University of Arkansas at Monticello
Academic Unit Annual Report

Unit: McGehee College of Technology

Academic Year: 2019 - 2020

McGehee 's Mission

The mission of UAM College of Technology-McGehee is:

- To provide customized quality educational services to meet the needs of regional workforce development and enhance economic growth of the state.

- To provide the finest instructional resources and support services to enhance the growth and development of students.

- To be a life-long learning center composed of a highly professional team working to support customer needs and providing world-class quality workforce development.

Table 1: Assessment of Key Performance Indicators

Actions for Goal 1 Student Success	KPI	Assessment of Progress	Implications for Future Planning/Change
Encourage and support engagement in academics, student life, and athletics for well-rounded experience.	Support and maintain the UAMCTM National Technical Honor Society by planning an induction ceremony and recognize students at commencement.	3 students were inducted into the National Technical Honor Society in the 2019-2020 year. (Spring induction ceremony was cancelled, due to COVID-19).	Goal met; this goal will be continued annually.
Expand accessibility to academic programs.	Offer additional online courses. Schedule evening classes.	Courses for Fall 2019, Spring 2020 Fall 19': *14 Evening Courses *9 Online Courses *21 Concurrent Credit Courses Spring 20': -13 Evening Courses -11 Online Courses -21 Concurrent Credit Courses	Goal met; this goal will be continued annually.
Building partnerships through networking and collaboration.	Annually review, update, and develop networks in all current internship/preceptorship contracts and memorandums of understandings among secondary schools, businesses/industries and higher education institutions.		Goal met; this effort will be continued annually.
Enhance the university's image, visibility, and influence.	Attend community activities as scheduled, obtain memberships to community organizations and volunteer when needed.	Administration, faculty, staff members and students participated in numerous community activities throughout the year. Each member documented their recruitment activity for the year. UAMCTM employees volunteered several hours at the following: Movie Nights, Dessert Extravaganza, Adult Education Open House, OwlFest, Pink Tomato Festival, Food Truck Event, UAMCOT-McGehee Day, Dumas Career Fair, Nursing students volunteered and assisted	Goal met; this effort will be continued annually.

		Arkansas Department of Health (ADH) with flu clinics, and assisted with health fairs with local hospitals.	
Improve employment opportunities.	Host a minimum of two Advisory Committee sessions annually per department.	Each department held a minimum of two advisory committee meetings (with some exceptions, due to COVID-19).	Goal met; however, some departments did not hold Advisory meetings, due to COVID-19.
Actions for Goal 2 **Enrollment & Retention Gains**	**KPI**	**Assessment of Progress**	**Implications for Future Planning/Change**
Identify and enhance pipeline for recruiting.	100% of full time instructors will document 6 recruitment activities per academic year.	Documented recruiting was initiated at job fairs and high school events. All faculty reported at least 6 recruitment activities in their annual evaluation. The UAMCTM Recruitment Committee was formed to devise new recruitment strategies.	This goal is ongoing.
Provide the latest technology to our students and faculty.	Attend professional development that introduces new technology.	Two professional development opportunities were held on site by UAM IT to explain EAB software and Blackboard Ultra. (There were additional opportunities held by Bryan Fendley, throughout the semester).	Goal met; this goal will be continued 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 three years. The automotive, and hospitality service technical programs were assessed in 2019-2020. The results are listed below.

Table 2: Automotive Student Learning Outcomes

| University 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
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.	1. Demonstrate safety in the shop.	• 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.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***

University 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
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	1. Demonstrate safety in shop. 2. Demonstrate skills in Air Conditioning repairs.	This SLO *fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.* The abilities and skills that the students learn in the automotive technology program.	• Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.*** This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.***
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.	4. Demonstrate skills in all 8 Automotive Service Excellence (ASE) Certification areas.	• 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.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***

Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	1. Demonstrate safety in shop. 2. Demonstrate skills in Air Conditioning (AC) repairs. 3. Demonstrate skills in auto-motive repairs.	• This objective allows students to be served in the communities of Arkansas and beyond, to improve the quality of life; as well as, generate, enrich, and sustain economic development. Students completing this program are successful in Southeast Arkansas, and in other areas of the state and beyond.	• This objective assists in meeting the mission by *providing the instructional and support services to enhance the growth and development of students* as well as providing *customized educational services to meet the needs of regional workforce*. Their success provides the evidence of their *growth and development assisted by a highly professional team working to support customer needs and provide a world-class quality workforce development.*

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 Automotive 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 shop 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 as 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 automotive 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 Engine Repair provides students with an introduction to automotive engine construction and theory of operation for all engine systems and components including disassembly, inspection, repair, and reassembly procedures. The chart below depicts the pre and posttest results. The exam consisted of 40 multiple choice questions given to 5 students.

Pre-Test vs. Post Anaylsis
Engine Repair
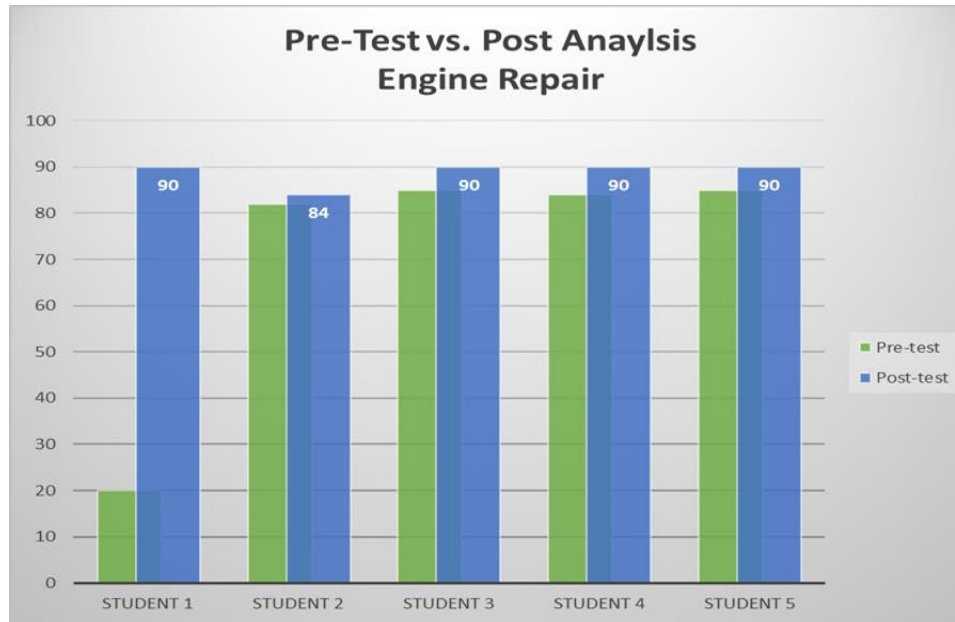
The program provides contemporary training required in today's society. Cars, like people are "living longer these days and are requiring more service. Built-in computers, sophisticated electronics, and complex pollution control devices add to the need for more and better-trained automotive technicians. Automotive Service Technology graduates may be employed as technicians for auto dealers, independent garages and large fleet owners. They may gain employment at specialty repair shops, working exclusively on engines, electrical systems, transmissions or other parts. Some enter sales work for auto parts, retailers or wholesalers, and some go into business for themselves. The ability to diagnose trouble accurately is the key to success in this field – and the program is designed to give students skills through plenty of hands-on practice. The instructor has business 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 auto shop 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 ASE certification testing.

Data from the UAM - CTM Automotive Technology Program is displayed on the University's Gainful Employment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully

completed the requirements of the program. The job placement rate also indicates learning as successful completion of the program increases the likelihood of obtaining employment in the automotive industry. The automotive program has achieved a 100% on-time completion rate for two out of three years.

For School Year	# of Students Graduating	# of Students Completing On-Time	On-time Graduation Rate	# of Students Employed in Related Field or Continuing Education	Job Placement Rate
2016-2017					
2017-2018	4	4	100%	4 grads - 0 CE = 4 eligible; 2 working in field/4 eligible = 100%	50%
2018-2019	3	3	100%	3 grads - 1 CE =2 eligible; 2 working in field/ 2 eligibles = 100%	100%
2019-2020			100%	Data will be collected December 2020	100%

Data from the UAM – CTM Automotive Technology 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 4 courses for a total of 16 credit hours obtained during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program for a total of 42 credit hours.

Award	Degree Code	Program Name	16-17	17-18	18-19	19-20
CP	0034	Automotive Diagnostics	0	0	7	15
TC	4355	Automotive Service Technology	1	1	6	3

Automotive CPs and TCs Awarded
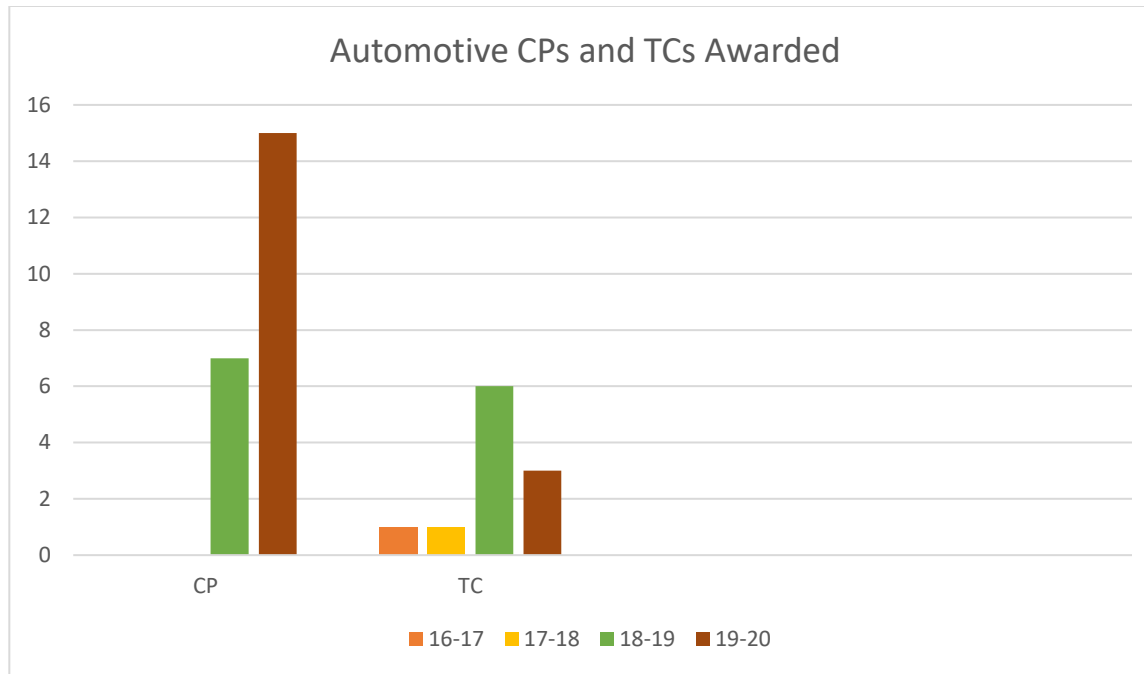
The automotive program is designed to measure student learning and understanding of concepts taught in each course. The variety of performance measures limit students' ability to memorize textbook content to earn grades. Methods such as shop assignments, and completed tasks require students to demonstrate the understanding of the concepts in hands on application in the shop setting. Students are more likely to retain the material if they have the opportunity to put the concepts into action. Working in small groups seem to work better for the students as far as learning the manual techniques. Random questioning of the material helps them to stay on task and reinforce their knowledge. A shop grading system was incorporated in the fall of 2017 as a measure of performance including safety awareness, appearance, work ethic, attitude, attendance, etc.

Program faculty requested and received individual student IPads with software for use in properly diagnosing problems with vehicles. The instructional material is designed to mimic a real world shop atmosphere. After diagnosis, the students are required to write repair orders with real estimates. In an effort to obtain the most accurate estimate and lowest price for the "customer", the students are required to contact parts stores, as well as local dealerships for price quotes.

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 have minimal knowledge of automotive concept application. Other non-traditional students enter the program with some experience in automotive engine systems components and, at times, without the ability to effectively recognize tools. Faculty would like to interview local automotive/ shop personnel, program graduates, and current students to evaluate the impact of this gap, and identify possible solutions to address this issue.

The role of the automotive service technician/mechanic 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 for students leaving the program and entering the job market is important. While some changes have been made to expand the course offerings such as modification of the Certificate of Proficiency more research and review is needed. When considering the changing job field, and lower enrollment/viability numbers, it appears reconfiguration of the program needs to be considered. Currently, faculty is developing questions that could be utilized to complete key informant interviews at local businesses and industries for input on program restructuring.

An area of improvement the instructor will make is in developing more knowledge and understanding of the diversity of adult learners. Finding a balance of rigor and responsiveness toward students and their needs will be accomplished through self-directed research and reading, through discussions with colleagues and supervisors, and through professional development.

Students enrolled in the UAM CTM Automotive program complete end of semester evaluations of the course, instructor and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with the instructor by the assistant vice chancellor during the instructor's performance evaluation conference to determine what actions may be taken by the instructor.

The laboratory assignments and written tests are administered for students to demonstrate their understanding of theory through test scores. Their actual welding ability is made evident through the laboratory work and hands-on projects. The instructor reviews the exams and laboratory results to ensure learners are both being taught and assessed for theory and performance – the proof of combined knowledge, skills, and abilities.

The faculty participates in self-evaluations and peer-evaluations. These evaluations allow the faculty to experience another faculty's strategies/methods of facilitating student learning. Peer evaluations are kept in the assistant vice chancellor's files and are shared with the faculty during yearly performance evaluations.

With the assistance of the Advisory Board, the instructor receives advice, recommendations, and feedback from members of the community of interest. The program of study is reviewed and strategies to improve student learning outcomes are discussed. The instructor has an open-door policy for stakeholders (employers). Business representatives communicate with the instructor openly concerning their needs for personnel and any deficits they may have assessed in the program's graduates.

Table 2: Hospitality Student Learning Outcomes

| University 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
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.	1. Identify hospitality as the act of generously providing care to those in need, and relating understanding through community service. 5. Compile effective written and interpersonal communication skills to justify knowledge of fundamental supervisory responsibilities.	• 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.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***

University 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
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	2. Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining, and safely utilizing commercial tools and equipment. 3. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.	This SLO *fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.* The abilities and skills that the students learn in the hospitality service technology program.	• Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.*** This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.***
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.	4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.	• 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.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***

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

Hospitality Service Technology students are assessed throughout the program by both written and hands-on exams. These exams gauge not only the knowledge gained through lecture, but also their ability to product quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if the 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 hospitality, 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 in necessary within that unit. The course Technical Customer Service Relations gives students the knowledge to learn to use business procedures to produce successful customer interactions and business outcomes, reinforcing the critical thinking SLO. It is stressed to that students that while meal planning is very important, they must also be able to successfully interact with customers and business owners, in order to be effective in the field. Students are given the opportunity through pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and the instructor to review those areas before the post-test takes place.

Customer Service Relations
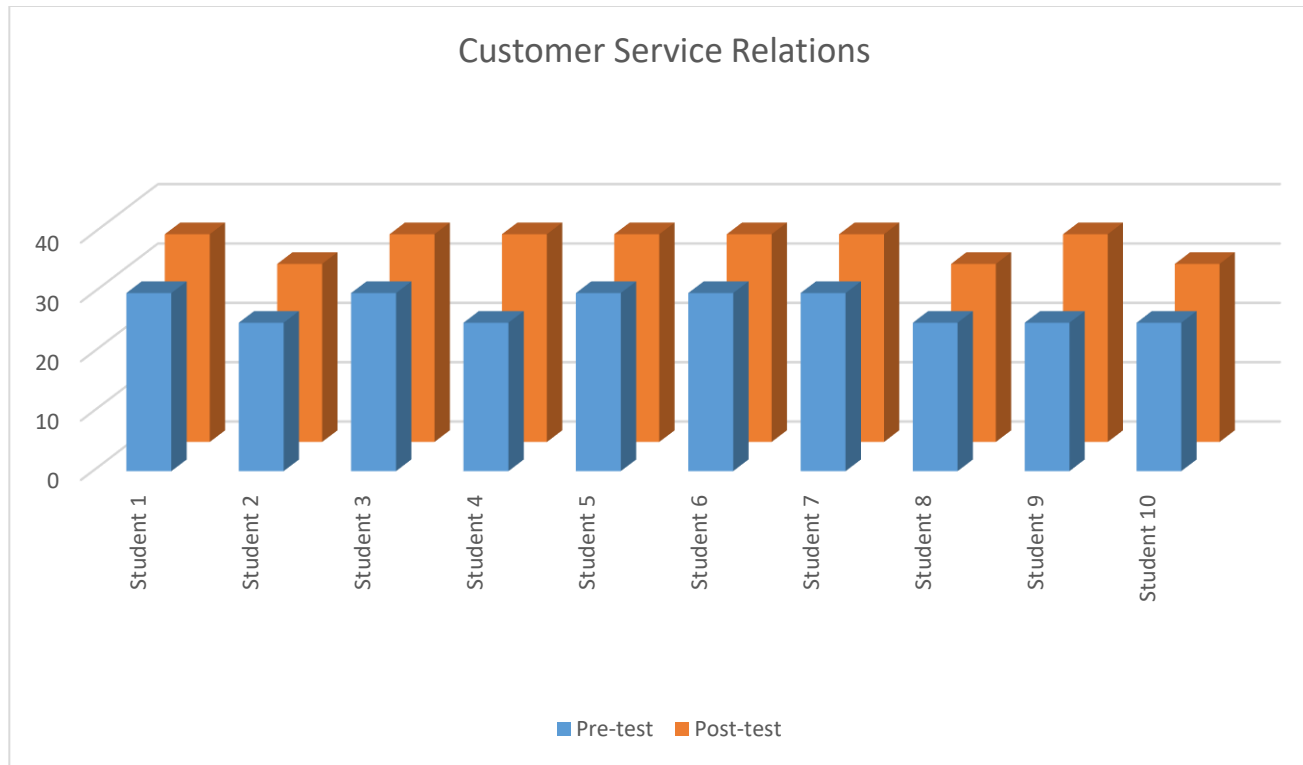
The program offers a real-world prospective of knowledge and skills necessary to be successfully employed in a variety of areas. The instructor had industry experience and connections that move students from the "classroom" mindset to the consideration of application of knowledge and skills in the job 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 culinary 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.

Program faculty had 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 some experience in hospitality skills 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 hospitality/tourism 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.

In the last two years' curriculum has been restructured to better meet the needs of the students, and better prepare completing students for employment in various related fields. Changes to the program such as revisions in the course HOSP 1094 Culinary Fundamentals (increasing the credit hours from 3 to 4) to allow students to adequately explore nutrition and dietetics as they relate to culinary fundamentals is one such revision. This revision is a direct response to the changing emphasis in the culinary field of employment to considered nutritional guidelines in food planning and preparation.

Hospitality courses are currently being held by UAM-CTC on the Monticello campus.

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 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	6	0	10	16/5.33	85/8.5
Sophomore	1	0	0	1/0.33	181.8
Junior	0	0	0	0	28/2.8
Senior	1	0	0	1/0.33	5/0.5
Post Bach	0	0	0	0	0
Total	8	0	10	18/6	136/13.6

UNDERGRADUATE PROGRAM MAJOR: Automotive Technology Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	8	8	8	24/8	53/5.33
Sophomore	1	1	1	3/1	6/0.6
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	9	9	9	27/9	59/5.9

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	11	12/4	16/1.6
Sophomore	-	1	0	1/0.33	1/0.1
Junior	-	1	0	1/0.33	1/0.1
Senior	-	0	0	0	0
Post Bach	-	0	0	0	0
Total	-	3	11	14/4.66	18/1.8

UNDERGRADUATE PROGRAM MAJOR: Correctional Law Enforcement Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	-	-	5/0.5
Sophomore	-	-	-	-	4/0.4
Junior	-	-	-	-	2/0.2
Senior	-	-	-	-	0/0.1
Post Bach	-	-	-	-	0
Total	-	-	-	-	11/1.1

UNDERGRADUATE PROGRAM MAJOR: Diesel Technology Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	8	13	6	27/9	29/2.9
Sophomore	1	0	2	3/1	3/0.3
Junior	0	0	0	0	1/0.01
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	9	13	8	30/10	33/3.3

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	32	29	32	93/31	364/36.4
Sophomore	27	20	12	59/19.66	148/14.8
Junior	6	7	3	16/5.33	36/3.6
Senior	1	3	2	6/2	13/1.3
Post Bach	0	0	1	1/0.33	2/0.2
Total	66	59	50	175/58.33	562/56.2

UNDERGRADUATE PROGRAM MAJOR: EMT Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	1	3	1	5/1.66	6/0.6
Sophomore	0	0	0	0	0
Junior	0	0	0	0	0
Senior	1	0	0	1/0.33	1/0.1
Post Bach	-	0	0	0	0
Total	2	3	1	6/2	7/0.7

UNDERGRADUATE PROGRAM MAJOR: EMT Paramedic Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	17	12	5	34/11.33	129/12.9
Sophomore	4	4	6	14/4.66	55/5.5
Junior	1	0	2	3/1	27/2.7
Senior	7	5	3	15/5	29/2.9
Post Bach	0	0	2	2/0.66	4/0.4
Total	29	21	18	68/22.66	244/24.4

UNDERGRADUATE PROGRAM MAJOR: Health Professions Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	1	0	0	1/0.33	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	1	0	0	1/.033	6/0.6

UNDERGRADUATE PROGRAM MAJOR: Heavy Equipment Operator Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	9	9	20	38/12.66	164/16.4
Sophomore	0	0	0	0	16/1.6
Junior	0	0	0	0	2/0.2
Senior	1	0	0	1/0.33	5/0.5
Post Bach	1	0	0	1/0.33	1/0.1
Total	11	9	20	40/13.33	188/18.8

UNDERGRADUATE PROGRAM MAJOR: Health Information Technology Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	8	8	3	19/6.33	114/11.4
Sophomore	1	1	2	4/1.33	47/4.7
Junior	2	0	1	3/1	21/2.1
Senior	0	0	0	0	9/0.9
Post Bach	0	0	0	0	0
Total	11	9	6	26/8.66	191/19.1

UNDERGRADUATE PROGRAM MAJOR: Health Office Skills Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	1	-	1	2/0.66	10/1.0
Sophomore	0	-	1	1/0.33	4/0.4
Junior	0	-	0	0	1/0.1
Senior	0	-	0	0	0
Post Bach	0	-	0	0	0
Total	1	-	2	3/1	15/1.5

UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	6	0	0	6/2	124/12.4
Sophomore	1	1	0	2/0.66	23/2.3
Junior	1	0	0	1/0.33	9/0.9
Senior	0	0	0	0	2/0.2
Post Bach	0	0	0	0	0
Total	8	1	0	9/3	158/15.8

UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	0	0	14/1.4
Sophomore	1	1	0	2/0.66	7/0.7
Junior	1	1	0	2/0.66	1/0.1
Senior	0	0	0	0	0
Post Bach	0	0	0	0	4/0.4
Total	2	2	0	4/1.33	26/2.6

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	1	0	3	4/1.33	8/0.8
Sophomore	1	1	3	5/1.66	5/0.5
Junior	0	1	1	2/0.66	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	2	2	7	11/3.66	15/1.5

UNDERGRADUATE PROGRAM MAJOR: Office Support Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	10	10/3.33	11/1.1
Sophomore	0	1	0	1/0.33	2/0.2
Junior	0	1	1	2/0.66	4/0.4
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	2	11	13/4.33	16/1.6

UNDERGRADUATE PROGRAM MAJOR: Practical Nursing Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	30	29	33	92/30.66	398//39.8
Sophomore	19	15	9	43/14.33	153/15.3
Junior	7	7	8	22/7.33	87/8.7
Senior	2	3	3	8/2.66	30/3
Post Bach	2	0	0	2/0.66	5/0.5
Total	60	54	53	167/55.66	673/67.3

UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing AAS Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	1	3	3	7/2.33	16/1.6
Sophomore	1	2	4	7/2.33	
Junior	0	2	1	3/1	
Senior	1	-	0	1/0.33	
Post Bach	0	-	0	0	
Total	8	7	8	18/6	

UNDERGRADUATE PROGRAM MAJOR: Welding Certificate of Proficiency

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	-	1	4	5/1.66	11/1.1
Sophomore	-	0	0	0	1/0.1
Junior	-	0	0	0	0
Senior	-	0	0	0	0
Post Bach	-	0	0	0	0
Total	-	1	4	5/1.66	12/1.2

UNDERGRADUATE PROGRAM MAJOR: Welding Technical Certificate

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	19	15	19	53/17.66	188/18.8
Sophomore	0	0	0	0	12/1.2
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	19	15	19	53/17.66	200/20

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

Major: Administrative Office Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	1	
Number of majors classified as sophomore in fall 2018	2	
Number and percentage graduated in that major during 18-19 academic year	2	75%
Number and percentage that graduated in that major during 19-20 academic year	1	25%

Major: Automotive Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	1	
Number of majors classified as sophomore in fall 2018	1	
Number and percentage graduated in that major during 18-19 academic year	2	100%
Number and percentage that graduated in that major during 19-20 academic year	2	100%

Major: Child Development Associate Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	4	
Number of majors classified as sophomore in fall 2018	15	
Number and percentage graduated in that major during 18-19 academic year	14	73%
Number and percentage that graduated in that major during 19-20 academic year	12	63%

Major: Correctional Law Enforcement Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomore in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Diesel Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	9	
Number of majors classified as sophomore in fall 2018	1	
Number and percentage graduated in that major during 18-19 academic year	9	100%
Number and percentage that graduated in that major during 19-20 academic year	4	100%

Major: Early Childhood Education Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	16	
Number of majors classified as sophomores in fall 2018	17	
Number and percentage graduated in that major during 18-19 academic year	17	100%
Number and percentage that graduated in that major during 19-20 academic year	10	100%

Major: EMT Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	11	
Number of majors classified as sophomores in fall 2018	4	
Number and percentage graduated in that major during 18-19 academic year	10	66%
Number and percentage that graduated in that major during 19-20 academic year	4	26%

Major: EMT Paramedic Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	8	
Number of majors classified as sophomores in fall 2018	4	
Number and percentage graduated in that major during 18-19 academic year	3	25%
Number and percentage that graduated in that major during 19-20 academic year	3	

Major: Health Professions Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	2	

Major: Heavy Equipment Operator Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	8	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	8	100%
Number and percentage that graduated in that major during 19-20 academic year	9	

Major: Health Information Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	1	
Number of majors classified as sophomores in fall 2018	2	
Number and percentage graduated in that major during 18-19 academic year	3	100%
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Health Office Skills Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Hospitality Services Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	1	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Hospitality Services Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	1	
Number and percentage graduated in that major during 18-19 academic year	1	100%
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Nursing Assistant Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Office Support Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Pending Practical Nursing AAS Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	2	
Number of majors classified as sophomores in fall 2018	2	
Number and percentage graduated in that major during 18-19 academic year	1	50%
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Welding Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2018	0	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	0	
Number and percentage that graduated in that major during 19-20 academic year	0	

Major: Welding Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2018	10	
Number of majors classified as sophomores in fall 2018	0	
Number and percentage graduated in that major during 18-19 academic year	9	90%
Number and percentage that graduated in that major during 19-20 academic year	8	

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 58 students.
- The Heavy Equipment Operator Training Academy had an increase in enrollment the previous year.
- The Paramedic program has a 3-year average of 61 students.
- The McGehee Practical Nursing program is the only nursing program in the state with a seven-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 in Health Information Technology.
- 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 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.
- The possibility of the creation of a Medical Assistant (TC) for the health professions industry.

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.

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* Not Applicable

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)	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Administrative Office Technology TC	3	4	3	10	3.33
Automotive Technology TC	1	6	3	10	3.33
Diesel Technology TC	2	7	7	16	5.33
Early Childhood Education TC	21	21	15	57	19
Health Information Technology TC	5	3	1	9	3
Heavy Equipment Operator TC	10	6	11	27	9
Hospitality Services TC	3	1	0	4	1.33
Paramedic TC	4	7	6	17	5.66
Practical Nursing TC	8	4	6	18	5.66
Welding Technology TC	19	9	10	38	12.66
Total	76	68	62	206	68.66

Undergraduate Program/Major				Number of Degrees Awarded	
Certificates of Proficiency (CP)	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Automotive Diagnostics CP	-	7	15	22	11
Basic Business Principles CP	0	0	3	3	1
Child Development Associate CP	25	18	11	54	18
EMT Basic CP	20	9	4	33	11
Heavy Equipment Safety and Basic Maint. (CP)	-	3	10	13	6.50
Health Office CP	7	3	1	11	3.66
Hospitality Services CP	4	3	0	7	2.33
Nursing Assistant CP	35	56	42	133	44.33
Office Support CP	1	5	0	6	2
Tractor Trailer Operations CP	3	8	6	17	5.66
Welding Technology	12	21	22	55	18.33
Total	107	133	114	354	118

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

Four 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 *Administrative Office Technology* program 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.

We have also hired a new instructor and plan to offer classes to students on the Monticello campus in the spring 2021 semester. 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 | | | Other Assignments |
				Fall	Spring	Summer	
Burt, Gary	Full-Time 2012 10 ½ months	High School Diploma; Welding Certifications	Welding	14	11	3	
Calhoun, Nikona	Full-Time 2003 10 ½ months	Diploma; Registered Nurse	Practical Nursing	2	0	0	
Carter, David	Full-time 2006 12 months	BS in Accounting	Heavy Equipment	9	0	0	Teach non-credit classes
Cingolani, Donna	Adjunct 2010	AAS-Nursing	Practical Nursing	0	1	0	
Coakley, Elizabeth	Part time	M.Ed. Early Childhood Education	Early Childhood	9	3	0	
Coburn, Tara	Full-Time 2015 9 month	BA in Speech Communications/Journalism	Communication, Business Technology	17	17	0	
Dale, Cassie	Part time	ADE	Concurrent Credit	9	6	0	This instructor is employed by area high school.

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Edwards, Wilmon	Full-Time 2017 10 ½ months	BS Organizational Management/Diploma Auto Diesel Technology	Automotive, Concurrent Credit	16	19	0	
Givhan, Samuel	Part-time 2019	PhD Psychology	Automotive	16	0	0	This instructor served as a substitute for Automotive.
Goodding, Alan	Adjunct	M.S. Mathematics	Mathematics	3	0	0	Shared faculty with Monticello
Hargraves, Elaine	Full-Time 2015	M.Ed. Early Childhood/Special Ed.	Early Childhood	10	18	0	
Harrod, Jay	No rank	B.S. General Studies	Heavy Equipment	14	14	8	
Hurd, Faith	No rank	M.Ed. Early Childhood/Special Ed.	Early Childhood	18	18	6	
Jamison, Gaynell	Part time	Master	Early Childhood	3	6	0	
Jones, Renee	No rank	MBA/BBA-Marketing	Health Information	15	18	9	
Lee, Toma	Adjunct	MS Psychology	General Education/Related	6	3	0	
Loe, Tonya	Full-Time 2014 9 months	Master-Business & Marketing Education	Business Technology, Hospitality	18	16	3	Shared faculty with Monticello
McGehee, Robert	Full-Time 2019 12 months	Diploma	Concurrent Credit	9	9	9	
Nicholson, Rachel	Full-Time 2014 9 months	M.A. Creative Writing/B.A. English	General Education	15	6	6	Shared faculty with Monticello
Pambianchi, Sarah	Full-Time 2014 10 ½ months	Associate Degree-Nursing	Nursing Assistant, Paramedic	18	11	0	Clinical Coordinator for EMT and Paramedic
Ray, Kimberly	Full-Time 2002 10 ½ month	AAS	Practical Nursing	11	0	0	
Reep, Kasey	Part Time	Bachelor	Concurrent Credit	15	0	0	This instructor is employed by area high school.
Sandlin, Lura	Adjunct	Master	General Education/Related		15	6	Shared faculty with Monticello
Scales, Anna	Full-Time 2020 10 ½ months	BSN Nursing	Practical Nursing	0	8	8	
Singh, Gursarn	Full-Time 2007 12 months	BS in Biology	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	Adjunct	MA Higher Education & Student Affairs	Early Childhood	0	3	0	Career Pathways

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Teague-Hood, Jill	Full-Time 2017 9 month	M.Ed./ B.A. Mathematics	Technical Math	15	0	0	
Vail, Jamie	Part time	ADE	Concurrent Credit	21	0	0	This instructor is employed by area high school.
Venable, George	Full-Time 2016 12 months	High School Diploma	Diesel	17	10	2	
Walker, Anita	Full-Time 2019 10 ½ months	AAS	Practical Nursing, Nursing Assistant	11	9	7	
Walker, Randall	Full-Time 2019 10 ½ months	M.P.H./B.S. Biology	General Education	11			Shared faculty with Monticello
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?

Five instructor resignations; three new hires; 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
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	
2019-20	5552	3.87	

McGehee Non-Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
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	477.97	
2019-20	923	-9.78	

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 and 2019-2020 academic years.

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	7/1/2018	reviewed annually	7/1/2020
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit Training	12/6/2019	1 year	1/1/2020
Belleview Estates of Monticello	Clinical Site for Allied Health Students	11/1/2018	reviewed annually	7/1/2020
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
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	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Chicot Memorial Ambulance Service	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Chicot Memorial Hospital	Internship site for Health Information Technology Students	6/1/2018	one semester	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
City of Dumas/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2020
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	1/1/2018	one semester	7/1/2020
Dermott High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
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	7/1/2018	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	7/1/2020
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	1/1/2018	one semester	
First Presbyterian Child Care Center-Warren	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Good Shepard	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	
Lipsomb Oil Company, Inc.	Student Transportation Vouchers through Career Pathways	7/1/2019	1 year	
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	1 year	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
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	7/1/2020
Monticello High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
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	7/1/2020
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Mother Goose Child Care	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	
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	
Southeast Arkansas Community Based Education Center (SEACBEC/MOU)	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
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	7/1/2020
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	7/1/2020
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	

All partnerships listed in the table above have been renewed.

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

<u>Notable Faculty or Faculty/Service Projects</u>
- Gursarn Singh received McGehee' s Faculty Member of the Year. Each year, the vice chancellor recognizes a faculty member who exemplifies outstanding service.
- Faith Hurd 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.

<u>Faculty Grant Awards</u>
- None

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

The Business Office Technology (BOT) program offered additional courses online and on the Monticello campus and increased enrollment.

All coursework transitioned to online instruction format, due to COVID-19. The Vice Chancellor and Assistant Vice Chancellor reviewed the spring 2020 course evaluations. All of the student feedback was positive.

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

- The early childhood instructors continued to 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; various tools for automotive diagnosis, diesel technology including the donation of a tanker, a medical cabinet for nursing and paramedic, and welders for welding.
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 a s 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 engage 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 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 05/26/2020

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
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary