science until faculty have had time to study the available options. Their input into the decision on the methods utilized to assess student writing and achievement in humanities and social sciences is essential.

The American College Testing Program Enhanced ACT and the Assessment of Skills for Successful Entry and Transfer (ASSET) will continue to be used as entry-level assessment for general education offerings. Students are placed in general education and/or basic skills courses according to either ACT or ASSET scores using criteria that comply with the policy established by the State Board (Resource Room Exhibit 12). Students' ACT or ASSET results will also be used as pre-test scores for comparison with the post-test AAGE scores. (One factor being considered in determining the appropriate test for the AAGE is that it correlates with the ACT and ASSET.) Results (comparison of pre- and post-tests) will be used only to determine student academic achievement and not to restrict students' progress in the A.A. program.

Program review is also an integral part of assessment at OTC. The Instructional Program and Course Evaluation System (IPES) assesses accountability for the instructional process and is conducted on each program at least once every three years. The IPES has two major components, the Internal Procedure and the External Procedure. The Internal Procedure is designed to meet the internal requirements of OTC to assess accountability and to develop a basis for making decisions concerning programs as they relate to the Strategic Plan. The External Procedure incorporates the requirements of certain external agencies, principally the Arkansas Department of Higher Education.

Phase I of the Internal Procedure for the A.A. program is based on a numerical scoring system and consists of the following components:

1. Attraction of Students (From Standardized Enrollment Reports)
2. Cost of Operating Program (From College Cost Information Study)
3. Retention and Attrition
4. Transfer Effectiveness (This section is "Employer Effectiveness" in the IPES for technical programs.)
5. Summary Evaluation (The Summary Evaluation is not intended necessarily to be a direct transfer of numerical scores from items 1-4. It may also take into

account other subjective factors as well as judgement in reaching conclusions from the numerical values.)

From the above information, a decision is made on whether or not Phase II In-Depth Self-Study Evaluation is to be scheduled. The VP/DISA is responsible for conducting the IPES. (The entire IPES policy is COPP 4.05 in Resource Room Exhibit 17.)

Evidence of Adequate Resources

Human Resources

The A.A. program will be administered within the normal structure of the College. The Board of Trustees sets policies, and all administrators report to the President. The VP/DISA supervises all faculty, academic and technical, through a system of department chairpersons.

Associate of Arts program faculty will report directly to the Department Chair of General Education who will also teach nine hours per semester. Plans are to recruit an individual with a doctorate in a relevant teaching area to fill that position; however, the minimum requirement will be a master's degree with 18 graduate hours in the field. Prior college teaching experience at the community/technical college level will be preferred.

In addition to the department chair/faculty member, two other full-time faculty members will be hired for initial implementation of the A.A. program. Mathematics, science, and social science are the three areas required of these positions. As with the department chair, the other two faculty positions have a minimum requirement of a master's degree with 18 graduate hours in the field, and relevant experience is preferred.

Four full-time general education faculty members will be providing instruction for the A.A. program. In addition to the three positions yet to be filled, OTC already employs a full-time English faculty member who has a M.S.E. in English. His vita is located in Appendix I. These faculty members will be evaluated through the same procedures as those in other educational programs. This criteria, approved by the Faculty Council, consists of three evaluative categories—self, student, and administrator. All faculty members are provided a copy of the Faculty Evaluation Plan (Resource Room Exhibit 21).

Faculty members of the Business and Office Information Systems Technologies (BOIST) department will provide instruction for Introduction to Computers, a three-hour course required in the A.A. program. (The syllabus for this class is located in Resource Room Exhibit 22) All three full-time faculty members of this department will meet or exceed the minimum requirement of a master's degree before the end of the 1994 summer semester. A part-time tutor provides student support. Plans are being made to discuss articulation of courses offered through the BOIST department (such as Principles of Accounting, Word Processing, etc.) with senior institutions to allow A.A. students desiring a business baccalaureate degree to take those courses as A.A. program electives.

A math/algebra tutor and an English tutor, supervised by the Library/Learning Resource Director, provide general education instructional support. Each of these positions provides assistance 20 hours per week. (Vitae for tutors are located in Resource Room Exhibit 23.)

Other than a departmental chairperson, no additional administrators or support staff will be required for implementation of the A.A. program. As indicated earlier in this Request, the foundation for this proposed program is already in place due to the efforts and resources previously devoted to general education. When the appropriate faculty are hired, the College will have sufficient personnel to support the A.A. program. The following tables outline the credentials of administrators, professional staff, A.A. faculty, basic skills faculty, BOIST faculty, and support staff who will provide a role in the A.A. program in the 1994 Fall Semester.

CREDENTIALS OF ADMINISTRATION

Name	Position	Highest Degree	Years of Higher Ed Experience	Years At OTC
Martin, K.	President	Doctorate	19	2
Azbell, S.	Vice President and Dean for Instructional and Student Affairs	Doctorate	16	1.5
Jones, B.	Dean of Finance and Administration	Bachelors	3	23
Looney, H.	Dean of Student Services	Masters	3	23
Richardson, K.	Coordinator of Development and Community Outreach	Bachelors	1.5	1.5
Massey, K.	Library/Learning Resource Director	Masters	16*	2

*Also has additional 12 years experience in library and information science

CREDENTIALS OF PROFESSIONAL STAFF

Name	Position	Highest Degree	Years of Higher Ed. Experience	Years At OTC
Kesterson, V.	Senior Counselor	Masters	3*	4
Prince, J.	Enrollment Management Director	Masters	3	3
Ragsdale, S.	Financial Aid Officer	Associate	5	.5
McCrackin, L.	Registrar	Bachelors (will receive Masters in Spring 1995)	1.5 (as Registrar)	6.5
Duncan, L.	Half-time JTPA Coordinator (also half-time with HSU)	Masters	2	.5

*Also has additional 13 years of postsecondary counseling experience

CREDENTIALS OF APPROPRIATE FULL-TIME FACULTY

Name	Teaching Area	Highest Degree	Years Of Teaching Experience	Years At OTC
General Education Faculty				
Thompson, R.	English	Masters	5	5
Vacant	Mathematics	Minimum of Masters		
Vacant	Social Science	Minimum of Masters		
Vacant	Science	Minimum of Masters		
Basic Skills Faculty				
Colananni, T.	Mathematics	Bachelors + 18 (Will complete Masters degree Summer 1995)	4.5	4
Weak, P.	English and Reading	Bachelors + 12 (Will complete Masters degree Summer 1995)	4	3
BOIST Faculty				
Beard, J.	Business	Masters	13	6
Huber, N.	Business	Specialist	19	2
Smith, B.	Business	Masters	7	6

CREDENTIALS OF APPROPRIATE SUPPORT STAFF

Name	Position	Highest Degree	Years at OTC
Lay, P.	Mathematics Tutor	Bachelors	2
Wilkins, J.	Business Tutor	Certificate	7
Williams, S.	English Tutor	Bachelors	1
Forthman, C.	Faculty Secretary	Bachelors	1st
Stewart, P.	Library Technician	Certificate	1

Financial Resources

Students who enroll in the A.A. program will be eligible for the same financial aid benefits as students enrolled in the College's A.A.S. and certificate programs. Financial assistance consists of grants, scholarships, loans, and employment which may be offered to students singularly or in various combinations. OTC's Financial Aid Officer and Counseling staff provide student assistance with financial aid counseling, general information about financial aid, and application procedures. Students in the A.A. program will be under the same guidelines and requirements as students in other College programs. Financial aid information is published in a section entitled, "Financing Your Education," in the Catalog.

Examination of Appendix D, the Associate of Arts program proposal submitted to ADHE and the State Board, substantiates that a plan enumerating underlying assumptions and components of the proposed program has been received and approved by OTC's President and Board of Trustees.

Financial resources are available and have been budgeted to cover implementation of the A.A. program. The total cost of implementing this program, which includes hiring three full-time faculty members and building and equipping two science labs, will be approximately \$415,687. Funds for these expenditures will be available from ADHE reallocation, State revenues, tuitions and fees, foundation/sales tax monies. After the expenses of the new lab, classrooms, and equipment have been satisfied, this program is expected to generate more revenue than expenditures. Until the science labs can be constructed, OTC has contracted with a local high school, Malvern High School, to utilize their laboratory facilities (Resource Room Exhibit 24).

A projected three-year budget is located on the following two pages. This document has been certified by OTC's Dean of Finance and Administration.

NEW PROGRAM - ESTIMATED EXPENDITURES

ITEM #	EXPENDITURE CATEGORY	ESTIMATED APPLICATION OF FUNDS DURING THE FIRST THREE YEARS OF THE PROGRAM													
		YEAR 1 FY 94-95		YEAR 2 FY 95-96		YEAR 3 FY 96-97		YEAR 4 FY 97-98		YEAR 5 FY 98-99		TOTAL			
		NUMBER OF FTE	REALLOCATION	NUMBER OF FTE	NEW EXPENSES	FTE TOTAL	TOTAL	NUMBER OF FTE	TOTAL	NUMBER OF FTE	TOTAL	NUMBER OF FTE	TOTAL	NUMBER OF FTE	TOTAL
I.	INSTRUCTION														
	A. ADMINISTRATIVE			.25	8,750	.25	8,750	.25	8,750	.25	8,750	.25	8,750	.25	8,750
	B. FACULTY			2.75	135,000	2.75	135,000	2.75	135,000	2.75	135,000	2.75	135,000	2.75	135,000
	C. GRADUATE STUDENTS														
	D. SECRETARIAL/CLERICAL		3,000	1.00	15,000	1.00	15,000	1.00	15,000	1.00	15,000	1.00	15,000	1.00	15,000
	E. OTHER Adjunct Faculty				35,937		35,937		35,937		35,937		35,937		35,937
	F. FRINGE BENEFITS @ 25%														
	SUBTOTAL PERSONNEL		3,000	4.00	194,687	4.25	197,687	4.50	206,410	4.75	215,137	5.00	224,000	5.25	232,737
II.	ACADEMIC SUPPORT														
	A. FACULTY RESEARCH				1,000		1,000		1,000		1,000		1,000		1,000
	B. FACULTY DEVELOPMENT				40,000		40,000		40,000		40,000		40,000		40,000
	C. LIBRARY														
	SUBTOTAL ACADEMIC SUPPORT				41,000		41,000		41,000		41,000		41,000		41,000
III.	MAINTENANCE & OPERATION														
	A. INSTRUMENTAL EQUIPMENT				60,000		60,000		60,000		60,000		60,000		60,000
	B. OFFICE/CLERICAL EQUIPMENT				2,000		2,000		2,000		2,000		2,000		2,000
	C. INSTRUMENTAL SUPPLIES				5,000		5,000		5,000		5,000		5,000		5,000
	D. OFFICE/CLERICAL SUPPLIES				500		500		500		500		500		500
	E. TRAVEL				1,500		1,500		1,500		1,500		1,500		1,500
	F. OTHER														
	SUBTOTAL MAINT & OPER				69,000		69,000		69,000		69,000		69,000		69,000
IV.	FACILITIES (SQ. FT. _____)														
	A. CONSTRUCTION/RENOVATION				100,000		100,000		100,000		100,000		100,000		100,000
	B. UTILITIES				10,000		10,000		10,000		10,000		10,000		10,000
	C. MAINTENANCE				1,000		1,000		1,000		1,000		1,000		1,000
	SUBTOTAL FACILITIES				111,000		111,000		111,000		111,000		111,000		111,000
	TOTAL ALL EXPENDITURES		3,000		415,687		418,687		418,687		418,687		418,687		418,687

DATE 2/28/94

CERTIFIED BY INSTITUTIONAL CHIEF FISCAL OFFICER [Signature]

NEW PROGRAM - ESTIMATED INCOME

INSTITUTION NAME Ouachita Technical College

COMPLETED BY Dr. Susan Azbell

PROPOSED PROGRAM NAME Associate of Arts

ITEM #	SOURCE OF FUNDS	INCOME ESTIMATED FROM EACH SOURCE DURING THE FIRST THREE YEARS OF THE PROGRAM		
		YEAR 1 FY 94-95	YEAR 2 FY 95-96	YEAR 3 FY 96-97
		REALLOCATION	NEW REVENUES	TOTAL
I.	UNRESTRICTED FUNDS			
	A. STATE GENERAL REVENUE		\$468,600	\$468,600
	B. TUITION AND FEES		116,000	116,000
	C. OTHER LOCAL INCOME (FOOTNOTE SOURCE)			
	SUBTOTAL UNRESTRICTED FUNDS		\$584,600	\$584,600
II.	RESTRICTED FUNDS			
	A. FEDERAL			
	B. PRIVATE GIFTS/GRANTS			
	C. ENDOWMENT FUNDS			
	D. OTHER RESTRICTED INCOME			
	SUBTOTAL RESTRICTED FUNDS			
	TOTAL ALL INCOME		\$584,600	\$642,400
				\$707,284

CERTIFIED BY INSTITUTIONAL CHIEF FISCAL OFFICER *Robert E. Jan* DATE 2/28/94

Physical Resources

The College will have four additional general purpose classrooms ready for occupation in the fall. This space was made available when the Automotive Service Technology shop moved into the Diesel Service Technology building. These two programs now share facilities and common equipment. The coring and clustering of classes that now occurs between these two transportation technology programs makes this a more efficient use of resources. This renovation also makes office space available for additional general education faculty. In conjunction with the nine existing general purpose classrooms, these additional rooms will be sufficient for initial implementation of the A.A. program.

The College plans to build a 24,000 sq. ft. building that will accommodate six classrooms, a biological science lab, a physical science lab, Library/Learning Resource Center, seminar rooms, and a business and industry training center. When ample money is generated from the sales tax, construction on the building will begin. In order to avoid bonding out, OTC would prefer to begin only after 7 percent of the architectural fees and 20 percent of the construction costs are collected. Ground breaking is projected to take place in approximately 12 months and occupancy in another 12 months. The new facility will include approximately \$125,000 of science laboratory equipment and a multimedia lab to provide television and satellite links for the general purpose classrooms.

Until the building housing the two science labs is completed, OTC will utilize laboratory facilities and equipment at Malvern High School, located approximately three miles from the College. A formal agreement verifying this arrangement has been reached and is Resource Room Exhibit 24.

All buildings are inspected periodically by various state, federal, and private agencies for safety violations. OTC is in compliance with all health and safety codes including those of the Occupational Health and Safety Administration (OSHA). OTC is also in compliance with the Americans with Disabilities Act (ADA). All facilities, including those to be utilized at Malvern High School, have ADA accessibility.

Except for the above mentioned short-term use of Malvern High Schools' science laboratories and certain physical education activity classes (such as tennis), A.A. class offerings will be located on OTC's campus. Therefore, these students will have the same services available to them as students enrolled in A.A.S. and certificate programs.

Instructional Resources

Examination of the A.A. program curriculum on pages 10-11 and of course descriptions in Appendix D, the program proposal submitted to the State Board, provides confirmation that this proposed program is congruent with programs commonly recognized by the higher education community as appropriate to the A.A. degree. Further documentation a coherent curriculum is provided in syllabi located in Resource Room Exhibit 22.

As an open-access institution, students are admitted to OTC who have a high school or equivalency (GED) diploma. In compliance with Arkansas law and State Board policy (Resource Room Exhibit 12), enrollment in college-level general education classes requires the following assessment subtest scores:

ASSET:	Intermediate Algebra	=	55 or above
	Writing	=	42 or above
	Reading	=	40 or below requires Academic Reading
ACT:	Mathematics	=	19 or above
	Writing	=	19 or above
	Reading	=	18 or below requires Academic Reading
SAT:	Quantitative (Math)	=	390 or above
	TWSE (Writing)	=	40 or above
	Verbal (Reading)	=	339 or below requires Academic Reading

Students who do not achieve these scores must enroll in Basic Skills Advancement (developmental) courses. OTC offers three levels of mathematics below college algebra and two levels of English below English Composition I. Students who do not meet the reading skill requirement must enroll in academic reading. Test scores are used for proper placement into basic skills classes. Placement criteria for basic skills classes were developed by faculty within the perimeters required by ADHE and the State Board.

As with all OTC's degree and certificate programs, students in the A.A. program will be required to maintain standards of progress (COPP 4.32 in Resource Room Exhibit 17). Students must maintain a 2.00 minimum cumulative grade-point average to be considered in satisfactory academic standing. Those not achieving the minimum GPA will be subject to Academic Monitoring or Academic Probation (a series of intervention activities and related restrictions) until satisfactory progress is restored or until dismissed as a degree-seeking student due to repeated unsatisfactory progress. Satisfactory academic progress is restored when a student successfully earns at least six credit hours and re-establishes a 2.00 cumulative grade point average.

Standards of Progress for financial aid recipients are defined and administered by OTC as required under Title IV of the Higher Education Act.

Page 19 of this Request delineates how the A.A. program will be integrated into OTC's plan for assessing student academic achievement. Review of self study evaluation materials, the team report, and the Review Committee report will document this college's commitment to assessment.

The Office of Student Services is responsible for the administration and supervision of all non-academic relationships between the student and the College. The primary objectives of this office are to provide services and programs designed to shape student development and learning outside the classroom and to assist students with life skills. This department's general responsibilities are outlined in COPP 5.00 and include counseling, admissions and registration, testing, orientation, record-keeping, financial aid, student data, student activities, graduate data, and alumni. A networking system allowing electronic records maintenance and transfer of information has been implemented. This system utilizes software provided through and updated by the Arkansas Department of Higher Education.

A system of faculty advisors and tutoring services augment the services and programs provided through the Office of Student Services. The bookstore, under the auspices of the Dean of Finance and Administration, is conveniently located within the Student Center, and the Student Government Association assists with its operation.

OTC believes that co-curricular activities complement academics. These activities enhance students' self esteem, leadership skills, and social growth and development. A.A. students will be eligible for membership in the Student Government Association and in the College's Alpha Omega Sigma Chapter of Phi Theta Kappa. The Student Senate has the authority to legislate on subjects concerning activities and gatherings. Phi Theta Kappa recognizes student achievement.

Library Resources

The Library/LRC has been in operation for only one and a half years. During that time, however, materials have been acquired to support the A.A. degree. Of the \$40,000 received this fiscal year from Workforce 2000 funds and earmarked for the library, approximately \$25,000 will be used to acquire additional circulating and reference materials to support this degree. These additional general education library resources are expected to be in place for the Fall 1994 semester.

More space is needed for the Library/LRC. When the planned multi-purpose building is completed, the Library/LRC will move into an approximate 5,000 sq. ft facility.

At the present time, the Library/LRC owns approximately 175 titles of hard copy periodicals. Of this number, over half are titles which support the A.A. degree. In addition, the Library/LRC subscribes to EBSCO's *Academic Abstracts Full-Text Elite*, an index of over 750 periodicals from many fields of interest. Of this list of periodicals, over 90 are also available in full-text and stored electronically on CD-ROM. The majority of these titles are appropriate to support the A.A. degree.

While the periodicals collection goes back only roughly two years, articles in older issues can be readily obtained through cooperative agreements with other libraries. Collections at Hot Spring County Library, in the local community, and those of HSU and OBU in Arkadelphia have been particularly helpful. The Library/LRC's membership in Arkansas Libraries Online Network allows online requests for interlibrary loans through the OCLC database. OTC also participates in the Arkansas Libraries Telefacsimile Network and is a member of the Arkansas FirstSearch Consortium. FirstSearch allows online computer searching by library patrons of the *OCLC World Cat*, (which covers materials in all subjects owned by the majority of libraries in the U.S. and many in other parts of the world), and numerous periodical indexes including the *Reader's Guide to Periodical Literature*, *Art Index*, *BioDigest*, *Biography Index*, *Biology and Agricultural Index*, *BIOSIS/FS*, *Book Review Digest*, *General Science Index*, *GPO* (U.S. government publications), *Humanities Index*, *INSPEC* (physics, electronics, and computing topics), *MiniGeoRef* (geology and earth sciences), *MLA Index* (literature, languages, etc.), *NewsABS* (newspaper abstracts), *PAIS Decade* (public affairs for the past 10 years), *SocioAbs* (sociology), and *Social Sciences Index*.

While a portion of the book collection consists of older materials, most of these are in history and language arts and contain information that is still of value. Many of the Workforce 2000 funds received last fiscal year were spent to acquire a beginning collection of materials to support general education courses. As the Library/LRC collection continues to grow, acquiring new materials that will enhance the A.A. degree will be a major focus. The following table contains an estimate of materials currently contained in the OTC Library/LRC collection in the subject fields of the A.A. program.

	Books	CD-ROMS	Software	Periodicals	Audios
Art History	10	1		2	
Biology	46	2	1	6	
Earth Sciences	25			4	
Economics	20			5	
Government	80	4		25	
History, Geography	250	11		18	3
Literature	460	3		6	
Language Arts	40			5	1
Mathematics	80		2	4	
Philosophy	35	1			
Physical Education	15			6	
Physics	23	2		8	1
Psychology	100			15	64
Sociology	100	1		13	3
Speech	8			1	

The evidence provided in the Resources section of this Request and in supporting Resource Room Exhibits documents that OTC can sufficiently offer the quality, quantity, and appropriate services needed to support the A.A. program.

Summary and Request

This Request and supporting evidence documents that an Associate of Arts program at OTC is appropriate, can be provided with quality, and does not affect OTC's current status as a candidate institution. Ouachita Technical College respectfully requests the Commission's approval of the A.A. program and its inclusion in the "Stipulations" within the College's current Statement of Affiliation Status.

Appendix A

Statement of Affiliation Status

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

159 North Dearborn, Chicago, Illinois 60601

(312) 263-0456; (800) 621-7440; Fax (312) 263-7462

STATEMENT OF AFFILIATION STATUS

OUACHITA TECHNICAL COLLEGE

P.O. Box 816
Malvern, AR 72104

(Effective February 25, 1994)

STATUS:	Candidacy: 1994-.
HIGHEST DEGREE AWARDED:	Associate's.
MOST RECENT COMMISSION ACTION:	February 25, 1994.
STIPULATIONS:	Candidacy at the Associate's level limited to A.A.S. programs.
SITE APPROVAL EXEMPTION:	None.
PROGRESS REPORTS REQUIRED:	None.
MONITORING REPORTS REQUIRED:	None.
CONTINGENCY REPORTS REQUIRED:	None.
FOCUSED EVALUATIONS:	None.
LAST COMPREHENSIVE EVALUATION:	1993-94.
NEXT COMPREHENSIVE EVALUATION:	1995-96.

022594

Appendix B

OTC Mission Statement

MISSION STATEMENT

Ouachita Technical College is a public, open-access, community-based, affirmative action, equal opportunity technical college. The College mission is to enable individuals to develop to their fullest potential and to support the economic development of Arkansas. **Ouachita Technical College** prepares residents of Arkansas with the general and technical education needed for successful careers or for further higher education. The College provides courses, programs, counseling and related services, technical assistance, and community service to individuals, communities, and businesses and industries in its service area. **Ouachita Technical College** promotes educational mobility through partnerships with local schools and other higher education institutions.

College Goals, 1993-2003

1. To promote and expand access to programs and services that meet students' abilities, interests, and potentials.
2. To ensure that every graduate of a Ouachita Technical College program possesses the technical skills to be successful in the workplace.
3. To provide a wide range of continually improving educational programs and services to individuals, businesses, industries, and communities.
4. To contribute to area economic development by providing the skilled workforce needed to attract and retain businesses and industries.
5. To serve multiple and diverse populations.
6. To promote opportunities for individuals who have the ability, potential, and desire to continue their education at a four-year institution.
7. To promote mastery of the general education skills needed to be successful in the workplace and/or continued higher education.
8. To increase education participation.
9. To organize human, physical, and financial resources for the effective delivery of quality higher education.

College Objectives, 1993-1995

- To increase services to local businesses and industries.
- To increase participation of part-time students.
- To develop articulation with senior institutions.
- To undertake a comprehensive curriculum review/reform.
- To expand community service.
- To improve student support services.
- To expand Associate of Applied Science degree programs.
- To develop proficiencies for guaranteeing skills of graduates.
- To continue and expand cooperative arrangements with area educational providers.

Appendix C

State Associate Degree Authorization

Agenda Item No. 9
Meeting of the State Board
April 16, 1993

AUTHORIZATION TO AWARD ASSOCIATE DEGREES
AT TECHNICAL COLLEGES

Pursuant to Act 1244 of 1991, Section 7(e), the State Board has the authority to approve all degree programs at the associate degree level and above at any state-supported postsecondary institution in the Technical and Community College System. To meet new requirements for accreditation by the North Central Association, the State Board is requested to authorize technical colleges in the system of award associate degrees

The suggested resolution below would not sanction implementation of any specific degree program. Each technical college would have to submit proposals for State Board approval to offer a specified degree or academic program.

RESOLVED, That the State Board of Higher Education authorizes Black River Technical College, Cossatot Technical College, Gateway Technical College, Mid-South Technical College, Ouachita Technical college, Ozarka Technical College, Petit Jean Technical College, Pines Technical College Pulaski Technical College, and Red River Technical College to award associate degrees, effective July 1, 1993. Proposals to offer specific degrees and academic programs must be presented to the State Board for consideration and approval prior to implementation.

FURTHER RESOLVED, That the State Board instructs the Director of the Arkansas Department of Higher Education to notify the Presidents and Chairs of the Boards of Trustees of the institutions seeking accreditation of this authorization.

Appendix D

State A.A. Program Proposal

A PROPOSAL FOR A NEW PROGRAM

SUBMITTED TO

THE ARKANSAS DEPARTMENT OF HIGHER EDUCATION

BY

OUACHITA TECHNICAL COLLEGE

A NEW PROGRAM ENTITLED

ASSOCIATE OF ARTS DEGREE

24.0101
(Suggested CIP Code)



President



Vice President

February 28, 1994

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Education in the larger sense means more than technical "retooling" of the work force, or the emergence of professional classes, or even the encouragement of a manufacturing culture in the schools and colleges in order to preserve a productive base. It also implies a deep understanding of why our world is changing, of how other people and cultures feel about those changes, of what we all have in common-as well as what divides cultures, classes, and nations. Because we are all members of a world citizenry, we also need to equip ourselves with a system of ethics, a sense of fairness, and a sense of proportion as we consider the various ways in which, collectively or individually, we can better prepare ourselves for the twenty-first century.
(John F. Kennedy)

I. PROGRAM SUMMARY

Ouachita Technical College (OTC) requests approval to offer the Associate of Arts (A.A.) degree beginning in May, 1994 for those students wishing to complete the first two years of a baccalaureate program. The A.A. degree program will allow students to complete, at OTC, the general education requirements needed for most four-year degrees and also to take electives courses or specialized course work in their planned majors.

The purpose of the A.A. program is to provide the first steps into higher education for the constituency of the College, in keeping with OTC's mission "to enable individuals to develop to their fullest potential and to support the economic development of Arkansas." The mission goes further to state that OTC "prepares residents of Arkansas with the general and technical education needed for successful careers or for further higher education." First among the College's objectives is to "offer a two-year college transfer program leading to an Associate of Arts degree for students who wish to obtain a baccalaureate degree after transferring to a four-year college or university."

The objectives of the program include preparing students to:

1. communicate through writing and speaking at a level necessary to function in today's society;
2. develop critical thinking skills by collecting, evaluating, and weighing evidence to arrive at a reasonable solution to problems;
3. understand and interpret numerical data as they relate to both practical applications and abstract logical thinking;
4. gain a broad base of knowledge about the world and themselves; and

5. transfer to a four-year institution and successfully complete a baccalaureate degree.
- Course work totaling 61 hours is required for the A.A. degree, with 49 hours specified to meet the general education requirements. These requirements substantially agree with the general education requirements for most four-year institutions. Students planning to transfer will be advised to follow carefully the curriculum required by the senior institution to which they will transfer. Students must maintain an overall grade point average of 2.00 in courses applied toward the degree.
- All two-year diploma and degree programs at Ouachita Technical College share certain general degree requirements:
1. Complete 18 of the last 24 semester hours of work in residence at Ouachita Technical College.
 2. Maintain a 2.00 cumulative grade point average. Students may repeat a course for credit as often as they wish, but only the grade from the last attempt is permanently recorded and calculated into the academic record.
 3. Settle all financial obligations to the college.
- In addition to these general degree requirements, candidates for the A.A. degree must meet the following requirements:
1. Be enrolled at Ouachita Technical College during the semester when degree requirements are completed. If a student is also enrolled at another institution, up to six semester hours may be transferred back to Ouachita Technical College to satisfy graduation requirements.
 2. Submit an Intent to Graduate form prior to the beginning of the student's last semester.
 3. Complete at least 12 semester hours of electives for a total of 61 semester hours. Transitional (non-college level) courses may not be included in this total. In determining which elective courses to take, the student should consult the catalog of the school to which she/he plans to transfer.
- Ouachita Technical College proposes to implement the A.A. program beginning in May, 1994.

II. PROGRAM WITHIN ROLE AND SCOPE OF THE INSTITUTION

The proposed associate degree program is consistent with the role and scope of Ouachita Technical College as stated in Act 1244 of 1991. Section 3.14 defines "technical college" as "an institution of higher education established under this act dedicated primarily to the educational needs of the service area offering a comprehensive program including courses comparable in content and quality to freshman and sophomore courses which may carry transfer credit to a four-year institution in a chosen course of study." Section 10 authorizes a college transfer program for institutions within the technical college system.

III. AVAILABILITY OF STUDENTS

The students currently attending general education classes at OTC through Henderson State University serve as an excellent pool of available students. Henderson State University offered transfer classes, all of them meeting general education requirements, on the OTC campus from August 1991 through May 1994. Fall 1991 head count enrollment was 83; the following spring it grew to 155. Fall 1992 head count enrollment was 215, and the following spring enrollment was 205. Summer school enrollments showed similar growth. The fall and spring enrollments included some students also enrolled in technical programs at OTC. The fall 1993 head count enrollment of 326 in all programs included 215 in transfer classes only, with another 24 students from technical programs taking one or more transfer classes as well. This rapidly growing enrollment indicates that the transfer program meets a local need for nearby and economical higher education opportunities. The twelve high schools in the five-county service area will also provide a steady stream of students who would avail themselves of a A.A. program at Ouachita Technical College.

OTC's long-range plans call for a head count enrollment of 1800 in all programs by the year 2000. Of those, some 600 are targeted as being enrolled solely in the Associate of Arts program, with the remainder in technical programs. Approximately one-fourth of the technical students are expected to enroll in one or more transfer classes as well.

IV. NEED FOR THE PROGRAM

The phenomenal growth in enrollment in transfer classes since 1991 shows that a need for the Associate of Arts program exists in this service area of the state. Although the direct economic benefits of providing the Associate of Arts cannot be shown in the way that the benefits of more vocationally-

oriented education can be, clearly education which assists people in gaining a baccalaureate degree has both economic and social benefits. Pure economics alone dictate the need for a low-cost, accessible way in which to obtain the first two years of a baccalaureate degree. Sixty percent of the population in the five-county service area fall below poverty level, indicating that a transfer program which costs one-third of the expenditure incurred at a four-year university would provide opportunities to a population which might have gone unserved.

Substantial research supports the need for the education inherent in an A.A. degree. In an article appearing in the June/July 1992 issue of AACJC Journal, W. Norton Grubb, a Berkeley education professor, provides data strongly suggesting that degree completion at community colleges provides substantial advantages in wage rates and earnings over simply taking courses. The "academic associate degree" is associated with a 15% earnings increase for men and a 39% increase for women over those with only high school degrees. While Grubb offers several caveats about interpreting the data he provides, he still finds significant advantages to degree completion, especially for women, even when the analysis takes into account differing personal characteristics of students. According to Grubb, "what counts in the labor market is completing coherent programs rather than individual courses"

(p. 23). Ronald E. Kutscher, Associate Commissioner, Office of Employment Projections, Bureau of Labor Statistics, described the national need for an educated labor force in the November 1991 issue of Monthly Labor Review (pp. 10-12). The restructuring of American employment over the past few decades makes post-secondary education increasingly important. The decline in manufacturing employment and the increase in high technology jobs have reduced the employment options for those with only a high school education or less. In the same issue of Monthly Labor Review, economists in the Office of Employment Projections, Bureau of Labor Statistics, also identify a strong link between education and occupational earnings (see pp. 91-92). They find that wages for workers in the major occupational groups increase as educational level rises. They also find that many of the occupations expected to show the most growth require higher levels of education and offer higher earnings.

Perhaps the most compelling evidence of the need for an A.A. degree is put forth by the SCANS report. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) issued a challenge to the American educational system to include in their curriculum the skills which today's workforce will demand. SCANS outlined the following foundation skills and competencies which were essential for all productive citizens.

FOUNDATION SKILLS

Competent individuals in the high-performance workplace need:

BASIC SKILLS - reading, writing, arithmetic and mathematics, speaking and listening.

THINKING SKILLS - the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.

PERSONAL QUALITIES - individual responsibility, self-esteem and self-management, sociability, and integrity.

Competencies

Effective individuals can productively use:

RESOURCES - They know how to allocate time, money, materials, space, and staff.

INTERPERSONAL SKILLS - They can work on teams, teaching others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

INFORMATION - They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

SYSTEMS - They understand social, organizational, and technological systems; they can monitor and correct performance, and they can design or improve systems.

TECHNOLOGY - They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

The curriculum of the A.A. program at Ouachita Technical College has integrated the above skills and competencies put forth by the Secretary's Commission on Achieving Necessary Skills (SCANS).

V. PROGRAM DUPLICATION

As the manual of criteria for new program proposals points out, "Certain degree programs in the basic liberal arts and sciences are necessary for quality overall educational programs at most institutions." Because the Associate of Arts degree is a coherent program for completion of the common general education requirements at senior institutions plus exploring some options for the major field, any A.A. program will duplicate, to a large extent, offerings at all other two-year and four-year institutions. The justification for offering this degree at OTC is to increase the college-going rate, with the associated intellectual and economic advantages of higher education, in this geographical area. This will result in increased opportunities at a much lower cost.

VI. ADMINISTRATION OF THE PROGRAM

The A.A. program will be administered within the normal structure of the college. The Vice President and Dean for Instructional and Student Affairs supervises all faculty, academic and technical as well as scheduling and registration. The A.A. faculty will report directly to the Department Chair of General Education. The Dean of Finance is responsible for financial aid and budgeting. These administrators all report to the President. The Board of Trustees sets policies for the college. A complete organizational chart is included in Appendix A.

VII. FACULTY RESOURCES

All faculty members who will be teaching in the A.A. degree program hold at least a master's degree in their teaching field. Faculty in Business and Accounting are primarily responsible for instruction in the A.A.S. degree program in Business Information Technology. To the extent that some of the courses in that program are acceptable for transfer to four-year institutions, they will also serve as faculty for the A.A. program.

Currently, there is one full-time faculty member who is qualified to teach in the A.A. program in the area of English. Mr. Ronnie Thompson possess a Master's Degree in English and another faculty member, Mrs. Terri Collananni, will receive her Master's degree in Math in 1995. The resumes for current General Education faculty are provided in Appendix B.

Additionally, three new full-time faculty members are initially expected to be hired for the A.A. program. The three teaching areas will be Math, Science, and Social Science. One of these new positions will also serve as the Department Chair of General Education. An individual with a Ph.D. in a relevant teaching area will be recruited to fill this important position. The Department Chair will teach nine semester hours per semester and will provide leadership for the entire General Education Department. This effort will be funded by the transfer of existing monies OTC is now receiving from general education courses being offered through Henderson State University. When full-time positions are added, they will follow the ADHE pay scale. All teaching positions in the A.A. program require at least the master's degree. Prior college teaching experience at the community/technical college level will be preferred.

VIII. CURRICULUM

Although students exhibit a great deal of flexibility and individuality in selecting courses in an academic associate's degree program, a suggested sequence of courses which would allow for orderly completion of the degree within four semesters was developed. In the Fall of 1993, a committee consisting of HSU and OTC general education faculty, counselors, and the HSU Site Director recommended general education core courses:

A sample semester-by-semester outline of courses which will comprise the A.A. is presented on the following pages.

SEMESTER I	
COURSE	CR HR
Freshman Composition I	3
Introduction to Computers	3
College Algebra	3
Humanities: Art	3
General Psychology	3

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SEMESTER II	
COURSE	CR HR
Freshman Composition II	3
Oral Communications	3
Introduction to Philosophy	3
Biology	4
American National Government	3

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SEMESTER III	
Course	CR HR
Masters of Western Literature	3
Introduction to Physics	4
Civilization to 1660	3
Sociology	3
Elementary German I	3
Life Fitness Concepts	1

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SEMESTER IV	
COURSE	CR HR
Earth Science	3
Elementary German II	3
Humanities: Music	3
Principles of Economics	3
Physical Education Activity	1

13

LISTING OF NEW COURSES TO BE ADDED TO THE COLLEGE CURRICULUM AND COURSE DESCRIPTIONS

A complete listing of new courses and descriptions can be found in Appendix C.

WORK WITH OUTSIDE GROUPS

An advisory committee of faculty from OTC, HSU, and UALR was established in the Fall of 1993 to provide guidance in developing the curriculum for the A.A. degree and to ensure transferability. The Vice President and Dean of Instructional and Student Affairs has initiated articulation agreements with UALR, UAPB, HSU, ASU, SAU, and Willander-Smith College.

NATIONAL ACCREDITATION

In February, 1994, OTC was granted candidacy status by the North Central Association (NCA). Full candidacy status is expected to be achieved by 1995.

LISTING OF COURSES

English	(9 hours)
Freshman Composition I	3 Hours
Freshman Composition II	3 Hours
Western Literature	3 Hours
Communications	(6 hours)
Oral Communications	3 Hours
Introduction to Computers	3 Hours
Math	(3 Hours)
College Algebra	3 Hours
Science	(11 Hours)
Biology	4 Hours
Introduction to Physics	4 Hours
Environmental Science	3 Hours
or	
Earth Science	

Fine Arts/Humanities (6 Hours)

Humanities: Art 3 Hours

or

Humanities: Theater

or

Humanities: Music

Introduction to Philosophy 3 Hours

Social Science (12 Hours)

(One course from group 1, one course from group 2, two courses from group 3, with a maximum of three hours from any one area)

1. Civilization to 1660
Civilization Since 1660

2. U.S. History to 1865
U.S. History Since 1865
American National Government

3. General Psychology
Sociology
Principles of Economics A
Principles of Economics B
Geography

Physical Education (2 Hours)

Life Fitness Concepts 1 Hour

Physical Education Activity 1 Hour

Electives (12 Hours)

Any selection of courses from the Humanities/Fine Arts, Science, or Social Sciences that was not used to fulfill another requirement.

OR

Elementary German I

Elementary German II

Elementary Spanish I

Elementary Spanish II

TOTAL 61 hours

WHERE SPECIFIC TRANSFER PLANS/AGREEMENTS REQUIRE CERTAIN COURSES/HOURS, SUBSTITUTIONS MAY BE MADE TO MEET THOSE REQUIREMENTS.

IX. LIBRARY RESOURCES

Library resources are listed in Appendix D.

X. PHYSICAL FACILITIES

Ouachita Technical College has ten classrooms, with seating capacities ranging from fifteen to thirty-eight. In the fall 1993 term, the most heavily used room was occupied 47 hours per week. Five more general purpose classrooms with a capacity of 30 students will be completed by Fall, 1994. The college is seeking a half penny city sales tax for a capitol building project. The tax, which is expected to be passed in April, 1994, will give the college approximately two million dollars in revenue which will be used for building and equipment. Expected to be completed in Fall, 1995, the new facility will house an additional ten general purpose classrooms, one biological science lab, and one physical science lab. Until these new facilities are in place, arrangements have been made with local high schools to share their laboratory facilities with OTC.

XI. EQUIPMENT

Currently, there are twenty "486" IBM compatible computers available for instructional purposes as well as a computer lab which houses six computers. A new facility, discussed above, will feature biological and physical science labs which will contain new equipment. Revenues from the city sales tax, as well as funds from OTC's Foundation, will provide funding for equipment for these labs. The initial expenditure for science laboratory equipment is expected to total \$125,000. From these funding sources, another \$10,000 is budgeted for a complete multimedia lab which will feature televisions and satellite links in each general purpose classroom.

XII. ACADEMIC FOUNDATION FOR PROPOSED PROGRAMS

The proposed A.A. program will build naturally upon the ground work of general education contract classes offered at OTC by HSU from fall 1991 through summer 1993. Additionally, a full program of Basic Skills will be offered which will enable students who are deficient in one or more areas to prepare for general education courses.

XIII. PROGRAM ENROLLMENT REQUIREMENTS

Ouachita Technical College is an open-admissions institution. Students with a high school diploma or GED and required immunizations

will be admitted to the college. To enroll in college-level classes, however, they must score 19 on the English, math, and reading sections of the ACT (or equivalent scores on the ASSET test), in accordance with Act 467 of 1989 and SBHE policy outlined in Agenda Item No. 9 of October 13, 1989. Those students who do not achieve these scores must enroll in transitional (developmental) courses as described on page 13 of the OTC catalog. OTC offers three levels of mathematics below College Algebra and two levels of English below English Composition I. Students who do not meet the reading skill requirement must enroll in a reading class during the first or second semester in college. This class must precede or be concurrent with English Composition I. Beginning in 1995, all A.A. degree candidates with 45 hours or above will be required to take the Arkansas Rising Junior Exam which provides an assessment of general education skills.

XIV. RESEARCH ARRANGEMENTS FOR GRADUATE FACULTY MEMBERS

N/A

XV. FUNDS FOR DOCTORAL FELLOWSHIPS AND ASSISTANTSHIPS

N/A

XVI. APPROVAL BY THE PRESIDENT AND BOARD OF TRUSTEES

The Associate of Arts degree program was approved by the President and the Board of Trustees on January 25, 1994, at the regular meeting of the Board. Approval expressed at the meeting is recorded in the official minutes. The Board Resolution is presented in Appendix E.

XVII. ACCREDITATION

In September, 1993, the NCA team visited the campus and recommended OTC for candidacy status. On February 25, 1994, after a review committee meeting in Chicago, NCA granted OTC candidacy status.

VIII. DESEGREGATION IMPACT

First-year enrollment	Number of Minority Students		Percent	
250	25		10	
Present General Education Faculty	Male	Female	Caucasian	Minority
2	1	1	2	0
Increase in Faculty 1994-96	Targeted Number of Minority Faculty by 1996			
3	2			

The Minority Recruitment and Retention Committee at OTC is working to establish aggressive recruitment strategies in order to attract minority students to OTC. These strategies include dissemination of financial aid material, high school articulation agreements, partnerships with colleges having high minority enrollment, and minority scholarships.

IX. PROGRAM COST AND FINANCING

The total cost of implementing this program for the first year, which includes hiring three full-time faculty members, as well as building and equipping two science labs, will be approximately \$415,687. As mentioned earlier, the funds for these expenditures are expected to be available from the Arkansas Department of Higher Education allocations, State Revenues, Tuitions and fees, and from foundation/sales tax monies. After the expenses of the new lab, classrooms and equipment have been satisfied, it is clear that this program is expected to generate far more revenue than expenditures. Most colleges depend upon the relatively low cost and high revenue generated by general education classes to offset the higher costs and lower revenues which are generally typical of most technical programs. As more revenues are generated, the addition of full-time faculty both for this program and others will be possible. Appendix F presents the total expenditures and revenues for the first three years of this program.

X. PRODUCTIVITY

Because Ouachita Technical College was a vocational-technical school (until 1991) and because it has not had the authority to offer transferable college credit courses until this academic year, no degree has ever been granted by this institution at this level, and no majors have existed at the same degree level. A new A.A.S. degree program in Business Information Technology, authorized by SBHE in July 1993, expects to graduate two students this year. With a projected head count enrollment of 250 in the A.A. program in 1994-95, and