

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: McGehee College of Technology

Academic Year: 2018-2019

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

(See Addendum 1)

The mission of UAM College of Technology-McGehee (UAM CTM) is to provide customized quality educational services to meet the needs of regional workforce development and enhance economic growth of the state. Our priority is to provide the finest instructional resources and support services to enhance the growth and development of students. UAM College of Technology-McGehee is a life-long learning center composed of a highly professional team working to support customer needs and providing world-class quality workforce development.

Educational Opportunities include a General Equivalency Diploma, Continuing Education Units, Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in General Technology with an emphasis in any technical area.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Provide all students with Career Readiness Certificate (CRC) information. At least 10 students will complete a CRC.	24 students completed a CRC by being enrolled in Career Pathway Initiative. 34 students completed an Employability test.	Goal met; this goal will be continued annually.
Departmental faculty will meet annually to assess the existing internship opportunities and research opportunities.	Applicable departments met annually to discuss diversity of existing internships. Departments have conducted meetings. Example of opportunities include: Early Childhood offered internships opportunities in the following areas: private schools, public schools, state programs, and head start.	Goal met; this goal will be continued annually.
Maintain 100% of the computer labs with state of the art technology.	All 6 computer labs are equipped with state of the art technology to assist in teaching.	Goal met; however, IT department will be required to provide the necessary computer software updates. This process will be ongoing.
90% of the faculty will attend a minimum of 30 in-service hours per academic year. 50% of staff will attend a minimum of 8 hours per academic year.	95% of the full-time faculty attended 30 hours of in-service training. 100% of the full-time staff attended 8 hours of in-service training.	Goal met; this effort will continue annually.
Continue to implement Guided Pathway model.	Guided Pathways have been established as a recommendation and advisors have been trained to develop student readiness.	Goal met; this effort will continue annually.
100% of all programs will annually review advisory committee members to ensure adequate and appropriate representation of committee.	Each department's advisory membership was evaluated for the need of new membership.	Goal met; this goal will continue annually.
Enroll at least 2 Southeast Arkansas High Schools to enroll students in concurrent technical courses.	5 Southeast Arkansas High Schools enrolled students in concurrent technical courses.	Goal met; this effort will continue annually.

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

UAM College of Technology McGehee assesses 2-3 programs annually on a rotational basis so that every program is assessed every 3 years. The business office technology, early childhood and practical nursing technical programs were assessed in 2018-2019. The results are listed below.

Table 2a: Business Office Technology Learning Outcomes

Business Office Technology Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<ol style="list-style-type: none"> 1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology. 2. Demonstrate the ability to rapidly and appropriately respond to multiple requests with a contemporary office environment. 3. Demonstrate the integration of theory, 	<ul style="list-style-type: none"> • This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, this objective meets a student’s affect needs by teaching them appropriate personal attributes needed for professional success. 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

Business Office Technology Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	lab and field content in manners to obtain employment in entry level business office.		
<i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.	<ul style="list-style-type: none"> This SLO <i>fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.</i> The abilities and skills that the students learn in the business technology program 	<ul style="list-style-type: none"> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i> This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce.</i>
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	2. Demonstrate the ability to rapidly and appropriately respond to multiple requests with a contemporary office environment.		<ul style="list-style-type: none"> This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce.</i> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

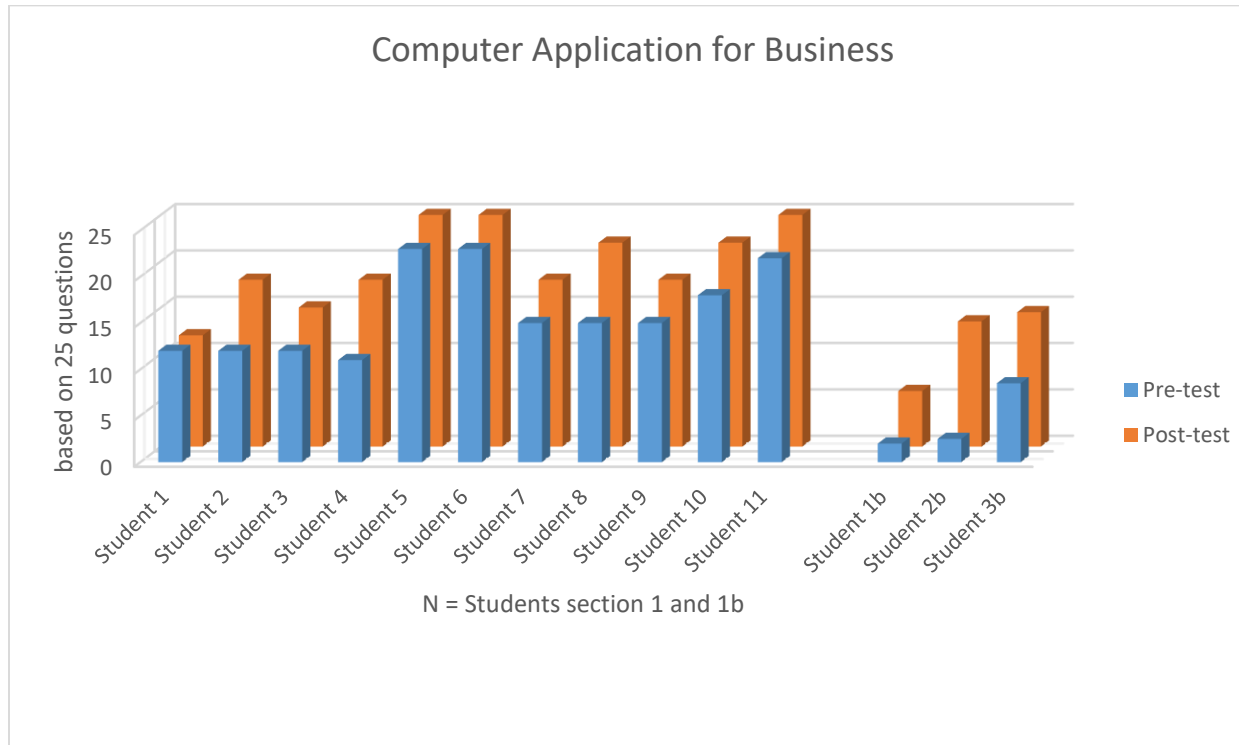
Business Office Technology Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<ol style="list-style-type: none"> 2. Demonstrate the ability to rapidly and appropriately respond to multiple requests with a contemporary office environment. 3. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office. 		<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

The students' performance in the Business Technology Program uses the classroom setting to measure student comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, homework, scores, quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' performance in the classroom is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the semester. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In business technology courses, concepts build upon one another, making it sometimes necessary to re-teach

information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within that unit. The course Computer Applications for Business provides students with a working vocabulary of terms used by computer personnel and an introduction to business software applications. The chart below depicts the pre and posttest results. The exam consisted of 25 multiple choice questions given to 11 students.



The program offers a real-world perspective of knowledge and skills necessary to be successfully employed in a wide variety of areas. The instructor has both public school and industry experience and connections that move students from the “classroom “mindset to the consideration of application of knowledge and skills in the job market. Small class size gives students a good teacher-student ratio that support connections both within the educational setting and in future employment venues. The program provides a strong curriculum that includes both standard courses necessary in any office environment along with specialty courses. Students are given

opportunity in a safe, structured environment to evaluate their personality, leadership and educational styles as they apply to the employment field they are entering. Courses offer the opportunity for students to be independent learners in self-managed modules, as well as offering team based learning opportunities. The program faculty are “future focused” and utilize industry related resources and connections to evaluate and update course work to ensure students are well prepared for employment, further education and certification testing.

Program faculty have identified the need to evaluate the program’s effectiveness to the needs of a varied student base. Some students enter the program directly from high school and are experienced in the basic software use and application. Other non-traditional student enters the program with no experience in computer usage and, at times, without the ability to effectively utilize a keyboard. Faculty would like to interview local business personnel, program graduates, and current students to evaluate the impact of this knowledge gap, and identify possible solutions to address this issue.

The role of the administrative assistant/office worker has changed significantly over the last few years, and continues to change rapidly. The need to create a program that will address the varied skill base expected for students leaving the program and entering the job market is important. While some changes have been made to expand the course offerings, more research and review is needed. When considering the change job field, and lower enrollment/viability numbers, it appears reconfiguration of the program needs to be considered.

Program faculty have worked to include co-curriculum learning opportunities for program students. Working in conjunction with the Hospitality Technology students, Business Technology students have engaged in learning opportunities to include planning, hosting and attending a business dinner and reception. Business Technology students attend a seminar taught by Hospitality Technology students regarding planning, food preparation and presentation for business events. Business Technology students then attend a mock “business dinner” in which they must practice proper etiquette, dress and conversation. Students receive evaluation and feedback from faculty and administration in attendance.

Faculty have also included an off-site learning experience to educate students regarding appropriate dress for their profession/office environment. After classroom lecture students go to local retail establishments to create appropriate outfits for different business events such as interviews, working in different types of office environments, and business dinners. Students must use the guidelines of the event, established budget and considerations of the event to design an appropriate, professional outfit.

The instructors will include more project based learning/hands-on activities into coursework. Students will also be encouraged to obtain the WAGE assessment prior to employment.

Each year the Phi Beta Lambda (PBL) coordinator accompanies students to the state PBL competition. Our students have placed in the state competition and advanced to nationals.

The inclusion of the course BUS 2153 Microsoft Office Preparation & Certification provides students with option to earn Microsoft Office Specialist certification. This course provides students with intensive study and skill practice in Microsoft Word, Excel, and PowerPoint. Students can demonstrate their mastery of the topic and skill set by completing a certification test on each of the individual applications. Students receiving a passing score receive a certificate from Microsoft indicating that they have reached Specialist status in their field.

Creation of an associate degree program related to HIT/Business – In order to (a) continue to ensure viability in high need programs and (b) create educational pathways that allow students to advance their education creation of a program specific associate degree is being considered. This proposed degree would create a linkage between the Business Technology Program and the Health Information Technology program. Linking these programs would enable students to build a knowledge base in basic technology skills, then move on to develop industry specific skills in either Health Information Technology or Business Technology while completing general elective course work that would lead to an industry specific associate degree.

Discussions with the Dean of School of Business have also alluded to the creation of a pathway for students completing the program specific associate degree who would like to pursue a Bachelor's Degree in Business. Such programmatic changes/creations would require approval from the University (C&S Proposal) and the ADH Coordinating Council. This process would most likely not be complete before Fall 2020. There would be very little cost associated with this proposed change. Current program and supporting course faculty and program resources would be utilized.

Table 2b: Early Childhood Education Learning Outcomes

<i>Early Childhood Education Student Learning Outcome</i>	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<ol style="list-style-type: none"> 1. Plan a safe, healthy learning environment. 2. Establish productive relationships with families. 3. Implement strategies to manage an effective program operation. 4. Maintaining a commitment to professionalism. 5. Understand and apply principles of child growth and development. 	<ul style="list-style-type: none"> • This objective offers UAM students the possibility to develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond. Student success is achieved as SLO’s 1-5 are understood and applied. 	<ul style="list-style-type: none"> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i> • This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<ol style="list-style-type: none"> 1. Plan a safe, healthy learning environment. 2. Establish productive relationships with families. 3. Implement strategies to manage an effective program operation. 	<ul style="list-style-type: none"> • These student learning outcomes assist in the mission of preparing out students to compete and “<i>succeed in a global environment</i>” by promoting innovative leadership, scholarship and research, which will provide for 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce.</i>

<i>Early Childhood Education</i> Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	4. Maintaining a commitment to professionalism.	entrepreneurial endeavors and service learning opportunities. Each course addresses leadership, service, and advocacy.	<ul style="list-style-type: none"> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	<ol style="list-style-type: none"> Implement strategies to manage an effective program operation. Maintaining a commitment to professionalism. Understand and apply principles of child growth and development. 	<ul style="list-style-type: none"> This objective grants the ability to foster a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Southeast Arkansas serves a diverse student population including non-traditional students, students of differing abilities, and cultural backgrounds. 	<ul style="list-style-type: none"> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	<ol style="list-style-type: none"> Plan a safe, healthy learning environment. Establish productive relationships with families. 	<ul style="list-style-type: none"> This objective allows students to be served in the communities of Arkansas and beyond, to improve the quality of life; as well as, 	<ul style="list-style-type: none"> This objective assists in meeting the mission by <i>providing the instructional and support services to</i>

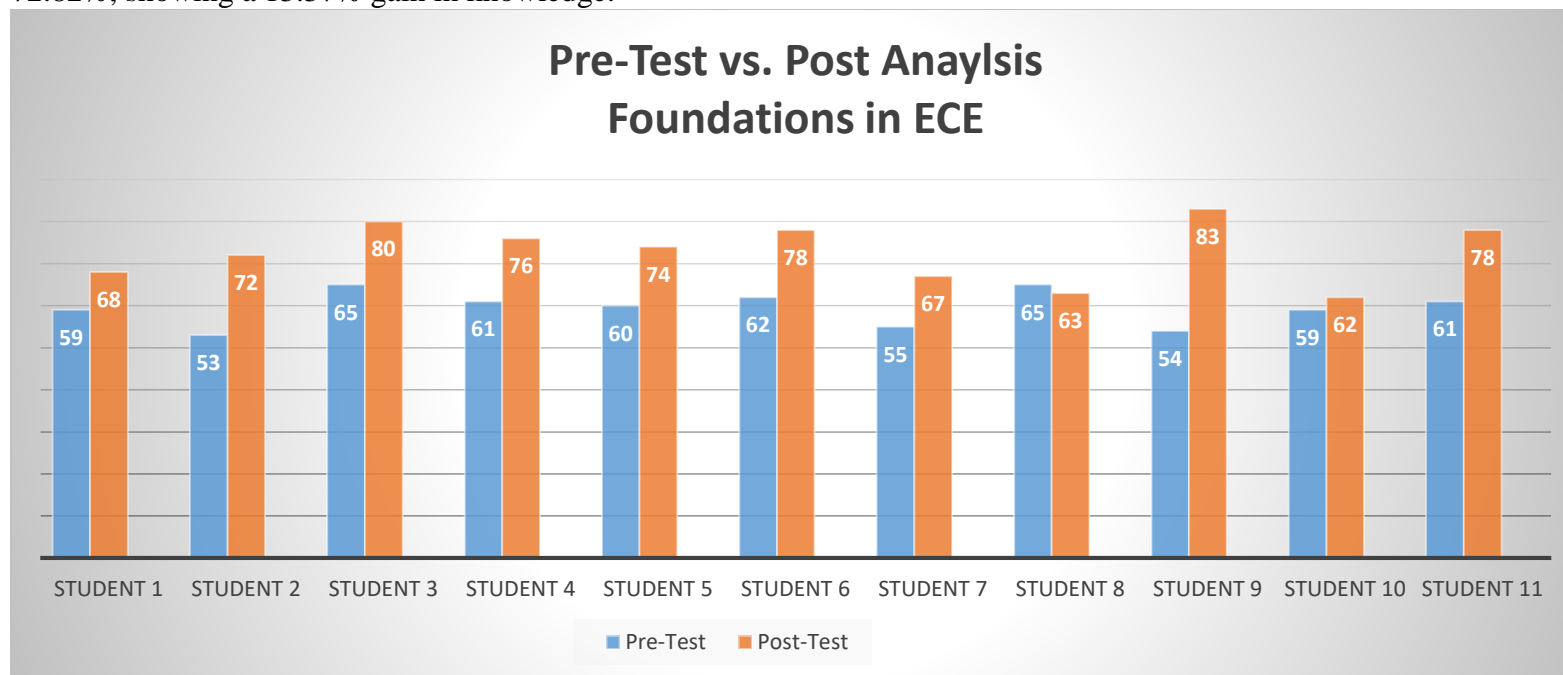
<i>Early Childhood Education</i> Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	5. Understand and apply principles of child growth and development.	generate, enrich, and sustain economic development. Students completing this program are successful in Southeast Arkansas, and in other areas of the state and beyond.	<i>enhance the growth and development of students</i> as well as providing <i>customized educational services to meet the needs of regional workforce</i> . Their success provides the evidence of their <i>growth and development assisted by a highly professional team working to support customer needs and provide a world-class quality workforce development</i> .

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

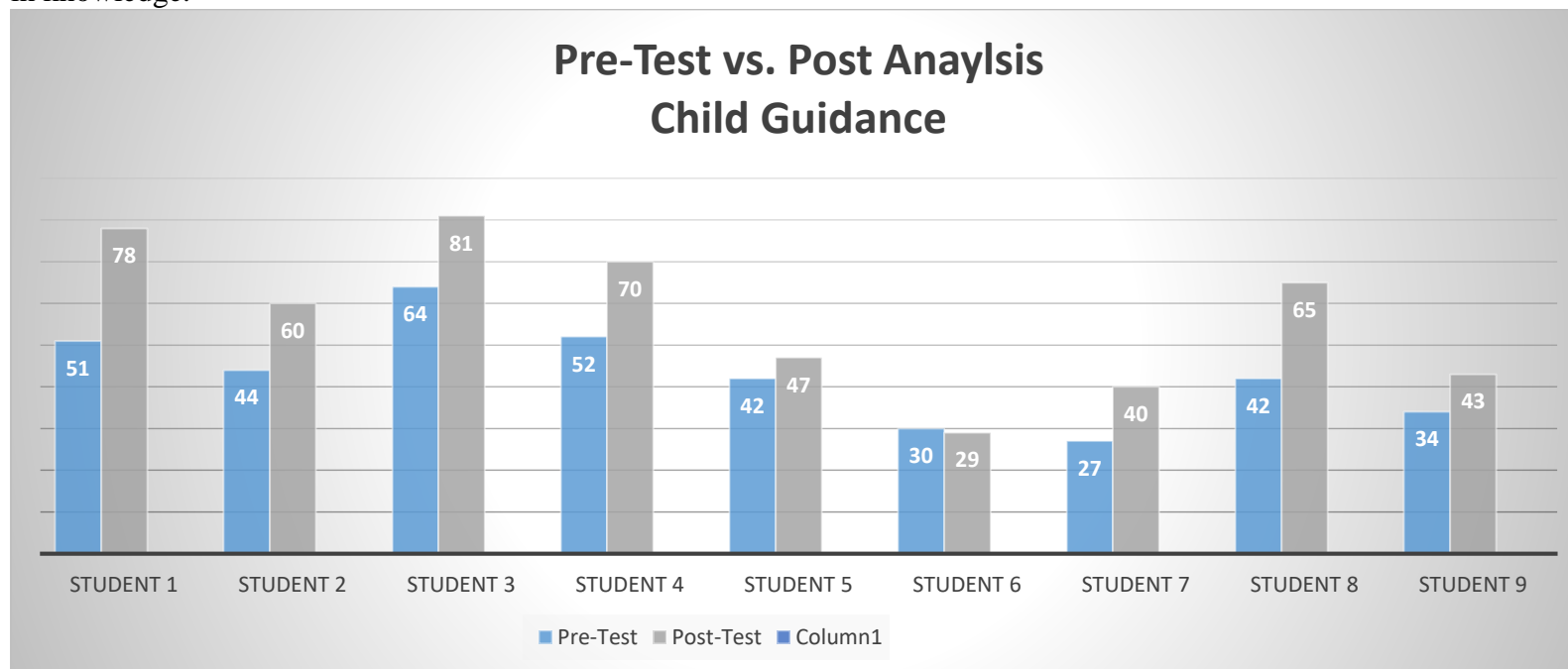
The students' performance is the Early Childhood Education Program uses the classroom and practicum settings to measure student's comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, in class assignments,

quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' content knowledge is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the semester. These exams gauge not only the knowledge gained through lecture, but also their ability to apply content knowledge in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In early childhood education courses, content may sometimes overlap, giving students the opportunity to receive repeated information that may not be understood. Students are essentially remediated on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within that unit. The course Foundations in Early Childhood Education provides students with a history of early childhood education, current research on how early experiences influence growth and development and what constitutes best practice and quality environments. The chart area below depicts the pre and posttest results. The exam consisted of 100 multiple choice questions given to 11 students. The Fall 2017 Foundations pre-test average was 59.45%; post-test average was 72.82%, showing a 13.37% gain in knowledge.

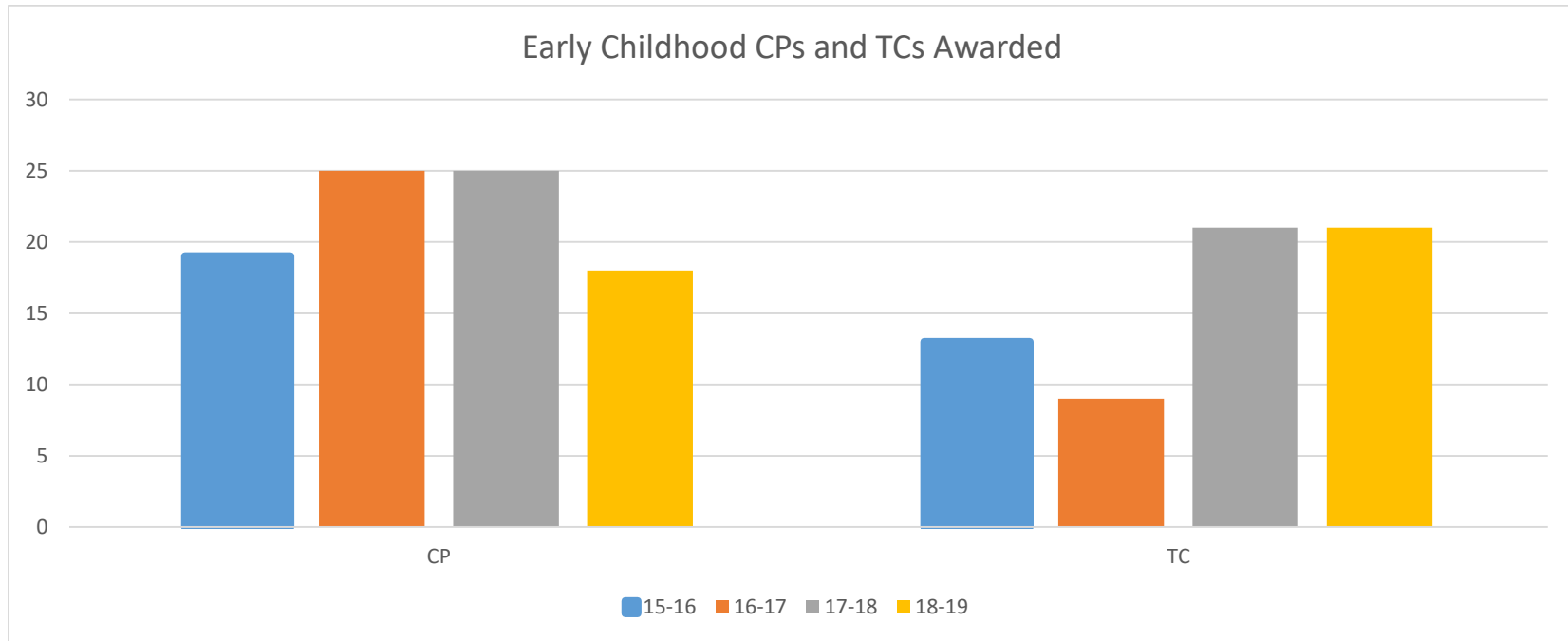


The chart below depicts the pre and posttest results for the Child Guidance course. The seam consisted of 100 multiple choice questions administered to 11 students. The Course pre-test average was 42.89%; post –test average was 57%, showing a 14.11% gain in knowledge.



Data from the UAM – CTM Early Childhood Education Program is displayed on the University’s Viability Report. The information from this report is depicted in the chart below and is also an indicator of student learning as completion of the awards indicates that students have successfully completed the requirements of the program. The Certificate of Proficiency (CP) is awarded after a student successfully completes the first 5 courses for a total of 12 credit hours, which can be obtained, during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program with a total of 45 credit hours.

Award	Degree Code	Program Name	15-16	16-17	17-18	18-19
CP		Early Childhood	19	25	25	18
TC		Early Childhood	13	9	21	21



The Early Childhood instructors will continue to embed additional Early Care and Education Projects (ECEP) trainings into the corresponding courses as outlined by the Arkansas Early Childhood Cohort. The instructors have put into practice the information and activities from Health, Safety and Nutrition, Guidance & Behavior Management, Child Care Orientation Training (CCOT), Infant Toddler Standards: Arkansas CDELS, Child Development B-3, 3-5, and Creative Activities into existing coursework. Students leave the program with training certificates that would have been required to obtain a job in an early childhood related area. This also enhances the students' knowledge base, as well as, makes them a desirable job candidate.

The National Occupational Competency Testing Institute (NOCTI) exam scores for students also indicate that program completers for the AAS degree apply for the Teaching Credential offered by the Division of Child Care and Early Childhood Education are above average in all 13 competency areas measured by the Advanced Early Childhood Education and Care job ready assessment. This assessment is offered to all early childhood students upon successful completion of the Technical Certificate.

Table 2c: Practical Nursing Learning Outcomes

<p><i>Practical Nursing</i> Student Learning Outcome</p>	<p>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p>Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p>Alignment with Unit Vision, Mission, and Strategic Plan</p>
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<ol style="list-style-type: none"> 1. Pass the NCLEX-PN on the first writing. 5. Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, and communities) in the prevention of disease, and maintenance and promotion of health. 	<ul style="list-style-type: none"> • Passing the NCLEX-PN on the first writing confirms that this practical nursing program has <i>fostered student learning by providing a quality, comprehensive and seamless education for diverse student learners to succeed in a global environment.</i> Fostered through promotion of <i>innovative leadership while providing a synergistic culture of safety, collegiality and productivity.</i> To have the ability to pass this exam, they must be able to <i>communicate</i> what they know, using their <i>learned evidence-based decision making</i> model (the nursing process) along with their <i>critical thinking skills.</i> This program teaches students 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i> • By passing the NCLEX-PN exam, our students exhibit the <i>quality educational services to meet the needs of regional workforce.</i> Their success provides the evidence of their <i>growth and development assisted by a highly professional team working to support customer needs and provide a world-class quality workforce development.</i>

<p><i>Practical Nursing</i> Student Learning Outcome</p>	<p>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p>Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p>Alignment with Unit Vision, Mission, and Strategic Plan</p>
		<p>“the nursing process”, a problem solving method used by all nurses which requires <i>the synthesis of knowledge and critical thinking</i> to appropriately and effectively care for <i>culturally diverse individuals</i> across the lifespan and in various clinical settings.</p>	
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>3. Enter the workforce with the competencies of an entry level practical nurse.</p>	<ul style="list-style-type: none"> Students will enter the workforce with the foundation needed to practice as an entry-level practical nurse. <i>The intelligence, communication and collaborative skills, professionalism, evidence-based decision making ability, diversity awareness, and ability to globally learn required to practice at the entry-level demands that they be global and constant learners. They will possess the ability to critically think to prevent and solve</i> 	<ul style="list-style-type: none"> This objective ensures that we are meeting our mission by <i>providing the finest instructional resources and support services to enhance the growth and development of students.</i> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

<p><i>Practical Nursing</i> Student Learning Outcome</p>	<p>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p>Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p>Alignment with Unit Vision, Mission, and Strategic Plan</p>
		<p>problems in a creative way while working with and <i>effectively communicating</i> with a healthcare team. As a nurse they will have the ability to <i>practice creatively while providing care to diverse populations</i> of patients.</p>	
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>4. Provide safe, appropriate, holistic nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.</p>	<ul style="list-style-type: none"> • Students provide safe, appropriate, holistic nursing care utilizing the nursing process. Through this process, the student has been taught to <i>critically think</i> to provide safe, appropriate care for their patients. This process allows them to <i>collaborate</i> appropriately with healthcare team members to <i>reach identified individual patient goals for diverse populations</i>. This process requires the <i>continual search for global knowledge</i> 	<ul style="list-style-type: none"> • This objective addresses the <i>world-class quality of workforce development</i> offered by UAMCTM to their students in the practical nursing program. By providing <i>quality educational services</i>, UAMCTM meets the <i>needs of a regional workforce and enhances economic growth and development</i>. • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs</i>.

<p><i>Practical Nursing</i> Student Learning Outcome</p>	<p>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p>Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p>Alignment with Unit Vision, Mission, and Strategic Plan</p>
		<p><i>and truth</i> within their profession.</p>	
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>2. Obtain a practical nurse license in the state in which they reside.</p>	<ul style="list-style-type: none"> • Obtaining a nursing license exhibits a desire to belong to the nursing <i>profession</i>. Students are trained to commit themselves to <i>continually search for truth and understanding as professionals</i> and to grow in their chosen profession. The nursing program encourages students to use their knowledge and intelligence with responsibility when caring for <i>diverse</i> patients and to <i>communicate effectively and collaborate</i> with members of the healthcare team to <i>reach a common goal as a team member and to be a productive citizen in the community</i>. 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized communication services to meet the needs of regional workforce</i>. • This objective assists in meeting the mission by <i>providing the instructional and support services to enhance the growth and development of students</i> as well as providing <i>customized educational services to meet the needs of regional workforce</i>. Their success provides the evidence of their <i>growth and development assisted by a highly professional team working to support customer needs and provide a world-class</i>

<i>Practical Nursing</i> Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			<i>quality workforce development.</i>

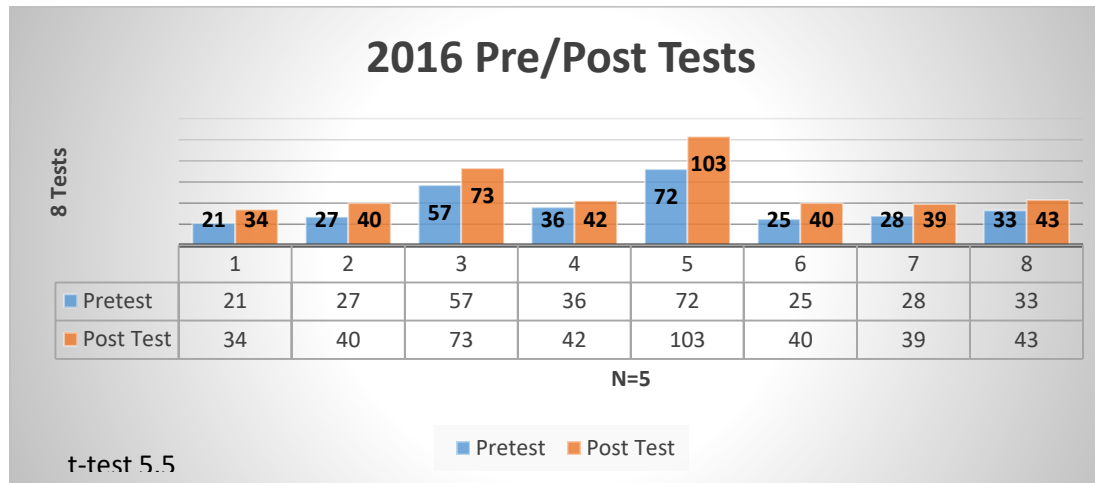
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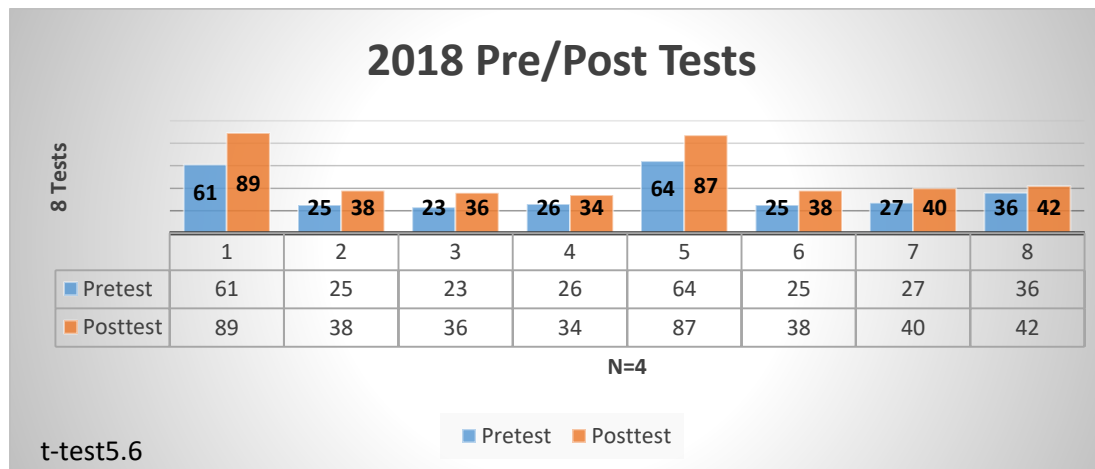
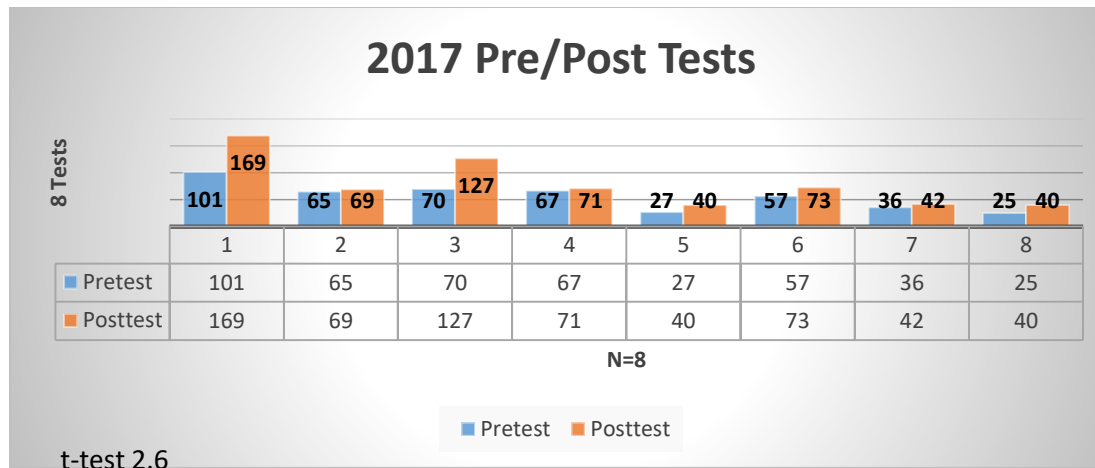
The sequence of courses in this program is designed to achieve the PN program’s SLOs. The number of hours dedicated to each of the learning outcomes is balanced against the relative importance of the objectives within the curriculum and to a slight degree each individual 2017-2018 PN Assessment class’s ability to grasp certain concepts. 90% of student grades are based on exam scores with 10% based on class participation, homework, pop tests and special assignments. During the fall and spring semesters, students must be successful (76% or above in all but two courses) before being eligible to attend scheduled clinical for those semesters. Analyzing data from the past three years (2016, 2017, 2018) reveals that 47% (21/45) of students were successful in learning the required material and skills and were eligible to attend clinical in the spring semesters and 86% (18/21) of students were successful in completing the SLOs of each course and were eligible to attend clinical in the fall semesters. 33% of starting students successfully completed the nursing program. These successes reflect that learning has taken place and is a 1% increase since the last report.

Course grades are indicators of student performance. Each course has SLOs tied directly to the program’s SLOs. For a student to successfully complete each course, they must earn 78% or above. Analyzing data from the past three years reveals that 33% (15/45) of students, who began the nursing program, were able to successfully complete the program.

At the discretion of the instructor, daily pre-lecture and post-lecture tests are given during various courses. These tests assess a student’s knowledge before and after lecture/class. When comparing these tests, it is assumed that learning has taken place if students score higher on the post test. This method assesses if learning has taken place in the classroom during facilitated learning opportunities. These assessment methods create a platform that allow the program to identify concept success for the group and the individual. Data reveals a substantial increase in student knowledge based on the test scores. The increase in scores between the pre-lecture exams and the post-lecture exams indicate that instructors have appropriately facilitated student learning, Students are also

given a comprehensive pre-test at the beginning of the course and an identical post-test at the end of the course. This assessment method reveals that student learning has taken place during the course with instructor utilization of various methods of facilitated learning opportunities as well as independent study. See 2016, 2017 and 2018 Pre/Post Test Charts below. 2016 graphs 5 students on 8 pretests/posttests. Student's scores averaged 58% on pretests and 80% on posttests with a t-test score of 5.5. 2017 graphs 8 students on 8 pretests/posttests. Student's scores averaged 58% on pretests and 82% on posttests with a t-test score of 2.6. 2018 graphs 4 students on 8 pretests/posttests. Student's scores averaged 61% on pretests and 94% on posttests with a t-test score of 5.6.





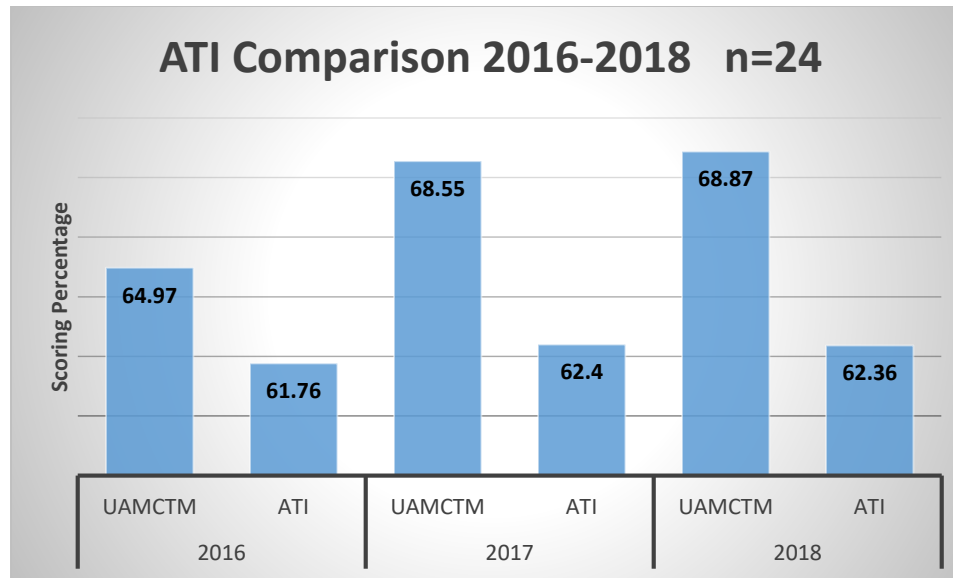
Chapter exams are given in all courses. Data from exams allow the program to analyze faculty instruction and student learning. Analysis directs both the faculty and student during the continuous learning process. Students are given the opportunity to review their exams during test review and are encouraged to ask questions regarding any unrealized weakness on a particular concept. In addition, each exam is analyzed utilizing the scantron analysis form. The analysis reviews each individual response to a question as well as analyzing the group as a whole. When a question is answered incorrectly by at least 50% of the class, the question is reviewed and analyzed for correctness by the instructor and then discussed during test review. If it is

decided that the question did not meet its intentional measure because of error, the question is discarded from the exam. This decision involves collaboration between the instructor and the students and fosters learning, teamwork and trust. If there were no errors within the question, the analysis offers the instructor an awareness of a possible need for change when teaching that particular concept. Every exam given in the nursing department is analyzed using this process.

Comprehensive exams are given at the end of each course to determine if knowledge has been retained and outcomes have been met. All nursing exams are written based on the current test plan, the 2017 NCLEX-PN test plan was used in 2017 and 2018. The NCLEX-PN test plan is reviewed and approved by the NCLEX® Examination Committee (NEC) every three years. Multiple resources are used, including the most recent practice analysis of licensed practical/vocational nurses (LPN/VN), and expert opinions of the NEC, NCSBN content staff and boards of nursing (NCSBN's member boards) to ensure that the test plan is consistent with state nurse practice acts. Following the endorsement of proposed revisions by the NEC, the test plan document is presented for approval to the Delegate Assembly, which is the decision-making body of NCSBN. These comprehensive exams are an indicator of student learning over a semester. The comprehensive exams scantrons are analyzed. Instructors use the results from this analysis to revise exams, course material, and instructional emphasis on content, each semester.

Over a 3-year period, from 2016-2018, students' average grade on the comprehensive final exams in all courses combined were 81%, 85% and 87% respectively. This was an average of 84% for a three-year period. The variance of 0.2% reveals the consistency throughout the course substantiating knowledge has been retained and outcomes have been met. The correlation between the comprehensive exams and the students' final grade is evidence of learning. Because the two have such a low variance, the data validates the accuracy to which the exams measure student learning over the period of the semester.

At the completion of 5 selected courses, student learning is evaluated utilizing a computer-based independent testing center, Assessment Technologies, Inc. (ATI). Each series includes practice exams, multiple proctored exams, and individual remedial analysis (explained further in question #4). UAM CTM students' scores are compared to student's scores across the nation in the chart below.



Over a 3-year period, from 2016-2018, twenty-four UAM CTM students scored an average of 65%, 62.4% and 68.9% respectively, on 6 specific ATI exams. This was an average of 65.4% for a three-year period.

The national average from 2016-2018 was 62%, 62.4% and 62.4% respectively. This is a national average of 62.3% for a three-year period. The comparison between the ATI national average and UAMCTM average reveals that students in this program scored over the national average by 3.1%. UAMCTM students are learning above the national average. This comparison to an independent source of data indicates that the students in the Nursing Program at UAM College of Technology – McGehee are gaining satisfactory levels of knowledge compared to their peers across the nation and are learning nursing content.

Lab skill check-offs are evaluations used to assess each student’s cognitive and psychomotor ability to perform nursing skills. In the nursing lab students are individually evaluated while performing essential nursing tasks. These evaluations assess a student’s ability to perform essential nursing skills necessary to perform in a clinical setting. If a PN Assessment student is not prepared, they are required to study the skill and repeat the evaluation until they have performed the skill successfully. The student is eligible to attend clinical but can only perform those skills which they have successfully completed in the lab. For the visual/audio learner we also have skills on multimedia available to review before their lab evaluation or to use as a

remediation tool following an unsuccessful skills evaluation. Lab skills check-off is an essential evaluation tool that allows the faculty to assess a student's knowledge and nursing skills before entering the clinical setting. Students are given the opportunity to learn without doing harm to a "real" patient in a lab setting that allows faculty to teach and students to learn. Students are prepared to perform these skills when they start clinical. During clinical they have the opportunity to improve on their techniques and are placed in different situations that require the student to rethink how a skill is done on a particular individual due to the circumstances.

This form of student evaluation/assessment is extremely helpful with skills. The process has instant feedback/corrective action and allows an immediate opportunity to improve student skills and learning.

Clinical experiences allow faculty, staff nurses and preceptors to assess the student's ability to integrate information from various theory content areas to practice effectively and safely in a clinical setting. Students are evaluated on their ability to critically think utilizing the nursing process, to behave in a professional manner, and to perform essential nursing skills safely and in a timely fashion while communicating effectively with individuals including the patient, family members and the health care team. Each student is given a "Skills Competency List" which is based on skills that a practicing nurse should be proficient at by their first year of practice (Arkansas State Board of Nursing, PN Educator's Council). Students can earn 100 points each clinical week for their clinical evaluation. Clinical experiences teach students "how" to be a nurse. The evaluation tool is essential to follow a student's progression through clinical. It provides data that indicates if the student is progressing and growing as a nurse or is not, it will identify strengths and deficits. This tool also allows different faculty members to see how the student is progressing and provides a "continuity of education" for students who attend clinical with various instructors, preceptors and nursing staff. Students are given expected performance behaviors (skills competency list, clinical evaluation) and are motivated to perform as expected.

Care Plans are required in all clinical courses. Understanding of the nursing process is critical while preparing a care plan. This tool evaluates the student's ability to critically think and to put into action nursing interventions required to care for their patients in a safe and effective manner. The student must integrate cognitive and psychomotor abilities to be successful. The student is required to assess and gather data related to the patient, 2016-2018 PN Assessment identify problems, set goals, implement nursing interventions and evaluate the patient's response to those interventions. They must then decide if their plan is allowing the patient to meet their health goals or if changes need to be made. As a student progresses in the program from clinical I to clinical III, care plan performance expectations increase. The student is expected to critically think, to anticipate problems and to synthesize creative solutions for individualized patient care. During a student's progression in clinical their care plans should begin with basic care for an uncomplicated patient and culminate with a highly individualized, specific plan of care for a patient with multiple complications. Care plans are graded as satisfactory or unsatisfactory depending on specific

identified requirements. Students must complete one (1) Med/Surg satisfactory care plan in Clinical I; two (2) Med/Surg, one (1) OB and one (1) pediatric satisfactory care plans in Clinical II; and one (1) Med/Surg satisfactory care plan in Clinical III to complete the clinical courses successfully. FIGURE 1 is a one-page example of a care plan. Care plans are maps which guide a student's cognitive growth toward "nurse think". It is this programs belief that care plans are an essential learning tool for the student and an invaluable evaluation tool for the educator. It allows the instructor to evaluate whether a student understands the major concepts of nursing and if that student is progressing in their cognitive growth and ability as they should.

FIGURE 1

ASSESSMENT Objective behavior	ASSESSMENT Subjective behavior	NURSING DIAGNOSIS	NURSING INTERVENTIONS	RATIONALES	EVALUATION OF OUTCOMES/GOAL
Oxygenation					
Pulmonary: Last chest x-ray _____ (date) Reason _____ Results _____ _____	Do you or have you had any problem with your breathing? _____ _____	_____			Supportive Data: Goal: Met _____ Not met _____
Respiratory: rate _____ Rhythm _____ Effort _____ _____	Have you ever been diagnosed with a respiratory disorder? Asthma _____ date Emphysema _____ date Chronic Bronchitis _____ date COPD _____ date	Related to: (Etiology) _____ _____ _____			
Breath sounds _____	Do you smoke? _____	AEB: Signs and symptoms _____ _____ _____			
Skin color _____	What type? _____	_____			
Sputum description Cough _____ _____	Amount/day? _____	_____			
Supplemental oxygen _____	How long have you smoked? _____	Goal/Outcomes _____ _____ _____			
Pulse oximetry _____	Has anyone in your household smoked? _____	_____			
Updrafts: _____	List medications pt is taking that will affect the respiratory system. _____	_____			
Sputum cultures: _____					
ABGs: _____					

Clinical exams are given at the end of each clinical week. These exams evaluate the student's knowledge of abbreviations, medical terminology, medications and dosage calculations and clinical procedures which further assess if learning has taken place. Clinical exams are given every clinical week and are 50% of the student's clinical grade. Clinical exams encourage the student to study and continue learning while in clinical. Dosage calculation, understanding military time, pathophysiology of diseases and medical terminology are necessary abilities for nursing students. Clinical exams evaluate what the student has learned in the classroom, what they have retained and if they can apply it. These exams are important in Clinical I to evaluate retention of knowledge. These exams are also important evaluation tools during Clinical II and III. During that time the student has 2 hours in the classroom each week. The program's faculty found that students were not reviewing previously learned material and were performing poorly in clinical. This practice requires the student to continuously review past lessons in order to be successful in their clinical course. This evaluation tool reinforces previously learned concepts and increases the likelihood of the student committing the knowledge to long-term memory.

The practical nursing program has awarded a total of 15 technical certificates (15/45 for 33%) in the past three years (2016, 2017, and 2018). That is an increase of 1% retention from the last 3 years. Students learned while in the program and were successful. This percentage can be improved upon, we will continue to identify students who are struggling and encourage them to meet with the retention specialist.

Following completion of the program, each student is required to sit for an NCLEX-PN review and exam. The computerized exam is considered a "mock NCLEX-PN". It rates in percentages the student's likelihood of passing the NCLEX-PN. See TABLE 1 on next page.

Upon completion of the practical nursing program, each student must pass a national test (NCLEX-PN) to receive their license in the state of Arkansas. (Table 1) 2016 – 100% pass rate, 2017 – 100% pass rate, 2018 – 100% pass rate. See PN Predictor 2010-2018 on next page.

The success rate of the licensure exam is evidence of student learning in the program. Data from NCLEX is from a valid, reliable and independent evaluation of student knowledge and success in understanding the concepts in this program.

**PN-PREDICTOR (ATI)
2015 – 2018**

100% Pass Rate			100% Pass Rate			100% Pass Rate			100% Pass Rate					
2019 Class	Predictor %	NCLE X-PN	2018 Class	Predictor %	NCLEX-PN	2017 Class	Predictor %	NCLEX-PN	2016 Class	Predictor%	NCLEX-PN	2015 Class	Predictor%	NCLEX-PN
			AB	90%	Passed	EC	90%	Passed	TB	81%	Passed	MA	95%	Passed
			AN	92%	Passed	LG	97%	Passed	KH	98%	Passed	NA	84%	Passed
			TS	77%	Passed	LG	98%	Passed	JR	90%	Passed	RC	98%	Passed
			KW	99%	Passed	PI	95%	Passed				DH	90%	Passed
						SJ	94%	Passed				AJ	94%	Passed
						AR	90%	Passed				RM	96%	Passed
						PT	93%	Passed				LO	95%	Passed
						IW	93%	Passed				MR	92%	Passed
												MS	98%	Passed
				89.5% Class Avg			93.75% Class Avg			90% Class Average			94% Class Average	
			4-Students			8-Students			3 Students			9 Students		

**PN-PREDICTOR (ATI)
2010 - 2014**

100% Pass Rate			100% Pass Rate			80% Pass Rate			100% Pass Rate			100% Pass Rate		
2014 Class	Predictor %	NCLE X-PN	2013 Class	Predictor %	NCLEX-PN	2012 Class	Predictor%	NCLEX-PN	2011 Class	Predictor%	NCLEX-PN	2010 Class	Predictor%	NCLEX-PN
Student	95%	Pass	Student	97%	Passed	Student	92%	Passed	Student	87%	Passed	Student	94%	Passed
Student	92%	Pass	Student	97%	Passed	Student	68%	Failed	Student	80%	Passed	Student	95%	Passed
Student	96%	Pass	Student	91%	Passed	Student	88%	Passed	Student	95%	Passed	Student	88%	Passed
Student	93%	Pass	Student	93%	Passed	Student	93%	Passed	Student	94%	Passed	Student	92%	Passed
Student	95%	Pass	Student	98%	Passed	Student	90%	Passed	Student	94%	Passed	Student	94%	Passed
Student	93%	Pass	Student	95%	Passed	Student	94%	Passed	Student	92%	Passed	Student	96%	Passed
Student	96%	Pass	Student	91%	Passed	Student	84%	Failed	Student	69%	Passed	Student	96%	Passed
			Student	97%	Passed	Student	86%	Passed	Student	67%	Passed	Student	92%	Passed
			Student	95%	Passed	Student	96%	Passed	Student	99%	Passed	Student	84%	Passed
						Student	70%	Passed	Student	98%	Passed	Student	82%	Passed
									Student	98%	Passed	Student	97%	Passed
7 Students	94% Class Average		9 Students	95% Class Average		10 Students	86% Class Average		11 Students	96% Class Average	Passed	11 Students	92% Class Average	

All students were required to perform a “skills in-service” for one of our clinical sites during the first semester. Each student also taught and demonstrated a skill before the class. The desired effect was student learning related to a useful strategy borrowed from the medical model that combines the benefits of different learning styles, “See it, Do it, Teach it”. Teaching a skill to someone else moves the concept from short-term to long-term memory. The students experienced greater clarity and learning when they taught a skill or concept. They realized that they really had to think about, formulate it in their mind, and rehearse how they wanted to explain it to their class mates, saying it out loud, and adjusting their responses to their classmate’s questions and level of understanding. This requires students to generate new examples, new words for explaining and new ways of thinking about the skill or concept. Each student reported that they really had to know it, in order to teach it and it really increased their level of understanding and retention.

Looking at our data over the last three years (2013-2015, our retention rate was 32%. This is not an acceptable rate. A meeting was held on April 4, 2016 with the vice chancellor, assistant vice chancellor, director of student services, director of nursing and allied health and nursing faculty to discuss possible strategies to improve the retention of our students. Three possible strategies were discussed. Some changes have already been made but all will be in place by Spring 2017.

Prerequisites were added to the curriculum several years ago with the newest requirement being nursing assistant. Nursing Assistant seemed to help and the retention rate stayed around 45-50% which was acceptable but not as well as you would like to have it. During the 2013-2015 years there were fewer students who were “ready” or prepared to enter the program. Because of our selection policy/process (taking the top scoring 30 students) we found ourselves accepting students who were low scoring only because there were not 30 students to select from (we selected all who were prepared and had applied). I believe this has had a major effect on our retention rate of 32%. This led me to believe that we need a “cut score”, a score that students must have on a national academic exam (ATI’s TEAS test) to be accepted into the program. This score has been identified and a meeting was held with the PN director and the Crossett campus PN Director, the vice chancellor and the counselor to discuss the possibility of changing the selection policy. We did identify a cut score of 61.5% utilizing the English, Writing and Math section scores of the TEAS exam and incorporated this strategy in 2017. Looking at the data over 2016, 2017, and 2018. In 2016, we had 17% of our student graduate, in 2017, we had 50% of our students graduate and in 2018, we had 36% of our students graduate. In initial analysis, it seems as if the cut score did help with retention.

Requiring a TEAS “cut score”, may help with retention in the program. After 6 years of data we have what we feel is a score that will identify if a student is likely to be prepared to be successful in the program. This score does not measure determination or “want to” but it is a pretty good indicator of who will succeed and complete the program.

Those who don’t make the score: It is our plan for nursing advisors to schedule a TABE test for every present and new advisee (this started in April). Doing so will help us to early identify students who have difficulty in math, reading and writing. Testing is being done in coordination with the Adult Education department. Once identified, students will be referred to Adult Education to work through modules that will improve their abilities in identified areas of weakness. We have used this strategy 2017 and 2018. It seems to be helping although students do not work through the modules like we wish they would. They do study for the tests so that may be a variable.

Allowing teas testing twice: We will also allow students to take the TEAS test six months to a year before they apply and then again after they apply to the program. We currently only allow them to test once. Allowing students to test early will identify their position academically, in relation to being accepted into the program. Allowing this, hopefully will motivate and challenge them to work through the modules in Adult Education so they can greatly increase their chances of making the “cut score” and being successful in the nursing program. We have also begun to use this strategy and students do seem to do better on the second test.

Once students have been selected to enter the program, our strategy is to change our orientation model. At this time the orientation begins when their nursing classes start. After having met with Crossett and asking how the PN program there has orientation, we have decided to model theirs. We will hold orientation a month before classes begin. This will allow time for students to practice methods of time management, study and test taking skills related to nursing exams and will allow them to review the syllabus, handbook and other requirements of the nursing department. We have also chosen to have a “student supporter” time. This will allow the faculty to discuss the vigor of the program and answer any questions the student’s family and support systems may have. We have not started this strategy but have met and discussed a strategy that starts earlier with the students. We want to create something that will help the nursing students while they are taking their prerequisites. They need to know how to study, take tests and manage their time BEFORE they enter the nursing program. At this time, the Director of Allied Health and faculty are meeting and working on how we can do this.

The instructors will continue with the medical model “See it, Do it, Teach it”. All students will be required to perform a “skills in-service” for one of our clinical sites during the first semester. Each student will also teach and demonstrate a skill before the class. The desired effect is student learning related to a useful strategy from the medical model that combines the benefits of different learning styles, “See it, Do it, Teach it”. Teaching a skill to someone else moves the concept from short-term to long-

term memory. The learner will experience greater clarity and learning when they teach a skill or concept. They have to think about, formulate it in their mind, and rehearse how they want to explain it, say it out loud, and adjust their responses to their learner's questions and level of understanding. This will require them to generate new examples, new words for explaining and new ways of thinking about the skill or concept. This increases a student's level of understanding and retention. We have also added the requirement of students identifying patient deficits in the knowledge of their disease or health maintenance and then teaching the patient what they need to know.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- Unit website
- Course syllabi
- Program brochures
- Advisory Board meetings
- Program Reviews

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR – Administrative Office Technology Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	7	6	0	13/4.34	84/.84
Sophomore	1	1	0	2/0.67	27/.27
Junior	0	0	0	0	11/.11
Senior	0	1	0	1/0.33	6/0.6
Post Bach	0	0	0	0	0
Total	8	8	0	16/5.34	128/12.8

UNDERGRADUATE PROGRAM MAJOR – Automotive Technology Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	6	8	8	22/7.34	45/4.5
Sophomore	0	1	1	5/1.67	5/0.05
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	6	9	9	27/9	50/0.50

UNDERGRADUATE PROGRAM MAJOR – Child Development Associate Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	-	-	5/0.5
Sophomore	-	-	-	0	0
Junior	-	-	-	0	0
Senior	-	-	-	0	0
Post Bach	-	-	-	0	0
Total	-	-	-	5	0.5

UNDERGRADUATE PROGRAM MAJOR – Correctional Law Enforcement Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	-	-	5/0.5
Sophomore	-	-	-	-	4/0.4
Junior	-	-	-	-	2/0.2
Senior	-	-	-	-	1/0.1
Post Bach	-	-	-	-	0
Total	-	-	-	-	12/1.2

UNDERGRADUATE PROGRAM MAJOR – Diesel Technology Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	6	8	13	27/9	N/A
Sophomore	0	1	0	1/0.34	N/A
Junior	0	0	0	0	N/A
Senior	0	0	0	0	N/A
Post Bach	0	0	0	0	N/A
Total	6	9	13	28/9.34	N/A

UNDERGRADUATE PROGRAM MAJOR – Early Childhood Education Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	51	32	29	112/37.33	370/37.0
Sophomore	12	27	20	59/19.67	157/15.7
Junior	1	6	7	14/4.67	36/3.6
Senior	0	1	3	4/1.33	11/1.1
Post Bach	0	0	0	0	1/0.1
Total	64	66	59	189/63	575/57.5

UNDERGRADUATE PROGRAM MAJOR – EMT Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	3	4/1.34	7/0.07
Sophomore	-	0	0	0	0
Junior	-	0	0	0	0
Senior	-	1	0	1/0.33	1/0.01
Post Bach	-	0	0	0	0
Total	-	2	3	5/1.67	8/0.08

UNDERGRADUATE PROGRAM MAJOR – EMT Paramedic Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	14	17	12	43/14.33	141/14.1
Sophomore	5	4	4	13/4.34	54/.54
Junior	3	1	0	4/1.33	29/.29
Senior	5	7	5	17/5.67	31/.31
Post Bach	1	0	0	1/0.33	4/0.04
Total	28	29	21	78/26	259/25.9

UNDERGRADUATE PROGRAM MAJOR – Health Profession Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	3	1	0	4/1.34	6/0.6
Sophomore	0	0	0	0	0
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	3	1	0	4/1.34	6/0.6

UNDERGRADUATE PROGRAM MAJOR – Heavy Equipment Operator Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	9	9	9	27/9	
Sophomore	0	0	0	0	24/.24
Junior	0	0	0	0	11/1.1
Senior	3	1	0	4/1.34	6/0.6
Post Bach	0	1	0	1/.033	0
Total	12	11	9	32/10.67	128/12.8

UNDERGRADUATE PROGRAM MAJOR – Health Information Technology Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	6	8	8	22/7.33	127/12.7
Sophomore	0	1	1	2/0.67	50/5
Junior	0	2	0	2/0.67	22/2.2
Senior	0	0	0	0	10/1
Post Bach	0	0	0	0	0
Total	6	11	9	26/8.67	209/20.9

UNDERGRADUATE PROGRAM MAJOR – Health Office Skills Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	-	1/0.34	9/0.9
Sophomore	-	0	-	-	3/0.3
Junior	-	0	-	-	2/0.2
Senior	-	0	-	-	0
Post Bach	-	0	-	-	0
Total	-	1	-	1/0.34	14/1.4

UNDERGRADUATE PROGRAM MAJOR – Hospitality Services Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	10	6	0	16/5.34	5/0.5
Sophomore	1	1	1	3/1	24/2.4
Junior	1	1	0	2/0.67	9/0.9
Senior	0	0	0	0	2/0.2
Post Bach	0	0	0	0	0
Total	12	8	1	21/7	40/4

UNDERGRADUATE PROGRAM MAJOR – Hospitality Services Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	0	0	2/0.2
Sophomore	2	1	1	4/1.34	7/0.7
Junior	0	1	1	1/0.33	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	4/0.4
Total	6	9	9	27/9	15/1.5

UNDERGRADUATE PROGRAM MAJOR – Nursing Assistant Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	-	1/0.33	5/0.5
Sophomore	-	1	1	2/0.67	2/0.2
Junior	-	-	1	1/0.33	2/0.2
Senior	-	-	-	0	0
Post Bach	-	-	-	0	0
Total	-	2	2	4/1.33	9/0.9

UNDERGRADUATE PROGRAM MAJOR – Hospitality Services Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	10	6	0	16/5.34	5/0.5
Sophomore	1	1	1	3/1	24/2.4
Junior	1	1	0	2/0.67	9/0.9
Senior	0	0	0	0	2/0.2
Post Bach	0	0	0	0	0
Total	12	8	1	21/7	40/4

UNDERGRADUATE PROGRAM MAJOR – Hospitality Services Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	0	0	2/0.2
Sophomore	2	1	1	4/1.34	7/0.7
Junior	0	1	1	1/0.33	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	4/0.4
Total	6	9	9	27/9	15/1.5

UNDERGRADUATE PROGRAM MAJOR – Nursing Assistant Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	-	1/0.33	5/0.5
Sophomore	-	1	1	2/0.67	2/0.2
Junior	-	-	1	1/0.33	2/0.2
Senior	-	-	-	0	0
Post Bach	-	-	-	0	0
Total	-	2	2	4/1.33	9/0.9

UNDERGRADUATE PROGRAM MAJOR – Office Support Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	0	0	1/0.1
Sophomore	-	-	1	1/0.33	2/0.2
Junior	-	-	1	1/0.34	3/0.3
Senior	-	-	0	0	0
Post Bach	-	-	0	0	0
Total	-	-	2	2/0.67	6/0.6

UNDERGRADUATE PROGRAM MAJOR – Practical Nursing Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	26	30	29	85/28.34	421/42.1
Sophomore	5	19	15	39/13	157/15.7
Junior	5	7	7	19/6.34	88/8.8
Senior	2	2	3	7/2.34	32/3.2
Post Bach	0	2	0	2/0.67	8/0.8
Total	38	60	54	152/50.67	706/70.6

UNDERGRADUATE PROGRAM MAJOR – Practical Nursing AAS Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	0	1	-	1/0.33	11/1.1
Sophomore	1	0	-	1/0.33	11/1.1
Junior	-	-	-	0	0
Senior	-	-	-	0	0
Post Bach	-	-	-	0	0
Total	1	1	-	2/0.66	22/2.2

UNDERGRADUATE PROGRAM MAJOR – Pending Practical Nursing AAS Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	7	6	0	13/4.34	84/.84
Sophomore	1	1	0	2/0.67	27/.27
Junior	0	0	0	0	11/1.1
Senior	0	1	0	1/0.33	6/0.6
Post Bach	0	0	0	0	0
Total	8	8	0	16/5.34	128/12.8

UNDERGRADUATE PROGRAM MAJOR – Welding Certificate of Proficiency

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	1	1/0.33	7/0.7
Sophomore	-	-	-	0	1/0.1
Junior	-	-	-	0	0
Senior	-	-	-	0	0
Post Bach	-	-	-	0	0
Total	-	-	1	1/0.33	8/0.8

UNDERGRADUATE PROGRAM MAJOR – Welding Technical Certificate

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	14	19	15	48/3	188/18.8
Sophomore	1	0	0	1/0.34	16/1.6
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	15	19	15	49/16.34	204/20.4

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

- The Automotive Technology program’s enrollment is Increasing with projected enrollment improving, as well.
- The Diesel Technology program’s enrollment is increasing each semester.
- The Early Childhood Education program has a 3-year average of 56 students.
- The Paramedic program has a 3-year average of 21 students.
- The McGehee Practical Nursing program is the only nursing program in the state with a six-year 100% pass rate on the NCLEX exam. This status is an excellent recruitment toll to attract potential students.
- The Nursing Assistant program has a 3-year average of 25 students.
- The Welding program’s program enrollment is increasing each year.

Weaknesses

- The Health Professions program is not financial aid eligible; therefore, students are not selecting it as a major.
- McGehee and Crossett campuses are discussing program revisions.
- The Hospitality program has experienced a decrease in enrollment. Classes are being offered on the Monticello campus.

Opportunities for Growth

- Administrative Office Technology program has expanded course offerings to the Monticello campus. We are confident that we attract additional students. Online course offerings have increased.
- Early Childhood Education program is now being offered on all three UAM campuses.
- The Heavy Equipment Operator Training Academy experienced a decline in enrollment; therefore, we have not hired a replacement for the instructor who resigned. We will utilize the current instructor, until enrollment increases. If enrollment increase, an additional instructor will be hired.
- The possibility of the creation of a Millwright Technical Certificate (TC) for the manufacturing industry.
- The possibility of the creation of an Agriculture Management Technical Certificate (TC) for the agriculture and farming industries.

Threats to Effectiveness

- Early College High School Technical Students are not being captured in McGehee' s data.
- The Certificate of Proficiency (CP) major cannot be added until after the Technical Certificate major is added initially during the admissions process. We are not capturing our CP major at census, because we request the major to be added several weeks in to the semester. The CP attainments are captured in Table 6. A better understanding of the Productivity Funding Formula is needed to determine if this is indeed a threat to effectiveness.⁹

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Administrative Office Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		3	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					0	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Administrative Office Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>						
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>					3	100%
<i>Continued Enrollment</i>						

Automotive Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		7	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					0	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					2	29%
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Automotive Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>						
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					2	29%

Diesel Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		10	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					0	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					5	50%
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Diesel Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					3	30%
<i>Continued Enrollment</i>					2	

Early Childhood Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		3	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					1	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Early Childhood Education Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					2	

Health Information Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		1	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					0	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Health Information Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					1	

Heavy Equipment Operator

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		5	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					2	40%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					5	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Heavy Equipment Operator Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					0	

Hospitality Services

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		0	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					0	
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Hospitality Services Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					0	

Paramedic

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		7	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					3	43%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Paramedic Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					3	43%

Practical Nursing

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		5	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					3	60%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					0	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Hospitality Services Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					4	80%

Welding Technology

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		8	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					5	63%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					5	
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>					0	
<i>Completed Associate of Applied Science in Hospitality Services Technology within expected timeframe (6 consecutive semesters)</i>					0	
<i>Completed in different UAM major <u>within</u> the unit</i>					0	
<i>Completed in different UAM major <u>outside</u> of the unit</i>					0	
<i>Left University With No Credential</i>					0	
<i>Continued Enrollment</i>					0	

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

Table 5: Gateway Course Success*

Course/Remediation		2016-2017		2016-2017		2017-2018		2017-2018		2018-2019		2018-2019		3 Year		3 Year	
		Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Trend	Passed	Failed	Trend	Failed	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Course	Required Remediation																
	No Remediation																
Course	Required Remediation																
	No Remediation																
Course	Required Remediation																
	No Remediation																

*Passed = A, B, or C; Failed = D, F, or W

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

Weaknesses

•

Opportunities for Growth

•

Threats to Effectiveness

•

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Undergraduate Program Major	Number of Degrees Awarded				
Technical Certificates (TC)	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Administrative Office Technology TC	6	3	4	13	4.34
Automotive Technology TC	1	1	6	8	2.67
Diesel Technology TC	3	2	7	12	4
Early Childhood Education TC	9	21	21	51	17
Health Information Technology TC	5	5	3	13	4.34
Heavy Equipment Operator TC	11	10	6	27	9
Hospitality Services TC	5	3	1	9	3
Paramedic TC	5	4	7	16	5.34
Practical Nursing TC	3	8	4	15	5
Welding Technology TC	10	9	9	28	9.34
Total	58	66	68	192	64.03
Certificates of Proficiency (CP)					
Child Development Associate CP	25	25	18	68	22.67
EMT Basic CP	8	20	9	37	12.34
Health Office CP	7	7	3	17	5.67
Hospitality Services CP	6	4	3	13	4.34
Nursing Assistant CP	34	35	56	125	41.67
Office Support CP	4	1	5	10	3.34
Tractor Trailer Operations CP	3	3	8	14	4.67
Welding Technology	12	12	21	45	15
Total	99	107	123	329	109.67

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

Two technical certificate programs are not meeting the minimum standards for viability, Automotive Technology, and Hospitality Services. The Arkansas Higher Education Coordinating Board (AHECB) define productivity standards as the following: an average of four (4) graduates per year for career and technical education certificates. The *Automotive Technology* program was redesigned in 2017-2108 and was offered to college students. In 2016-2017, the program was only offered as concurrent credit to high school students. We are still projecting an increase of enrollment, as well as the number of students graduating from the program beginning with 2019-2020. The *Hospitality Services* Program has experienced a decrease in enrollment; therefore, an instructor has not been hired, due to declining enrollment. Classes are currently being offered by UAMCTC on the Monticello campus. Students, who were slated to graduate, were encouraged to enroll in classes to complete this program. We are hopeful that enrollment and interest in this program will increase, so that additional courses can be offered on the McGehee campus.

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load Fall	Teaching Load Spring	Teaching Load Summer	Other Assignments
Anthony, Brandi	Part time	BS in Business Education	Hospitality, Concurrent Credit	9	9	0	This instructor is employed by area high school.
Burt, Gary	No rank	High School Diploma; Welding Certifications	Welding	14	11	3	
Calhoun, Nikona	No rank	Diploma; Registered Nurse	Practical Nursing	2	12	11	
Carter, David	No rank	Bachelor	Heavy Equipment	0	0	0	Teach non-credit classes
Coakley, Elizabeth	Part time	Master	Early Childhood	3	3	3	
Coburn, Tara	No rank	BS in Communications	Communication, Business Technology	17	17	0	
Cooper, Lora	Part time	Master	Early Childhood	0	3	0	
Edwards, Wilmon	No rank	Bachelor	Automotive, Concurrent Credit	16	19	6	
Goodding, Alan		Master	Mathematics	3	0	0	Shared faculty with Monticello
Hargraves, Elaine	No rank	Master	Early Childhood	18	18	6	
Harrod, Jay	No rank	Bachelor	Heavy Equipment	14	14	8	
Hurd, Faith	No rank	Master	Early Childhood	18	18	6	

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load Fall	Teaching Load Spring	Teaching Load Summer	Other Assignments
Jamison, Gaynell	Part time	Master	Early Childhood	3	6		
Jones, Renee	No rank	Master	Health Information	15	18	9	
Lee, Toma	Part time	Master	General Education/Related	3	6	0	
Loe, Tonya	No rank	Master	Business Technology, Hospitality	18	16	3	Shared faculty with Monticello
Mankin, Sharon	No rank		Concurrent Credit	9	0	0	This instructor is employed by area high school.
Nicholson, Rachel	No rank	Master	General Education	15	6	6	Shared faculty with Monticello
Pambianchi, Sarah	No rank	Associate	Nursing Assistant, Paramedic	18	11	0	Clinical Coordinator for EMT and Paramedic
Ray, Kimberly	No rank	Bachelor	Practical Nursing	11	11	10	
Reep, Kasey	Part Time	Bachelor	Concurrent Credit	6	0	0	This instructor is employed by area high school.
Sandlin, Lura		Master	General Education/Related	0	0		Shared faculty with Monticello
Singh, Gursarn	No rank	Bachelor	Paramedic	25	22	11	Fall 2018 adjunct was hired for 8 hours EMT & 8 of the 25 were clinical with a clinical coordinator
Smith, Cortez	Part time	Master	Early Childhood	0	3	0	Career Pathways
Stephens, Faye	No rank	Bachelor	General Education	11	12	8	
Teague-Hood, Jill	No rank	Master	Technical Math	15	6	0	The instructor assisted with clerical duties in the Nursing Department
Vail, Jamie	Part time		Concurrent Credit	21	0	0	This instructor is employed by area high school.
Venable, George	No rank	High School Diploma	Diesel	17	10	2	
Zieman, Jane	Part time	ADE	Concurrent Credit				This instructor is employed by area high school.

What significant change, if any, has occurred in faculty during the past academic year?

Two instructor resignations; one new hire; one reassignment; several faculty members who are teaching general education classes on the McGehee Campus were shared by Monticello and McGehee.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	4740	-11.65	
2009-10	6506	37.26	
2010-11	7394	13.65	
2011-12	7783	5.26	
2012-13	7297	-6.24	
2013-14	6203	-14.99	
2014-15	5555	-10.45	
2015-16	4548	-18.13	
2016-17	4322	-4.97	
2017-18	4079	-5.62	
2018-19	5345	31.04	

McGehee Non-Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	3115	7.38	
2009-10	3408	9.41	
2010-11	3511	3.02	
2011-12	3640	3.67	
2012-13	3429	-5.80	
2013-14	3060	-10.76	
2014-15	711	-76.76	All non-technical SSCH were moved to Monticello SSCH
2015-16	795	-11.81	
2016-17	405	-49.06	
2017-18	177	-56.30	
2018-19	1023	84.60	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

McGehee experienced a 77% decrease in SSCH during the 2014-2015 academic year due to the majority of the non-technical courses being moved to Monticello’s SSCH. The campus experienced an increase in the 2018-2019 academic year. The campus also has continued to experience a decrease in SSCH in non-technical courses; however, we experienced an increase during the 2018-2019 academic year.

Unit Agreements, MOUs, MOAs, Partnerships

Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Department of Health	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit Training	12/6/2016	1 year	1/1/2017
Belle View Estates of Monticello	Clinical Site for Allied Health Students	11/1/2018	reviewed annually	
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Cash’s and Sons of McGehee, Arkansas	Student Transportation Vouchers through Career Pathways	7/1/2018	1 year	7/23/2019
C.B. King Memorial Schools, Inc.	Practicum Site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2018	reviewed annually	
CDI Head Start	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Chicot Memorial Hospital	Internship site for Health Information Technology Students	6/1/2018	reviewed annually	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	5/1/2018	one semester	
City of Dumas/Lease	Facility for Adult Education	7/1/2018	reviewed annually	
Cornerstone Christian Academy	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Delta Memorial Hospital	Internship site for Health Information Technology Students	1/1/2019	one semester	
Dermott High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2019
Discovery Children’s Center	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Drew Central ABC Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Drew County Properties, LLC.	Lease agreement (for Diesel Academy)	7/1/2018	reviewed annually	
Drew Memorial Hospital	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Dumas E M S	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Dumas High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2019

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
East Carroll Parish Ambulance Service	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
East Carroll Parish Hospital	Clinical Site for Allied Health Students	9/6/2018	reviewed annually	
Emergency Ambulance Service, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
ESA Monticello	Internship for Business Technology Students	1/1/2019	one semester	
FAST Ambulance Service and Transport	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
First Presbyterian Child Care Center-Warren	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Grenada – UMMC	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Head of the Class	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Jefferson Regional Medical Center	Clinical Site for Allied Health Students	7/29/2018	reviewed annually	
Jellybean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Kid's First	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Ladders for Learning, LLC	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Lakeside ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Lakeside High School	Concurrent Enrollment	7/1/2018	reviewed annually	
Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
McGehee Health & Rehabilitation Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
McGehee High School/MOU	Concurrent Enrollment	7/1/2018	reviewed annually	
McGehee Hospital, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Economic Development/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2019
Monticello High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2019
Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2019
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Pauline Baptist Church Child Care	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Portland Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Sommerset Living of McGehee	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Southeast Arkansas Community Based Education Center (SEACBEC/MOU)	Concurrent Enrollment	7/1/2018	1 year	7/1/2019
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Trinity Treasures	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
UAMCTC/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2019
Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Wee Care Child Development	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
West Carroll Parish Ambulance	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
West Carroll Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Workforce Innovation and Opportunity Act/MOU	Facility for Adult Education	7/1/2018	1 year	7/1/2019
Wound Healing Institute of Southeast Arkansas	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
York Williams Child Development Center, Inc.	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2018	reviewed annually	

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Notable Faculty or Faculty/Service Projects

- Elaine Hargraves received the UAMCTM Outstanding Alumnus Award 2018. Each year, the vice chancellor recognizes a former student who exemplifies outstanding accomplishments.
- Kimberly Ray received McGehee’s Faculty Member of the Year. Each year, the vice chancellor recognizes a faculty member who exemplifies outstanding service.

- Kimberly Ray also received the UAM CT McGehee’s Faculty Member of the Year Award recognized by the McGehee Chamber of Commerce. Each year, the vice chancellor and assistant vice chancellor nominate a faculty member who exemplifies outstanding service to the community, as well as to UAM CTM.

Faculty Grant Awards

- None

Describe any significant changes in the unit, in programs/degrees, during the past academic year.

The Health Information Technology (HIT) program coursework is online. A student can obtain a Certificate of Proficiency (CP) or Technical Certificate (TC) online.

The Business Office Technology (BOT) offered additional courses online and on the Monticello campus, in an attempt to increase enrollment.

The Early Childhood Education (ECE) program offered additional courses on the Eudora, Monticello, and Warren campuses.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

The early childhood instructors embedded additional Early Care and Education Projects (ECEP) trainings into the corresponding courses as outlined by the Arkansas Early Childhood Cohort. The instructors have put into practice the information and activities from Health, Safety and Nutrition, Guidance & Behavior Management, Child Care Orientation Training (CCOT), Infant Toddler Standards: Arkansas CDELS, Child Development B-3, 3-5, and Creative Activities into existing coursework. Students leave the program with training certificates that would have been required to obtain a job in an early childhood related area. This also enhances the students’ knowledge base, as well as, makes them a desirable job candidate.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

1. All students enrolling in online course were given an informational handout and a special orientation opportunity.
2. All technical programs have a hands-on component including lab, shop, internship, preceptorship, clinical, practicum, etc.
3. Several instructors required Pre and Post testing of students using the Test of Adult Basic Education (TABE). Students with identified deficits were referred to the academic learning center/adult education.

4. Each program created a wish list of new technology/equipment to be purchased as funding allowed. The following were examples of technology/equipment purchased; Mastercool R2000 refrigerant machine for automotive diagnosis, Dell computers for the diesel technology including a crane, plasma cutters, tools, and an engine, a hospital bed for nursing and paramedic, welders for welding, chairs for the early childhood department.
5. The early childhood instructors have incorporated additional hands-on activities by embedding the U of A Early Care and Education Projects (ECEP) courses into the existing coursework. They have implemented outside learning activities such as visiting the public library, child care facilities, and the public school. They utilize manipulatives, group activities, research projects, writing assignments, and article reviews. They are implemented assignments that require students to seek related information from the internet, professional journals, professionals in the field and other teacher resources.
6. The health information technology instructor incorporated more web-based activities through Blackboard, learning games such as crossword puzzles and problem-solving activities such as “googling” to increase students’ problem solving skills. She has also initiated a new curriculum online, which allows students to obtain a technical certificate by enrolling in online course offerings.
7. The business technology instructors implemented assignments including requiring students to attend community meetings and write a report on their experience. They also implemented “Mystery Shopping” where students were required to observe customer service at a variety of local stores. In addition, supplemental in-class web based material such as iCEV, money instructor, canva.com and mindtap were utilized.
8. A used tanker was donated to the diesel technology program. The students utilized this truck to practice test runs for the CDL exam.
9. The welding instructor implemented hands-on activities in the shop setting, visual aids, and interactive learning. He incorporated outside assignments and group projects. The welding students constructed picnic tables to demonstrate competence in all welding positions. The picnic tables were constructed in the welding shop, using the team work approach, whereas each student was afforded the opportunity to apply knowledge they gained in the classroom to a real world event. The students drew the blue print, cut all the of the metal, and welded all pieces to build the picnic table. Each process was reviewed and approved by the instructor prior to advancing to the next step of the build. All welds were held to the American Welding Society standards.
10. Six computer labs are provided for students with state of the are technology.
11. Expert Guest Speakers presented in several departments (i.e. Dr. Scott in Paramedic, Aurora in Practical Nursing, Department of Human Services in Early Childhood, Drug Task Force agent in Paramedic)
12. The heavy equipment instructors have incorporated education in a variety of ways including field trips, community projects, educational dvds and simulation activities. Students are afforded the opportunity to certify in a variety of areas while completing a technical certificate. In addition to the NCCER (The National Center for Construction Education and Research)

certifications gained through the curriculum, students are eligible to receive a variety of additional certifications such as CPR/First Aid, forklift certifications, OSHA 10-hours and CDL licensure.

13. The practical nursing instructors incorporated field trips throughout the year including attending disciplinary hearings at the State Board of Nursing. They include numerous student projects including a natural disaster presentation, poster creations depicting pictures of “bad” IV’s and sexually transmitted disease. Students are engaged in “games”; one example includes a ball that is tossed from student to student seated in a circular format. When the instructor says, “stop”, the student holding the ball must select a question from the question box. She reads the question aloud and provides an explanation of the answer. Other students have the opportunity to interject additional information. The question ends with a component where the student asks another student of her choosing, a question that she creates related to the topic. These instructors include several outdoor lectures where they literally take their game or lecture to the lawn. Following an exam, one instructor allowed a very short (timed) period for the students to collaborate on the questions of which they are unsure. She did not offer any answer on their exam. This proved to be a pivotal moment for this instructor to hear some of the rationales and thought processes; once the exams were submitted and graded, she utilized this activity as an additional opportunity to discuss concepts.
14. The automotive instructor desired and acquired a Mastercool R2000 refrigerant machine for properly diagnosing air conditioning problems with vehicles. The instructional material and videos are designed to give students an opportunity to experiment with equipment that is used in a real world shop atmosphere. Students are given the task of assessing the air conditioning systems of different vehicles and detect any problems with accuracy.
15. The paramedic instructor schedules an annual field trip to the state crime lab where the students observe an autopsy. The students observe actual body parts, as well as injuries and disease process which caused the death. He also creates oral communication practice stations where students are given scenarios to treat and transport pre hospital patients. The instructor plays a role of the patient; the student then gives the verbal report to the receiving hospital and the instructor plays the role of the hospital personnel. This instructor also requires flash cards to be made during class for cardiac circulation.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
 - o Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - o Revitalize general education curriculum.
 - o Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - o Develop an emerging student leadership program under direction of Chancellor's Office.
 - o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
 - o Invest in quality technology and library resources and services.
 - o Provide opportunities for faculty and staff professional development.
 - o Invest in quality classroom and research space.
 - o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - o Create an Institute for Teaching and Learning Effectiveness.

- Expand accessibility to academic programs.
 - o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - o Create a summer academic enrichment plan to ensure growth and sustainability.
 - o Develop a model program for college readiness.
 - o Revitalize general education.
 - o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students.
- Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - o Increased efforts to earn research and grant funds.
 - o Creation of philanthropic culture among incoming students, graduates and community.
 - Collaborating with Athletics Fundraising to maximize synergies.
 - Create a Growing our Alumni Base Campaign.
 - o Encourage entrepreneurial opportunities where appropriate.
 - o Participation in articulation agreements to capitalize on academic and economic resources.
 - o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?

- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary