University of Arkansas at Monticello
Academic Unit Annual Report

Unit: McGehee College of Technology

Academic Year: 2017-2018

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (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
Incorporate multiple exit points in all Technical Programs.	Developed a Certificate of Proficiency for the remaining programs: Automotive, Heavy Equipment (construction option), and Heavy Equipment (timber option).	100% of all technical programs have multiple exit points. Goal met
Revitalize National Technical Honor Society & hold induction ceremony. Recognize students at graduation.	22 students were inducted in the National Technical Honor Society (NTHS). These students were recognized at graduation adorned with a NTHS stole and cord.	NTHS revitalized, induction ceremony held and students recognized at graduation. Goal met; however, after modification this goal will be ongoing to include an annual induction ceremony and graduation recognition.
Graduates will have resumes, student portfolios, and attend practice interview sessions.	CPI hosted resume building workshop that provided students the skills to build a professional resume. All students are required to successfully complete Technical Communications or higher level English course. The Tech Communications course includes resume writing, student portfolios, and mock interviews as an essential component.	Goal met; this goal will be continued annually.
100% of full time instructors will document 6 recruitment activities per academic year.	Documented (see Director of Student Services for data) recruiting took place at job fairs, high school events, festivals, civic organizational meetings, etc. All faculty reported 6 recruitment activities in their annual evaluation reports	Goal met; however, instructors will be required to document 6 recruitment activities annually. Recruitment events are ongoing.
Provide an informational pamphlet to all students when they enroll in an online class. Provide students with Blackboard online tutorial. 100% of all faculty members are required to use Blackboard Online services in their classrooms.	All students enrolling in online courses were given an informational sheet and special orientation opportunity each semester.	Goal met; this effort will continue annually.
Faculty will complete a survey to identify needs annually and needs will be prioritized and provided based upon funding.	Examples of purchases made are as follows: -10 new Dell computers were purchased for nursing department. -24 new Dell computers for the Business Technology department. -Skills Trainers were purchased for Diesel and Nursing. See inventory list per department.	Goal met; this effort will continue annually.
Offer courses on UAM and/or UAM College of Technology Crossett campuses as needed.	The Health Information Technology program was provided by UAM-McGehee and Crossett on the UAM campus.	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 welding technology and the health information technology programs were assessed in 2017-2018. The results are listed below.

Table 2a: Welding Technology Student Learning Outcomes (See Addendum 2)

Welding Technology **Student Learning Outcome (SLO)**	**Alignment with UAM Vision, Mission, and Strategic Plan**	**Alignment with Unit Vision, Mission, and Strategic Plan**
1. Interpret and practice industry safety codes and regulations to ensure safety of self and others.	• This objective is closely related to UAMs mission of: "***Creating a synergistic culture of safety",*** by learning and applying what is safe for self and others in a welding practice/work setting. • This objective also offers to ***"improve the quality of life as well as generate, enrich and sustain economic development",*** by allowing all students the opportunity to learn practices regarding safety which decreases the risk of accidents and the costs they have on human life and the economy.	• This objective is congruent with our mission and provides ***customized educational services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***
2. Apply integrated knowledge with incremental skill improvement resulting in functional application of welding to meet industry standards and perform various welding	• This objective assures a ***"quality, comprehensive, and seamless education for diverse learners to succeed in a global environment"*** by training individuals in an	• This objective ensures that we are meeting our mission by ***providing the finest instructional resources and support services to enhance***

Welding Technology **Student Learning Outcome (SLO)**	**Alignment with UAM Vision, Mission, and Strategic Plan**	**Alignment with Unit Vision, Mission, and Strategic Plan**
projects, working independently and as a team member, including the use of Oxy-fuel cutting process (OFC), Shielded Metal Arc Welding (SMAW-1G, 2G, 3G, 4G positions), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW) and Pipe Welding (using SMAW and GTAW processes in the 2G, 5G, 6G positions).	integrated, incremental, approach regarding various welds utilizing various teaching methods related to each class's needs. • Integrating knowledge with incremental skill improvement, fosters a "***quality, comprehensive, and seamless education"*** for welding students. Meeting industry standards enables welding students to succeed in the welding industry and in a ***"global environment"***. • This objective offers to ***"improve the quality of life as well as generate, enrich and sustain economic development"***, by teaching students to work independently and as team members, while working in an industry that provides economic development for its workers and in the community.	***the growth and development of students***. • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs***
3. Apply academic skills in reading, applied mathematics, communication, computerized technology, as well as teamwork, self-management skills, critical thinking, strategies for locating information independently and leadership amongst peers to the application of welding.	• This student learning outcome assists in the mission of preparing our students to compete and "***succeed in a global environment*** by instructing them in mathematics, communication and computer skills as well as how to critically think,	• This objective meets the mission by ***providing the finest instructional resources and support services to enhance the growth and development of students.*** • It also addresses our strategic plan by ***enhancing and***

Welding Technology **Student Learning Outcome (SLO)**	**Alignment with UAM Vision, Mission, and Strategic Plan**	**Alignment with Unit Vision, Mission, and Strategic Plan**
	manage self and work independently and as a team member or leader. • This SLO also meets the mission regarding a ***"quality, comprehensive"*** education for our students and it also ***"promotes innovative leadership"*** as well as encouraging ***"research"*** through strategies for locating information independently.	***increasing scholarly activity as well as creative endeavors encouraging and supporting engagement in academics for a well-rounded experience.***
4. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.	• Teaching students essential attributes such as good work ethics, integrity and leadership skills will lead to personal and professional success and ***"productivity"*** that will help them to serve the communities of Arkansas and ***improve the quality of life and generate economic development***. • 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 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.*** • It also addresses our strategic plan by ***enhancing and increasing scholarly activity as well as creative endeavors encouraging and supporting engagement in academics.***
5. Pass industry code testing certifications through American Welding Society (ASW) standards.	• Our students passing industry standards, validates the welding program and addresses UAM's mission of ***fostering a quality,***	• By passing industry code testing certifications through the ASW, our students exhibit the ***quality educational***

Welding Technology **Student Learning Outcome (SLO)**	**Alignment with UAM Vision, Mission, and Strategic Plan**	**Alignment with Unit Vision, Mission, and Strategic Plan**
	comprehensive and seamless education for success in a global economy. Being industry tested, one would assume that this welding program ***serves Arkansas and beyond to improve quality of life and generates, sustains and enriches economic growth***.	***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.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs***
6. Develop the skills necessary to secure employment.	• This SLO ***fosters a quality, comprehensive and seamless education with the ability to succeed in a global environment.*** The abilities and skills that the students learn in the welding program ***improves the quality of life for the student and for the community***. Developing the appropriate skills required of a welder also ***creates a culture of safety and productivity.***	• This objective addresses the ***world-class quality of workforce development*** offered by UAMCTM to their students in the welding program. By providing ***quality educational services***, UAMCTM meets the ***needs of a regional workforce and enhances economic growth of the state*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs***

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

The students' performance in the Welding 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. Both of these tests are conducted utilizing actual hands-on application. The pictures below depict the pre and posttest results of a student's actual welds. The photo below on the left is an actual weld of a student at the beginning of the semester. This is utilized as the student's pre-test. The photo below on the right is an actual weld of a student at the end of the semester. This is utilized as the student's post-test. A distinct difference in the two welds is very apparent. Students' posttests clearly demonstrate better understanding of technique and proficiency of their welding skills. The instructor "grades" each weld utilizing a rubric. A copy of a blank rubric follows the pictures.

Student weld (pre-test)

Student weld (post-test)

Welding Rubric Type of Weld/Project: _____ Student's Name: _____ Date: _____

Characteristics	Exceptional	Advanced	Proficient	Basic	Below Basic or	Points
	5 Points	**4 Points**	**3 Points**	**2 Points**	**Unacceptable 0-1 Point**	**Earned**
Slag:	100% removed. All slag chipped. Weld bead is clean.	Bead is clean; has been chipped and wire brushed.	Bead is somewhat clean. Minimal slag at the edges of the bead.	Bead needs major chipping and brushing.	Shows little care about quality.	
Weld Width & Height:	100% uniform width and thickness throughout the entire length of each weld.	Bead is uniform width all along the length of each weld. Has a smooth appearance.	Bead maintains width and length. Shows some small blemishes along the weld.	Not a uniform thickness throughout the weld. Thickness goes to extremes.	Weld is cut off in places; not uniform along the weld. Shows bare spots.	
Appearance:	100% smooth with uniform dense ripples; doesn't show the bead traveling too fast or slow.	Weld shows a constant speed and uniformity the entire length.	Weld shows a constant speed with some blemishes that are minimal.	Weld shows definite areas of speeding up and slowing down. Ripples tend to be coarse.	Weld has been performed too fast or too slow. Weld is not complete. Impurities are trapped in the weld.	
Face of Bead:	100% convex; free of voids and high spots, shows uniformity throughout the bead.	Has a nice rounded look. Is not overly high or low. Bead covers a wide area of each weld.	Bead is well rounded; mostly uniform over the length of the weld. Shows some high spots and low spots.	Bead shows many high and low areas. Total lack of uniformity throughout the weld.	Weld does not blend into one single bead.	
Edge of Bead:	100% good fusion; no overlapping or undercutting.	Sides and edges are smooth blending into each weld. Undercutting kept to a minimum. Weld does not float on surface.	Moderately smooth blending. Undercutting and float are present. Strength of the weld is still strong.	Float and undercut are very apparent. Weld lacks strength and flow.	Metal is burned through. Weld has no connection to metal.	
Beginning and Ending Full Size:	100% crater well filled.	End of each weld is complete; the line does not taper off.	Weld ending is full but shows some tapering and a crater present.	Crater distinctly present at the end of the bead.	Metal is burned through at the end.	
Surrounding Plate/Pipe:	100% welding surface free of spatter.	Spatter is kept to a minimum.	Some spatter is present but not displeasing.	Spatter is in large amounts.	Splatter takes away from the integrity of the weld.	
Penetration:	100% complete without burn through.	Weld penetrates deeply into the metal and adds strength and fusion to the edges and depth.	Weld penetrates deeply but does not re-surface through the bottom of jointed welds.	Weld is uneven in depth; lacks uniformity along weld length.	Weld floats on top of the metal; has no strength.	
				Total Points Earned		

The welding students construct picnic tables to demonstrate competence in all welding positions. The picnic tables are constructed in the welding shop, through a team approach, whereas each student is afforded the opportunity to apply the knowledge they gained in the classroom to a real world event. The students draw the blue print, cut all of the metal, and weld all pieces to build the picnic table. Each process had to be 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. The picture below depicts a picnic table constructed by the welding students.

Students are given the opportunity to certify their welds through the American Welding Society (AWS) based on the regulations and codes set by AWS standards. Students in the welding program are given the opportunity to demonstrate their knowledge gained in the classroom and the shop by certifying with the CWI, Certified Welding Inspector. The AWS certification is not a required component of passing the program. These certifications are channels students can utilize by demonstrating the skills they have learned to gain a national certification based on their advanced knowledge. The number of students earning their certifications each year is depicted in the chart below.

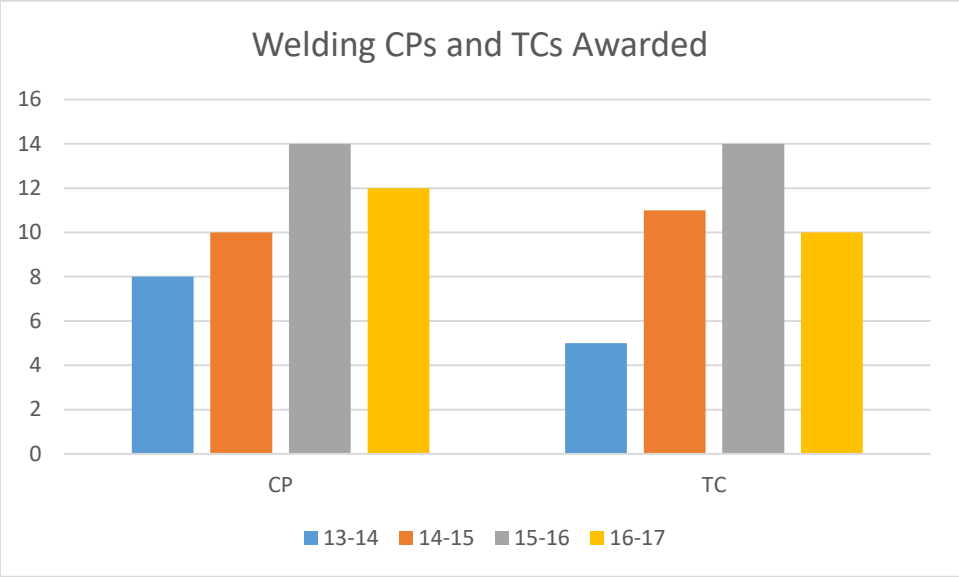
Program Year	**13-14**	**14-15**	**15-16**	**16-17**
Students Obtaining AWS Certifications	7	11	14	12

Data from the UAM - CTM Welding 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 welding industry. During the last three years the welding program has achieved a 100% on-time completion rate. In addition, every graduate, over the past three years, is either working in the welding industry or continuing his/her education resulting in a 100% placement rate for the welding program.

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
2013-2014	5	5	100%	5 grads - 0 CE = 5 eligibles; 5 working in field/5 eligibles = 100%	100%
2014-2015	11	11	100%	11 grads - 2 CE - 1 not in labor force = 8 eligibles; 8 working in field/ 8 eligibles = 100%	100%
2015-2016	14	14	100%	14 grads - 0 CE = 14 eligibles; 14 working in field/14 eligibles = 100%	100%
2016-2017	10	10	100%	Data will be collected December 2018	

Data from the UAM - CTM Welding 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 3 courses for a total of 11 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 37 credit hours.

Award	Degree Code	Program Name	13-14	14-15	15-16	16-17
CP	4905	Welding Technology	8	12	14	12
TC	4900	Welding Technology	5	11	14	10



The welding 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 class projects, 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 2012 as a measure of performance including safety awareness, appearance, work ethic, attitude, attendance, etc.

By purchasing better equipment such as a Lincoln torchmate plasma cutter, a Millermatic 252 mig welder, a saddle machine pipe cutter, a Janitor 2 floor sweeper, and numerous welding accessories, as well as researching the latest technology in the welding industry and staying up to date with the latest changes in regulations and codes according to AWS standards, the welding program will continue to improve student learning outcomes by following these standards and continuing to research data on a monthly basis. We will continue to evaluate equipment bi-annually. We will also continue the advisory board meetings each year whereas representatives from local welding businesses and industries meet at UAMCTM to offer ideas and suggestions based on their expertise.

The National Center for Construction Education and Research (NCCER) curriculum has proven to be very viable for developing welding skills; therefore, the welding department will continue its use over the next assessment period. The delivery of this standard of training has improved as the instructor has gained more experience in using the NCCER program curriculum to teach the welding students.

A restriction on absenteeism has been implemented and will continue. When students miss classes, it becomes tremendously difficult (if not impossible) to make up the laboratory work. The UAM-CTM unit attendance policy reduces the average by a letter grade on students who miss 12 class hours. If a student's absences reach 30% of the total class hours, he/she will receive an "F" in the course, unless the student withdraws by the allowable date to receive a "W." To further strengthen the positive effects of the policy, this year our part-time Career Coach began alerting students when they had been absent for 10% of the total class hours.

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.

The welding instructor intends to keep the same format and guidelines that he is teaching now --because it works. In his professional estimation, the reason it works is because students must work with intensity and persistence to successfully complete the steps in the program process, and that completion of those steps produce good welders. The instructor has intentions to look at ways to improve classroom lecture/theory, to include integrating technology such as PowerPoint® presentations and online videos to grab students' attention and keep them engaged through available digital avenues.

Ensuring shared responsibility of student learning outcomes achievement is a continuous activity. Each course has its own syllabus that specifically states what activities must be performed and that breaks down the grading scale and the percent rating of the laboratory, exam/quiz scores, and final exam. Instructors cover the syllabi content and make clear the expectations at the beginning of each semester for each course. Feedback from the students is solicited to ensure that the students know the rules and content of each class.

Students enrolled in the UAM CTM Welding 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.

Our placement rates in the field (evidence of student learning and productive assessment) have remained at 100% over the past three years. The Welding Technology Program has developed a very positive reputation in the community and particularly among contractors and industry representatives – both of which are evidences of success with our stakeholders.

Table 2b: Health Information Technology Student Learning Outcomes (See Addendum 2)

The Student Learning Outcomes of the UAM - CTM Health Information Technology Program are reflected in the mission of the University as it is our goal to equip students with vocational / technical skills needed to become useful members of the healthcare team, through the sharing of knowledge across the healthcare continuum and the ability to communicate that knowledge. This is accomplished through a curriculum based on real-world perspective that enable students to speak to other healthcare professionals using appropriate medical language (as taught in clinical courses, such as Technical Medical Terminology and Technical Medical Coding), as well as to patients about their medical records, insurance claims, and patient accounts (as taught in the business oriented courses Technical Medical Office Procedures and Technical Reimbursement Methodologies).

UAM seeks to fulfill its mission by providing contemporary curricula which prepares students for careers in selected fields, for personal development, and for meeting societal needs. The Health Information Technology Program accomplishes this. As the healthcare industry evolves with the adoption of the Electronic Health Record, there is a growing need in the workforce for applicants that have the training provided by this program.

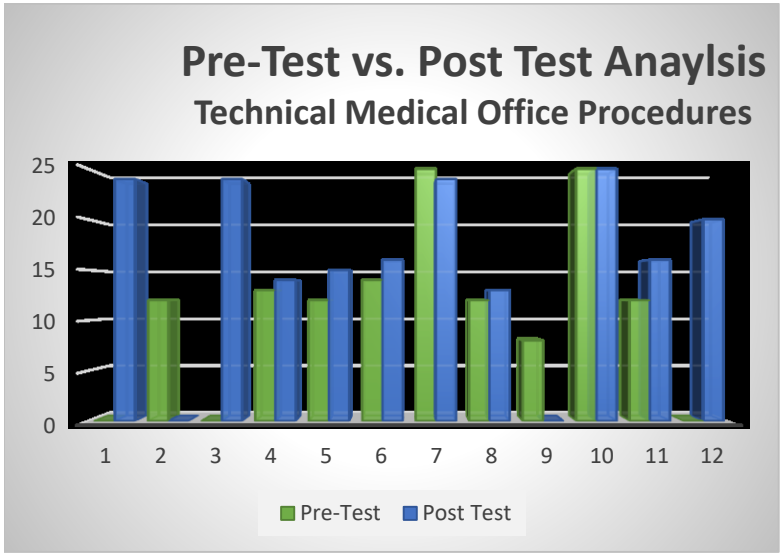
Health Information Technology **Student Learning Outcome**	**Alignment with UAM Vision, Mission, and Strategic Plan**	**Alignment with McGehee's Vision, Mission, and Strategic Plan**
Review and analyze patient records, demonstrated by the ability to assign diagnosis and procedure codes, based on the documentation of the healthcare provider.	This outcome is necessary in providing a "***quality, comprehensive, and seamless education for diverse learners to succeed in a global environment"*** and the healthcare community. This outcome also teaches students to perform in a ***"synergistic culture of safety, collegiality, and productivity"*** in the healthcare setting working with individuals, healthcare facilities and insurance companies to provide safe, cost-effective care.	• This objective is congruent with our mission and provides ***customized educational services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***
Compiling and interpreting information necessary to complete an insurance claim form for billing purposes.	This outcome ***"serves the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development"*** by ensuring that individuals are billed appropriately for medical care and healthcare facilities are reimbursed appropriately for services given. Therefore, this objective demonstrates UAM's mission by improving the quality of life for the individual and assisting to sustain economic development and growth in healthcare.	• This objective is congruent with our mission and provides ***customized educational services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***
Utilize current software programs to produce appropriate business documentation in a healthcare setting.	This outcome keeps the program current and effective in its mission as it ***"serves the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development"***	• This objective ensures that we are meeting our mission by ***providing the finest instructional resources and support services to enhance***

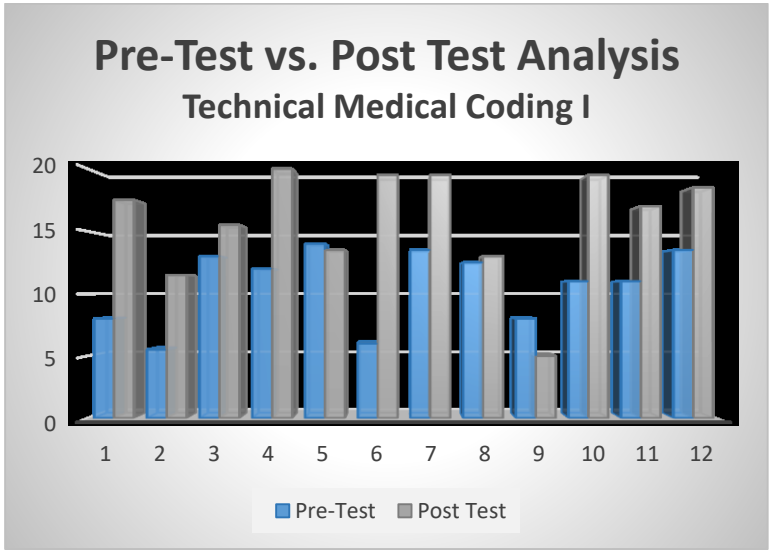
Health Information Technology Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with McGehee's Vision, Mission, and Strategic Plan
		the growth and development of students. • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***
Adhere to the principles of HIPAA	This outcome requires working with patients, family members and healthcare professions in a ***"synergistic culture of safety, collegiality, and productivity"*** to maintain individual's rights of privacy**.**	• This objective is congruent with our mission and provides ***customized educational services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs.***
Use technology, including both hardware and software, to compile, organize, and analyze patient information	This outcome provides a "***quality, comprehensive, and seamless education for diverse learners to succeed in a global environment"***	• This objective ensures that we are meeting our mission by ***providing the finest instructional resources and support services to enhance the growth and development of students***. • Addresses our strategic plan by ***ensuring the development, delivery and maintenance of quality academic programs***

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

Health Information 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 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 healthcare, 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 Technical Medical Office Procedures gives students the knowledge to submit medical insurance claims, reinforcing SLO #1. It is stressed to the students that while accuracy is very important, they must also be able to produce sufficient claim volume in order to be effective in the field. Students are given the opportunity through production pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines. Comparison of the scores from the pretest and the post-test indicates that students are scoring, on average, 19% better on the post-test than the pre-test.

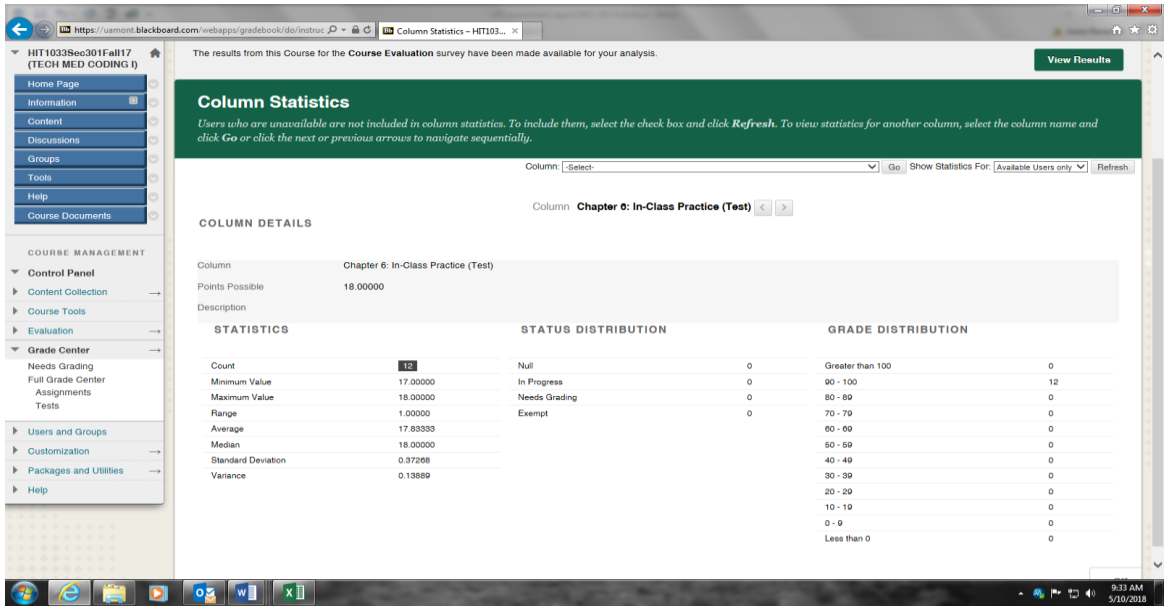




Throughout the UAM - CTM Health Information Technology Program, courses build upon one another and continually work to reinforce prior learning. For example, Technical Medical Coding I requires knowledge of Medical Terminology, another required course in the program. Not only are students orally reviewed over medical terms in conjunction with each chapter of Coding coursework, they are also assigned terms throughout Technical Medical Coding I to challenge them to use the knowledge they have attained regarding prefixes, roots, and suffixes. This is to reinforce their previous coursework and encourage proper usage of Medical Terminology throughout their studies, thus supporting SLO #1, 2, 3, and 5. This continuous use of knowledge that should be acquired in previous coursework is evidence of learning.

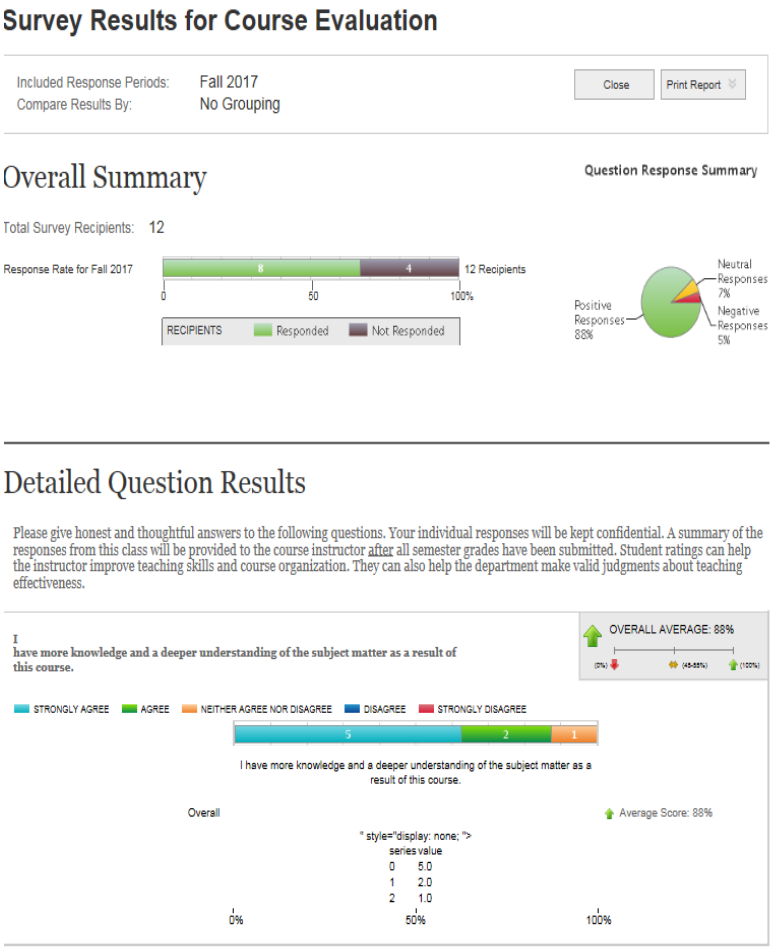
The majority of the program has a technical element, combining elements of theory through lecture and production through hands-on assessment allows for a balanced approach to student assessment. Students who do not perform well on written tests also have the opportunity to display their knowledge through practical assessments. This balanced approach helps students through both lecture and "hands on" lessons that supplement the learning objectives.

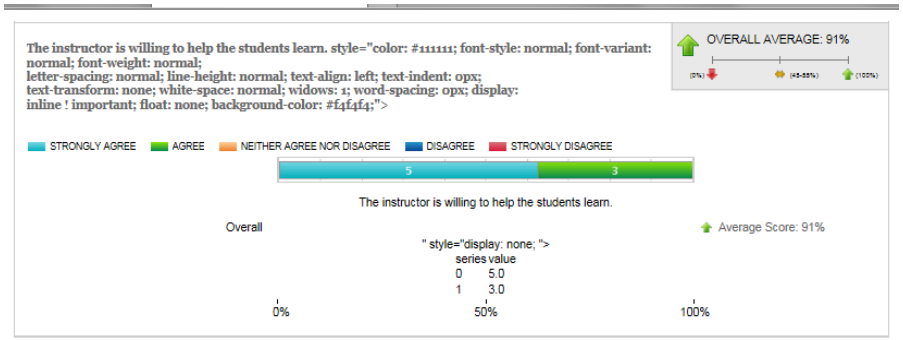
Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. See picture below:

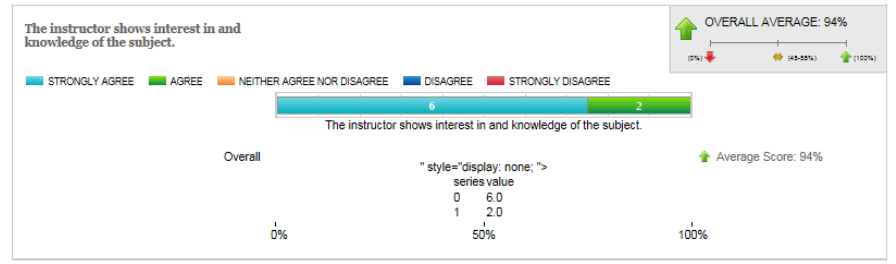


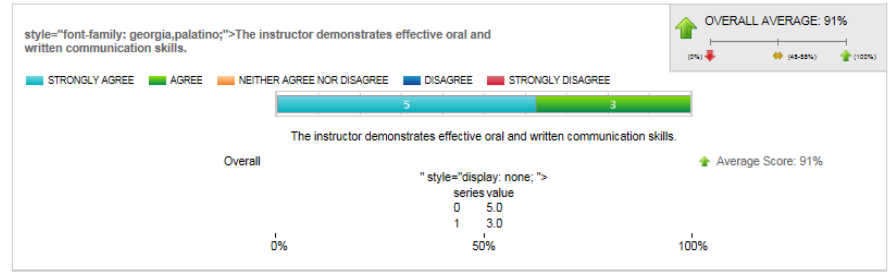
In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Student evaluations also assist in improving student learning. Students express what is / is not working for them in the classroom setting, giving faculty some basis from which to improve teaching methods, course offerings, and course content.









The curriculum has been revised to improve content through real-world applications and textbook adoption. Within the new curriculum, a new practicum course was added that will allow students to actually understand and experience the capabilities needed by actually working in the Health Information Technology field. It should also help with job placement by allowing the students to get some much needed real-world experience. The new course will have its first class in Summer 2018. Another new course was created that would allow HIT students to complete the A&P required course online by eliminating the lab requirement nursing students must have. The new course, entitled Essentials of the Human Body, will be offered for the first time in Fall 2018.

Administration and faculty worked together to enable our graduating students to take a practice CCA (Certified Coder Associate) exam / CCA exam after their final semester. A class was also modified to allow students to prepare for the exam. By giving an exam created outside our program by the credentialing agent for Health Information Technology, faculty will be better able to evaluate and correct any deficiencies in our program. This modified class will have its second class in Summer 2018. This second class will be completely online as the CCA exam is a computer generated, timed test.

Efforts will be made by faculty and administration to continue to align curriculum with AHIMA / CAHIIM standards in order to move forward with plans to incorporate an Associate's Degree in Business with an emphasis in Health Information Technology. This project is on-going, but proposed curriculum will be completed by Fall 2018.

Student Learning Outcomes were reviewed and revised by both administration and faculty to make them more measurable. As written, the Student Learning Outcomes were vague and difficult to measure. By making these more specific, evidence of student learning is more easily measured and more meaningful. This was completed Fall 2017.

The curriculum has been aligned to reflect the standards of American Health Information Management Association (AHIMA). This program now prepares students to sit for the Certified Coding Associate and / or the Certified Coding Specialist exam(s). This certification is very desirable in the healthcare industry and increases the value of our completing students and the program. (See Appendix P for AHIMA's statement regarding the demand for HIM Professionals.).

The UAM CTM Health Information Technology (HIT) program utilizes Advisory Committee Meetings to make suggestions regarding the program's direction and content based on their knowledge of the field. This committee, made up of members of the workforce community, ensure that the UAM –CTM Health Information Program is able to stay current on the issues that affect the industry. These committee members also act as contacts when assisting students with job placement.

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 SLOs. (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

UNDERGRADUATE PROGRAM MAJOR: Administrative Office Technology Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	5	7	6	18	6	105	10.5
Sophomore	2	1	1	4	1.33	32	3.2
Junior	0	0	0	0	0	13	1.3
Senior	0	0	1	1	.33	7	0.7
Post Bach	0	0	0	0	0	0	0
Total	7	8	8	23	7.66	157	15.7
UNDERGRADUATE PROGRAM MAJOR: Automotive Technology Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	12	6	8	26	8.66	37	3.7
Sophomore	1	0	1	2	.66	4	0.4
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	13	6	9	28	9.33	41	4.1

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year 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 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	-	-	-	-	5	0.5
Sophomore	-	-	-	-	-	4	0.4
Junior	-	-	-	-	-	2	0.2
Senior	-	-	-	-	-	1	0.1
Post Bach	-	-	-	-	-	0	0
Total	-	-	-	-	-	12	1.2
UNDERGRADUATE PROGRAM MAJOR: Diesel Technology Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**2-Year Total**	**2-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	2	5	7	3.5	N/A	N/A
Sophomore	-	0	0	0	0	N/A	N/A
Junior	-	1	0	1	.5	N/A	N/A
Senior	-	0	0	0	0	N/A	N/A
Post Bach	-	0	0	0	0	N/A	N/A
Total	-	3	5	8	4	N/A	N/A

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	31	51	32	114	38	378	37.8
Sophomore	8	12	27	47	15.66	152	15.2
Junior	3	1	6	10	3.33	32	3.2
Senior	1	0	1	2	2.22	9	0.9
Post Bach	0	0	0	0	0	2	0.2
Total	43	64	66	173	57.66	573	57.3
UNDERGRADUATE PROGRAM MAJOR: EMT Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	-	1	1	.33	4	0.4
Sophomore	-	-	0	0	0	0	0
Junior	-	-	0	0	0	0	0
Senior	-	-	1	1	.33	1	0.1
Post Bach	-	-	0	0	0	0	0
Total	-	-	2	2	.67	5	0.5
UNDERGRADUATE PROGRAM MAJOR: EMT Paramedic Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	13	14	17	44	14.66	143	14.3
Sophomore	11	5	4	20	6.66	55	5.5
Junior	6	3	1	10	3.33	32	3.2
Senior	0	5	7	12	4	27	2.7
Post Bach	0	1	0	1	.33	6	0.6
Total	30	28	29	87	29	263	26.3

UNDERGRADUATE PROGRAM MAJOR: Health Professions Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	1	3	1	5	1.66	6	0.6
Sophomore	0	0	0	0	0	0	0
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	1	3	1	5	1.66	6	0.6
UNDERGRADUATE PROGRAM MAJOR: Heavy Equipment Operator Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	11	9	9	29	9.66	174	17.4
Sophomore	1	0	0	1	.33	30	3
Junior	0	0	0	0	0	2	0.2
Senior	0	3	1	4	1.33	4	0.4
Post Bach	0	0	1	1	.33	1	0.1
Total	12	12	11	35	11.66	211	21.1
UNDERGRADUATE PROGRAM MAJOR: Health Information Technology Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	3	9	7	19	6.33	123	12.3
Sophomore	9	1	2	12	4	48	4.8
Junior	2	0	2	4	1.33	22	2.2
Senior	1	0	0	1	.33	10	1
Post Bach	0	0	0	0	0	0	0
Total	15	10	11	36	12	203	20.3

UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	21	10	6	37	12.33	161	16.1
Sophomore	2	1	1	4	1.33	24	2.4
Junior	1	1	1	3	1	10	1
Senior	0	0	0	0	0	2	.02
Post Bach	0	0	0	0	0	0	0
Total	24	12	8	44	14.66	197	19.7
UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	0	0	0	0	0	2	0.2
Sophomore	1	2	1	4	1.33	6	0.6
Junior	0	0	1	1	.33	1	0.1
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	4	0.4
Total	1	2	2	5	1.66	13	1.3
UNDERGRADUATE PROGRAM MAJOR: Health Office Skills Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	-	1	1	0.33	9	0.9
Sophomore	-	-	0	0	0	3	0.3
Junior	-	-	0	0	0	2	0.2
Senior	-	-	0	0	0	0	0
Post Bach	-	-	0	0	0	0	0
Total	-	-	1	1	0.33	14	1.4

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	-	1	1	.33	5	0.5
Sophomore	-	-	1	1	.33	1	0.1
Junior	-	-	0	0	0	1	0.1
Senior	-	-	0	0	0	0	0
Post Bach	-	-	0	0	0	0	0
Total	-	-	2	2	.67	7	0.7
UNDERGRADUATE PROGRAM MAJOR: Office Support Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	-	-	-	-	-	1	0.1
Sophomore	-	-	-	-	-	1	0.1
Junior	-	-	-	-	-	2	0.2
Senior	-	-	-	-	-	0	0
Post Bach	-	-	-	-	-	0	0
Total	-	-	-	-	-	4	0.4
UNDERGRADUATE PROGRAM MAJOR: Practical Nursing TC Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	28	26	30	84	28	448	44.8
Sophomore	9	5	19	33	11	156	15.6
Junior	8	5	7	20	6.66	86	8.6
Senior	2	2	2	6	2	33	3.3
Post Bach	0	0	2	2	.66	10	1
Total	47	38	60	145	48.33	733	73.3

UNDERGRADUATE PROGRAM MAJOR: Practical Nursing AAS Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	2	0	1	3	1	12	1.2
Sophomore	2	1	0	3	1	10	1
Junior	1	0	0	1	.33	5	0.5
Senior	0	0	0	0	0	1	0.1
Post Bach	0	0	0	0	0	0	0
Total	5	1	1	7	2.33	28	2.8
UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing AAS Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	2	2	1	5	1.66	10	1
Sophomore	2	1	0	3	1	10	1
Junior	1	1	0	2	.66	4	0.4
Senior	0	1	0	1	.33	2	0.2
Post Bach	0	0	0	0	0	0	0
Total	5	5	1	11	3.66	26	2.6
UNDERGRADUATE PROGRAM MAJOR: Welding Certificate of Proficiency							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	1	-	-	-	0.33	6	0.6
Sophomore	0	-	-	-	0	1	0.1
Junior	0	-	-	-	0	0	0
Senior	0	-	-	-	0	0	0
Post Bach	0	-	-	-	0	0	0
Total	1	-	-	-	0.33	7	0.7
UNDERGRADUATE PROGRAM MAJOR: Welding Technical Certificate							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	15	14	19	48	16	186	18.6
Sophomore	0	1	0	1	.33	19	1.9
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	15	15	19	49	16.33	205	20.5

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 57 students.
- The Paramedic program has a 3-year average of 29 students.
- The McGehee Practical Nursing program is the only nursing program in the state with a five-year 100% pass rate on the NCLEX exam. This status is a wonderful recruitment tool to attract potential students.

Weaknesses

- The Health Professions program is not financial aid eligible; therefore, students are not selecting it as a major. McGehee and Crossett campus are discussing the rewriting of the program.
- The Automotive Technology program was only offered as concurrent credit to high school students in 2016-2017. College students enrolled in the redesigned program in 2017-2018. We are projecting an increase in enrollment, as well as the number of students graduating from the program beginning with 2018-2019.

Opportunities for Growth

- Administrative Office Technology's enrollment began to decline. Surveys were conducted and, as a result, the curriculum was modified to align with business/industry.
- The Heavy Equipment Operator Training Academy experienced a decline in enrollment. With two full time instructors, we made the decision to reassign one of the instructors. In 2017, that reassignment generated $54,550.00 in revenue paid mostly by a grant through the Department of Transportation for upgrade non-credit training of county and city employees.
- The Health Information Technology program is now being offered on all three UAM campuses.
- The Hospitality Services program has experienced a decrease in enrollment; therefore, we did not hire a replacement for the instructor who resigned. We utilized current faculty to teach the remainder of the courses for the students who were slated to graduate. If enrollment improves, a new instructor will be hired. Immediate coordination will begin with the newly appointed hospitality and tourism coordinator on the main campus to review curriculum and the focus of the program.
- Under the direction and leadership of Dr. Suzzette Goldmon, director for hospitality and tourism initiatives, we are anxious to develop a curriculum that focuses on marketing and tourism.

Threats to Effectiveness

- 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 majors 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.
- Early College High School Technical Students are not being captured in McGehee's data.
- The Practical Nursing program data indicates an inflated number of majors who are enrolled in prerequisites courses and who never enroll in the program. We will closely monitor nursing majors and place all students who are enrolled in prerequisite courses in the major entitled, McGehee Pending Practical Nurse TC.

Progression/Retention Data

(See Addendum 3)

Table 4: Retention/Progression and Completion Rates by Major

The data for this section is under review by Monticello; therefore, we will not complete this section until further notice.

Name of Major: McGehee First Time Freshman						
Academic Year	**2015-16**		**2016-17**		**2017-18**	
Total Number of Majors	32		47		39	
Number and percentage of majors who:	**#**	**%**	**#**	**%**	**#**	**%**
Returned in major from previous year						
Graduated in major						
Changed to a different major in the unit						
Graduated in different UAM major outside of the unit						
Left University						
***Passed 30+ credit hours in two semesters: (fall and spring; no summers)**						
***Passed 30+ credit hours (fall, spring and summer)**						

*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

Gateway Course Success (Applies only to units teaching Gateway Courses)

Table 5: Gateway Course Success*

Not applicable

Completion (Graduation/Program Viability)

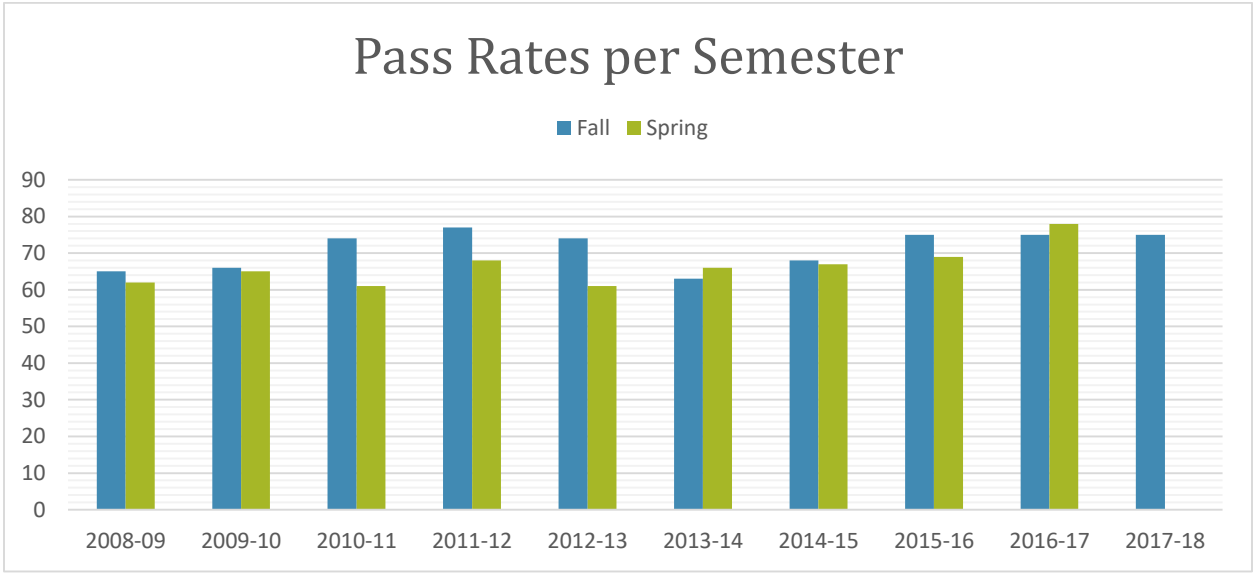
Table 6: Number of Degrees/Credentials Awarded by Program/Major

Undergraduate Program/Major	Number of Degrees Awarded				
	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
Technical Certificates (TC)					
Administrative Office Technology TC	3	6	3	12	4
Automotive Technology TC	5	1	1	7	2.33
Diesel Technology TC	-	3	2	N/A	N/A
Early Childhood Education TC	13	9	21	43	14.33
Health Information Technology TC	8	5	5	18	6
Heavy Equipment Operator TC	12	11	10	33	8.25
Hospitality Services TC	7	5	3	15	3
Paramedic TC	3	5	4	12	4
Practical Nursing TC	9	3	8	20	6.66
Welding Technology TC	14	10	9	33	11
Total	74	58	66	193	64.3
Certificates of Proficiency (CP)					
Child Development Associate CP	19	25	25	69	23
EMT Basic CP	10	8	20	38	12.66
Health Office Skills CP	7	7	7	21	7
Hospitality Services CP	7	6	4	17	5.66
Nursing Assistant CP	7	34	35	76	25.33
Office Support CP	3	4	1	8	2.66
Tractor Trailer Operations CP	-	3	3	N/A	N/A
Welding Technology CP	14	12	12	38	12.66
Total	67	99	107	267	89

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) defines productivity standards as the following: an average of four (4) graduates per year for career and technical education certificates. The *Automotive Technology* program was only offered as concurrent credit to high school students in 2016-2017. College students enrolled in the redesigned program in 2017-2018. We are projecting an increase in enrollment, as well as the number of students graduating from the program beginning with 2018-2019. The *Hospitality Services* program has experienced a decrease in enrollment; therefore, we did not hire a replacement for the instructor who resigned. We utilized current faculty to teach the remainder of the courses for the students who were slated to graduate. If enrollment improves, a new instructor will be hired. Immediate coordination will begin with the newly appointed hospitality and tourism coordinator on the main campus to review curriculum and the focus of the program.

McGehee's persistence/pass rates are determined by calculating the number of students enrolled on the 11th day of class divided by the number of students who complete the semester with an A, B or C as reported on the grade verification rosters. During the last three fall semesters and three spring semesters, 75% and 70% of the students passed their classes, respectively.



Faculty:

Table 7: Faculty Profile, Teaching Load, and Other Assignments

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer	Fall	Spring	Summer	
Burt, Gary	No rank	High School Diploma; Welding Certifications	Welding	0	14	11	3	
Calhoun, Nikona	No rank	Diploma; Registered Nurse	Practical Nursing	2	12	11	0	
Carter, David	No rank	Bachelor	Heavy Equipment	0	14	0	0	Teach non-credit classes
Coakley, Elizabeth	Part time	Master	Early Childhood	0	3	3	0	
Coburn, Tara	No rank	BS in Communications	Communication, Business Technology	0	17	15	0	
Cooper, Lora	Part time	Master	Early Childhood	0	3	3	0	
Davis, Leila	Part time	Master	Nutrition	0	3	3	0	
Edwards, Wilmon	No rank	Bachelor	Automotive, Concurrent Credit	0	18	15	4	
Everett, Jarad	Part time	ADE	Concurrent Credit	0	16	0	0	This instructor is employed by area high school.
Goodding, Alan		Master	Mathematics	0	3	3	0	Shared faculty with Monticello
Hargraves, Elaine	No rank	Master	Early Childhood	0	18	18	6	
Harrod, Jay	No rank	Bachelor	Heavy Equipment	0	14	14	8	
Hurd, Faith	No rank	Master	Early Childhood	0	18	21	6	
Jones, Renee	No rank	Master	Health Information	3	15	18	3	
Leek, Laura	Part time	Master	Mathematics	3	0	0	0	
Loe, Tonya	No rank	Master	Business Technology, Hospitality	0	15	15	9	Shared faculty with Monticello
Maina, Andrew	No rank	Master	Nursing	0	4	0	0	
McDonald, Holly	Part time	Master	Communications and Tech Computer	3	3	0	0	
Nicholson, Rachel	No rank	Master	Business Technology	0	0	3	0	Shared faculty with Monticello
Pambianchi, Sarah	No rank	Associate	Nursing Assistant, Paramedic	0	17	7	7	Clinical Coordinator for EMT and Paramedic
Paschall, Misty	Part time	Master	Communication	0	0	3	0	
Ray, Kimberly	No rank	Bachelor	Practical Nursing	0	10	11	10	
Reep, Kasey	Part time	Bachelor	Concurrent Credit	0	6	0	0	This instructor is employed by area high school.
Sandlin, Stephen	Part time	AA	Concurrent Credit	0	22	0	0	This instructor is employed by area high school.
Singh, Gursarn	No rank	Bachelor	Paramedic	0	33	22	11	Fall 2017 adjunct was hired for 8 hours EMT & 8 of the 33 hours

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
								were clinical with a clinical coordinator
Teague-Hood, Jill	No rank	Master	Technical Math	0	6	6	0	
Venable, George	No rank	High School Diploma	Diesel	0	17	10	2	
Zieman, Jane	Part time	ADE	Concurrent Credit	0	4	0	0	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; two 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)

McGehee Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	5365		
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	

McGehee Non-Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	2901		
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	

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 has continued to experience a decrease in SSCH in non-technical courses.

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 1 year	
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit training	12/6/2016	1 year	1/1/2017
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Cash and Sons of McGehee, Arkansas	Student Transportation Vouchers through Career Pathways	7/3/2017	1 year	7/3/2017
C. B. King Memorial School, Inc.	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2017	reviewed annually	
Chicot Memorial Hospital	Internship site for Health Information Technology Students	5/1/2017	one semester	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Cornerstone Christian Academy	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Crossett Fire Department	Clinical Site for Allied Health Students	5/24/2017	reviewed annually	
Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Delta Memorial Hospital	Internship site for Health Information Technology Students	5/1/2017	one semester	
Dermott High School/MOU	Concurrent Enrollment	7/1/2017	1 year	5/5/2017
Discovery Children's Center	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Dr. V.O. Johnson	Internship site for Health Information Technology Students	5/1/2017	one semester	
Drew Central ABC Preschool	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Drew County Properties, LLC.	Lease agreement(for Diesel Academy Location)	7/1/2017	reviewed annually	
Drew Memorial Hospital	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Drew Memorial Wound Institute of Southeast Arkansas	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Dumas E M S	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Dumas High School/MOU	Concurrent Enrollment	7/1/2017	1 year	4/24/2017
Dumas Technology Education Center (DTEC)/Lease	Facility for Adult Education	7/1/2017	1 year	7/1/2017
East Carrol Parish Ambulance Service	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
East Carroll Parish Hospital	Clinical Site for Allied Health Students	9/6/2017	reviewed annually	
Emergency Ambulance Services, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
ESA Monticello	Internship site for Business Technology Students	5/1/2017	one semester	
FAST Ambulance Service and Transport	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
First Presbyterian Child Care Center	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Grenada – UMMC	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Head of the Class	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Jefferson Regional Medical Center	Clinical Site for Allied Health Students	9/29/2017	reviewed annually	
Jellybean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Kid's First	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Ladders for Learning, LLC	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Lucky Chevrolet of Monticello	Internship site for Business Technology Students	5/1/2017	one semester	
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
McGehee Health & Rehabilitation Center	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
McGehee High School/MOU	Concurrent Enrollment	7/1/2017	1 year	5/5/2017
McGehee Hospital, Inc.	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Monticello Economic Development/Lease	Facility for Adult Education	7/1/2017	1 year	7/1/2017
Monticello High School/MOU	Concurrent Enrollment	7/1/2017	1 year	3/27/2017

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2017	1 year	3/31/2017
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Pauline Baptist Church Child Care	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Pine Bluff/MOU	Concurrent Enrollment	7/1/2017	1 year	6/7/2017
Portland Pre-K	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Southeast Arkansas Community Action (Headstart)	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Southeast Arkansas Community Based Education Center (SEACBEC/ MOU	Concurrent Enrollment	7/1/2017	1 year	5/23/2017
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Super 8 Motel	Internship site for Business Technology Students	5/1/2017	one semester	
The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Trinity Treasures	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
UAMCTC/Lease	Facility for Adult Education	7/1/2017	1 year	7/1/2017

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2017	reviewed annually	
Wee Care Child Development	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2017	reviewed annually	
West Carol Parish Ambulance	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
West Carrol Memorial Hospital	Clinical Site for Allied Health Students	7/1/2016	reviewed annually	
Workforce Innovation and Opportunity Act/MOU	Facility for Adult Education	7/1/2017	1 year	7/1/2017
York Williams Child Development Center, Inc.	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2017	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 and Faculty Scholarly Activity

- Sharon Cantrell received McGehee's Employee of the Year Award. Each year, the vice chancellor recognizes an employee who exemplifies outstanding service
- Sharon Cantrell was recognized by the chancellor for outstanding contribution to student success.
- Peggie Orrell received McGehee's Faculty Member of the Year. Each year, the vice chancellor recognizes a faculty member who exemplifies outstanding service.
- Sarah Pambianchi received 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. List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

The Technical Programs' Curriculum and Standards Committee approved 11 proposals with an effective date of Fall 2018.

1. Three proposals made changes in the Automotive Service Technology program. One proposal added the Automotive Diagnostics Certificate of Proficiency; which allows an exit point for the students who choose to discontinue their education and seek employment. One proposal modified AUTO 1227 Electrical / Electronic Systems to reduce credits to a 4 credit AUTO 1xx4 class. The reduction in the hours allows students the opportunity to have lecture and shop experience at a rate conducive to learning. The final proposal changed the program listing in the catalog to reflect the modifications.
2. One proposal modified the Tractor and Trailer Operation (CDL) Certificate of Proficiency within the Diesel Technology program.
3. Two proposals added a Heavy Equipment and Basic Maintenance Certificate of Proficiency and a Timber Equipment and Operation Certificate of Proficiency to the Heavy Equipment Technology program.

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

1. 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.
2. Six computer labs are provided for students with state of the art technology. Smart Boards and Dell computers were purchased.
3. Each program created a wish list of new technology/equipment to be purchased as funding allowed. The following were examples of technology/equipment purchased; individual student iPads and diagnostic tools for automotive diagnosis, training simulators for diesel technology including truck and trailer air brake, multimeter unit, transmission cutaway, electrical and air conditioning simulators, Intravenous (IV) hands for nursing and paramedic, welders for welding, tractor trailer for diesel, and educational dvds for nursing.
4. All students enrolling in online courses were given an informational handout and a special orientation opportunity.
5. Expert Guest Speakers presented in several departments (i.e. Dr. Scott in Paramedic, Aurora in Practical Nursing, Department of Health Services in Early Childhood, Everett BMW of Little Rock in Automotive, Drug Task Force agent in Paramedic.)
6. All technical programs have a hands-on component including, lab, shop, internship, preceptorship, clinical, practicum, etc.
7. The early childhood instructors have incorporated more hands-on activities by utilizing more videos to help make connections with the lectures and the course textbooks. They have implemented outside learning activities such as visiting the public library, child care facilities and the court house. They utilize manipulatives, group activities, research projects,

writing assignments, and article reviews. They have implemented assignments that require students to seek related information from the internet, professional journals, professionals in the field and other teacher resources.

8. The heavy equipment instructors provided 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 certification, OSHA 10-hour and CDL licensure.
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, through a team approach, whereas each student was afforded the opportunity to apply the knowledge they gained in the classroom to a real world event. The students drew the blue print, cut all 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. A used tractor trailer was purchased for the diesel technology program. The students were placed in teams for diagnosing problems with the vehicle. After diagnosis, the students were required to request the needed parts and install them upon arrival.
11. The automotive instructor requested and received individual student iPads with software for 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.
12. 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 decreased the time spent lecturing and added more time working problems together in class. Within the new curriculum, a new practicum course was added that will allow students to actually understand and experience the capabilities needed by actually working in the Health Information Technology field. It will also assist with job placement by allowing the students to get some much needed real-world experience.
13. 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.
14. 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 diseases. 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 were unsure. She did not offer any input during this collaboration, she simply observed. Afterwards, she allowed the students three minutes to change 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.

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.
16. The majority of our instructors share their personal cell phone numbers with students and assist them day and night.

Other Unit 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.

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