

UAM COLLEGE OF TECHNOLOGY-CROSSETT

**ANNUAL REPORT  
2018-19**

---

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: UAM College of Technology - Crossett**

**Academic Year: 2018-2019**

**What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?**

The mission of University of Arkansas at Monticello College of Technology-Crossett (UAM-CTC) is to support and uphold the mission of the University of Arkansas at Monticello. To do so, this unit educates individuals by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace. The programs available at UAM-CTC function under the following two Student Learning Outcomes:

1. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.
2. Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.

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.

**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**

Actions for Goal 1 Student Success	KPI	Assessment of Progress	Implications for Future Planning/Change
Expand academic and degree offerings (technical and associate) to meet regional, state, and national demands.	Modify the Advanced Manufacturing Technology degree program to better support student success. Modify course offering to equip students with English, computer, and mathematical skills in the first semester of the program to support success in upper level courses.	Complete – The Advanced Manufacturing Technology degree program modifications were approved and will be implemented in Fall 2019. Modifications include: Adding English, computers, and mathematics to the required first semester course offerings;	Ensuring sections of English, computers, and mathematics are offered at appropriate times to align with IPT first semester course schedules.  Offering accessible support/tutoring for students who struggle in English, computers, and mathematics in order to assist in successful completion.

Actions for Goal 1 Student Success	KPI	Assessment of Progress	Implications for Future Planning/Change
	<p>Create new courses that will fulfill the credit hour requirements of the AASAMT while integrating core manufacturing principles such as advanced lean manufacturing, problem solving, and machine reliability.</p>	<p>Creation of the IPT prefix to clearly differentiate between the one year (IPT) and two year programs (MANF);</p> <p>Creation of two new classes-IPT 1522 Professional Behaviors and IPT 1923 Advanced Manufacturing Applications- to address core manufacturing principles;</p> <p>Moving MANF 1032 Quality Management to second year course program.</p>	<p>Ensuring appropriate instructors are available to teach new courses as needed. This will be addressed with current full time faculty members; however, if the program grows additional faculty may be needed.</p>
<p>Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.</p>	<p>Recruit new industries to become FAME partners offering paid internship positions, and support current partners in efforts to increase numbers of paid internship positions for students.</p>	<p>Complete/Continuing- For the 2019-2020 AY the following new internships were added to the program:  Georgia Pacific Chemical (1)  Clearwater Industries (2)  Alvar Resins (1)  Canfor Southern Pine (2)  For 2019-2020 AY the following internships will be continued:  Georgia Pacific Paper (4)  Canfor Southern Pine (1).  It is important to note that due to a plant closure, no new internships were added to Georgia Pacific Paper which reduced expected internship offerings. However, with the addition of three new FAME partners the overall number of internships were not reduced.</p>	<p>The closing of Georgia Pacific Paper plant could have significant implications for program internships. Communications with Georgia Pacific Paper HR personnel continue in efforts to stay informed of upcoming changes. FAME Program Coordinator and Marketing Specialist continue to meet with potential partners to increase numbers of paid internship positions for students in the future.</p>
<p>Encourage and support engagement in academics,</p>	<p>Continue to support student engagement opportunities on campus such as National</p>	<p>UAM-CTC inducted 180 members into the National Technical Honor Society. The</p>	<p>Outreach meetings and informational sessions will be held for continued recruitment for the National Technical</p>

<b>Actions for Goal 1 Student Success</b>	<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
<p>student life, and athletics for a well-rounded experience.</p>	<p>Technical Honor Society, UAM-CTC Bass Club, and the UAM-CTC Student Success Luncheon.</p>	<p>UAM-CTC Bass Club maintained 12 active members in AY 2018-2019, and competed in three tournaments throughout the year (2 fall, 1 spring). Student success luncheons were held on November 28, 2018, and on April 18, 2019, to recognize students for their accomplishments. Practical Nursing students conducted a Flu Clinic in the fall semester and Blood Drives in the fall and spring semesters. A free lunch was provided to all students, faculty, and staff by Mt. Olive Baptist Church in Crossett. Students were provided with a free meal and opportunity to dine with faculty and administration encouraging discussion and engagement. Several Thursdays each month free sack lunches and snacks are provided by the Crossett Presbyterian Church. These lunches/snacks are placed in the Student Center, allowing students the opportunity to have a meal together and connect.</p>	<p>Honor Society and the UAM-CTC Bass Club in AY 2019-2020.</p> <p>A Student Success luncheon is planned for November 2019 and April 2020.</p> <p>Mt. Olive has indicated a desire to provide a free luncheon for students a minimum of once a quarter.</p> <p>Crossett Presbyterian Church will continue to provide sack lunches and snacks for the coming year.</p> <p>In order to reach a broader student base for engagement, staff and faculty will discuss ideas for other possible student engagement processes.</p>

Actions for Goal 2 Enrollment and Retention Gains	KPI	Assessment of Progress	Implications for Future Planning/Change
Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.	<p>Expand concurrent offerings to include Blueprint Reading, English, math, and computer courses necessary to provide high school students the opportunity to earn Certificate of Proficiency in Welding and work towards Technical Certificate in Welding Technology before exiting high school.</p> <p>Utilize concurrent courses such as Technical Math and Advanced Industrial Mathematics to assist students with mastery of necessary math skills in high school to succeed in technical courses in college.</p>	<p>Complete/Continuing – The following concurrent courses were offered AY 18-19 to support CP/TC obtainment in Welding Technology: WELD 1103 Blue Print Reading – 3 attempt/pass CFA 1103 Tech Computer Fundamentals – 1 attempt/pass MAT 1203 Tech Math – 31 attempt/pass MAT 2213 Advanced Industrial Math – 31 attempt/pass WELD 1215 Shielded Arc Welding - 39 attempt/pass WELD 1115 Basic Welding – 39 attempt/pass</p> <p>CPs in Welding Technology were awarded to concurrent students – 22 Of these students, four have registered to attend UAM-CTC in the Fall 2019 semester.</p> <p>Three (3) students are enrolled in Welding Technology (TC) and one (1) student is enrolled in Electromechanical - Instrumentation Technology. Tech Communication was not offered in AY 18-19, however, it is on the concurrent agreement to be offered in AY 19-20.</p>	<p>The CP in Welding Technology requires WELD 1401 Welding Lab. Due to time constraints this course was not offered for concurrent credit. For students (concurrent and general) who do not complete WELD 1401, but do complete all course requirements and successfully pass the NCCER Exam (Core Curriculum, Introductory Craft Skills, Construction Site Safety Orientation and Crafts) WELD 1401 may be waived based on instructor/administration recommendation.</p> <p>Discussions are being held as to the need to remove WELD 1401 as a requirement for the Welding CP. This requires agreement between UAM-CTC and UAM-CTM. If agreement is reached appropriate C&amp;S Proposals will be submitted in Fall 2019.</p>
Develop systematic structures for first year and at-risk students.	Provide services for at-risk and provisional students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas and utilization Academic Alert system.	Intensive services were provided to 31 students identified as Conditional Prep July 2018-June 2019. Services included academic counseling, registration, referral for tutoring, or other academic assistance, follow-up	Changes in personnel may impact this goal. The Conditional Prep advisor's role changed July 1, 2019. This advisor will now be part of Counseling Services and will assume additional duties. It is possible this shift in duties may impact

Actions for Goal 2 Enrollment and Retention Gains	KPI	Assessment of Progress	Implications for Future Planning/Change
		<p>on Academic Alerts for attendance or academic issues, etc.  Twelve (12) of the identified Conditional Prep students received a total of 15 certificates or degrees in the following programs between July 2018-June 2019.  AASGT – 4  Welding Technology TC – 3  Child Development Associate CP – 1  Industrial Equipment Repair CP – 1  Nursing Assistant CP – 3  Welding CP – 3  Fourteen (14) of the students identified as Conditional Prep have been registered for courses in Summer II or Fall 2019 semesters.</p> <p>Support services were also provided to forty five (45) students identified as “at-risk” at UAM-CTC. These students meet one or more of the following criteria: returning student who was previously not successful; low test scores; single parents; non-traditional students; economically depressed; students with mental and/or physical disabilities, veterans, first generation college students, GED, and home schooled students who are not accustomed to a traditional classroom. Students were provided with one-on-one support with admissions, registration, attendance, grades, and referrals to other support services as needed.</p>	<p>the time available to be centered on Conditional Prep students.</p> <p>Again, changes in personnel may impact this goal. The advisor’s role changed July 1, 2019. This advisor will now be part of Counseling Services and will assume additional duties. It is possible this shift in duties may impact the time available to be centered on at-risk students.</p>

Actions for Goal 2 Enrollment and Retention Gains	KPI	Assessment of Progress	Implications for Future Planning/Change
		<p>Tutoring services were provided on the UAM-CTC campus during AY 2018-2019. Services were offered during days and evenings and were available both through appointments or “walk-in” times. Three (3) full time instructors and one (1) part time staff provided tutoring in the following areas: English, math, computer skills, and Blackboard usage. Other topic areas were assessed and referred to specialty faculty if identified.</p> <p>UAM-CTC utilized the Academic Alert system to address concerns regarding student attendance, academic preparedness, etc. During the months of August 2018-June 2019 approximately 380 Academic Alerts were filed for UAM-CTC students. These alerts were followed up by the UAM Director of Academic Advising, professional advisors, UAM-CTC program advisors/faculty, the Assistant Vice Chancellor for UAM-CTC, and Conditional Prep/At Risk counselor. Students were contacted by emails, phone calls and one-on-one visits. Student interactions were documented and follow-up with instructors occurred.</p>	<p>While Tutoring Services were provided at multiple times during the fall, spring, and summer terms very few students utilized this resource. Instructors, advisors, and administration recommended tutoring services to students, signage is posted to promote the services and the service is provided free of charge. Hours of services are varied (days and evenings). It is unclear as to why this service is not being utilized to its full potential.</p> <p>Continued support for full utilization of the Academic Alert system. Staff will receive review/additional training on this system during Professional Development Week 8/19.</p>
Identify and enhance pipeline for recruiting.	Conduct meetings with high school counselors, faculty, and administrators to provide information and updates regarding technical programs,	Completed/Continuing – Faculty and staff have conducted more than 100 meetings with high school counselors, faculty and/or administrators during the AY 18-19. Below is a summary of some of	Consideration of more targeted approaches for high school instructors in technical-related courses. Examples: Schedule meetings with Agricultural Education faculty to discuss the connection between courses they teach,

Actions for Goal 2 Enrollment and Retention Gains	KPI	Assessment of Progress	Implications for Future Planning/Change
	admission requirements, and financial aid.	<p>these meetings, providing a complete list is not feasible for this space.</p> <p>Student Services Department: Presentations and targeted discussions at the following:</p> <ul style="list-style-type: none"> <li>New student registration at UAM</li> <li>Annual College Planning Program</li> <li>Fair UAM</li> <li>Financial Aid and FAFSA nights and Career Days at local schools</li> <li>Transition Fair for Human Services</li> <li>Counselors Meetings</li> <li>Early Childhood Education Program council</li> <li>Directors meetings at HeadStart Centers and other licensed childcare centers</li> <li>Southeast Arkansas Community Action Corporation meetings</li> <li>Career Exploration Camp and College/Career Readiness Days at local schools</li> <li>FAME Recruiting Events at local schools</li> <li>Regional Workforce Advisory Council</li> <li>College and Career Coach worked AY 18-19 on the Hamburg and Crossett High School campuses</li> </ul>	<p>skills students who wish to enter that field, and programs such as UAM-CTC Welding Technology;</p> <p>Schedule similar meetings with Business Technology faculty and Health Information Technology faculty.</p> <p>This can be difficult as UAM-CTC instructors are often in class the same time as high school faculty; however, faculty to faculty communications would be the most productive. Utilizing the College and Career Coach to assist in finding appropriate times for these meetings for greatest impact could be a consideration.</p>

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

**Table 2: Unit 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
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment”</p> <p><b>Strategic Plan Actions:</b> Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands. Expand accessibility to academic programs.</p>	<p>This SLO supports the efforts of UAM-CTC to educate individuals who wish to pursue certificates and degrees in technical fields by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities.”</p> <p><b>Strategic Plan Actions:</b> Develop systematic structures for first-year and at-risk students. Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.</p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education; as well as provide students with guidance and direction in an area of their interest that leads to various high-skill, high wage technical fields.</p>
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p>	<p>These Unit SLOs support the mission element, “fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.”</p> <p><b>Strategic Plan Actions:</b></p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education by providing students a foundation of learning that can be utilized for advancement through an</p>

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
affect campus, local, and global communities.	Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	Encourage and support engagement in academics, student life, and athletics for a well-rounded experience. Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.	associate of applied science or baccalaureate degree; as well as educating individuals by providing opportunities for academic growth, skill development, and specialized training to meet the diverse needs in the workplace.
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	This Unit SLO is directly linked to upholding the mission element, “serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.” <b>Strategic Plan Action:</b> Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition. Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.	This SLO aligns directly with the efforts of UAM-CTC to provide students with resources and support to develop the academic and technical skills necessary to enter in a wide range of technical careers.

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

*SLO #1 - Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.*

This SLO is evaluated utilizing the Completer/Graduate Follow-up Survey. Graduates are surveyed approximately 6 months after graduation by phone. Students are asked questions regarding employment in field of study, continued education, and satisfaction with program. Information from the survey is utilized during program assessments to identify necessary revisions. The Graduate Job Placement and Licensure rate for 2017-2018 is provided below.

Graduate Follow-up	Business	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	Hospitality	Practical Nursing	Welding	Total
<b>Total Graduates</b>	<b>3</b>	<b>6</b>	<b>24</b>	<b>29</b>	<b>6</b>	<b>2</b>	<b>12</b>	<b>9</b>	<b>91</b>
Graduates Employed – Related Field	-	5	9	23	3	2	10	7	<b>59</b>
Graduates Employed – Unrelated Field	-	1	0	2	1	-	-	-	<b>4</b>
Not in Labor Force *1 Continuing Education *2 Military *3 Health/Family Care	2 (*1)	-	12 (*1)	1 (*1)	2 (*1, *3)	-	1 (*1)	-	<b>18</b>
Unemployed	1	-	1	-	-	-	-	-	<b>2</b>
Unknown	-	-	2	3	-	-	1	2	<b>8</b>
<b>Total Graduates Available for Placement</b>	<b>1</b>	<b>6</b>	<b>12</b>	<b>28</b>	<b>4</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>73</b>
Total Placement Rate – Related Field	0%	83%	75%	82%	75%	100%	91%	78%	<b>81%-</b>
Total Placement Rate – Related and Unrelated Fields	0%	100%	75%	89%	100%	100%	91%	78%	<b>86%</b>
Graduate Completers who took Licensure Exam	-	-	-	-	-	-	10	-	<b>10</b>
Graduate Completers who Passed Licensure Exam	-	-	-	-	-	-	9	-	<b>9</b>
<b>Licensure Pass Rate</b>	-	-	-	-	-	-	<b>90%</b>	-	<b>90%</b>

\* Please Note: The following programs had no graduates in 2017-2018 and are not reflected in this chart: Advanced Manufacturing Technology, Computer Maintenance/Networking, Industrial Production Technology, Health Professions, and HVAC/R.

*SLO #2 - Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.*

This SLO is evaluated utilizing data from the Office of Institutional Research. Information from the survey is utilized during program assessments to ensure students who wish to pursue an advanced degree receive appropriate academic advising to that end. The table below provides a three-year overview of ALL UAM-CTC students who have completed an advanced degree.

Year	AASGT	AASIT	AASMT	AA	AAN	BA/BS	TOTAL
2018-2019	67	33	6	4	1	2	113
2017-2018	36	15	-	7	-	-	58
2016-2017	21	13	-	5	2	6	47
Total	124	61	6	16	3	8	218

**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. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)**

- Unit Website
- Unit Program Guide
- Program Accreditation Reports (Nursing)
- Program Brochures
- Syllabi

## Enrollment

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

**UNDERGRADUATE PROGRAM MAJOR: AAS Advanced Manufacturing Technology 4/20/18**

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

**NOTE:** The approval date for the AAS Advanced Manufacturing Technology program was 4/20/18, so no enrollment is expected for 2016 and 2017. Data is not available to provide 3-year total/average and 10-year total/average. The AASAMT enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the AAS degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).

**UNDERGRADUATE PROGRAM MAJOR: AAS Industrial Technology 4/24/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	1	1	-	2/.67	27
Sophomore	2		3	5/1.67	36
Junior	-	1	1	2/.97	26
Senior	-	-	-	-	7
Post Bach	-	-	-	-	
Total	3	2	4	9/3	96/9.6

**NOTE:** The AASIT enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the AAS degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).

**UNDERGRADUATE PROGRAM MAJOR: Advanced Manufacturing TC 4/20/18**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman			12		
Sophomore			2		
Junior			1		
Senior			1		
Post Bach					
Total			16		

**NOTE:** The Approval Date for this program is 4/20/18 so no enrollment is expected for 2016 and 2017. Data is not available to provide 3-year total/average and 10-year total/average.

**UNDERGRADUATE PROGRAM MAJOR: Business Technology TC Approval Date 4/24/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	3	2	-	5/1.67	89/8.9
Sophomore	-	2	-	2/.67	14/1.4
Junior	-	-	-	-	3/.3
Senior	-	-	-	-	2/.2
Post Bach	-	-	-	-	-
Total	3	4		7/2.33	108/10.8

**UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education TC Approval Date 5/9/2003**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	9	3	9	21/7	142/14.2
Sophomore	2	5	1	8/2.67	60/6
Junior	1	2	2	5/1.67	11/1.1
Senior	-	-	-	-	5/.5
Post Bach	-	-	-	-	-
Total	12	10	12	34/11.33	218/21.8

**UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology TC Approval Date 4/24/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	39	43	39	121/40.33	319/31.9
Sophomore	8	17	14	39/13	68/6.8
Junior	-	-	2	2/.67	7/.7
Senior	-	-	1	1/.33	2/.2
Post Bach	-	-	-	-	-
Total	47	60	56	163/54.3	396/39.6

**UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology – Instrumentation Advanced TC Approval Date 4/24/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	3	3/1	14/1.4
Sophomore	10	11	1	22/7.33	81/8.1
Junior	1	5	-	6/2	19/1.9
Senior	-	-	-	-	3/.3
Post Bach	-	-	-	-	-
Total	11	16	4	31/10.3	117/11.7

**NOTE:** The Advanced TC enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the Advanced TC degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).

**UNDERGRADUATE PROGRAM MAJOR: Health Information Technology TC Approval Date 7/25/2008**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	9	1	12	22/7.33	83/8.3
Sophomore	3	2		5/1.67	24/2.4
Junior		1	3	4/1.33	13/4.33
Senior					5/0.5
Post Bach					
Total	12	4	15	31/10.33	125/15.53

**UNDERGRADUATE PROGRAM MAJOR: Hospitality Technology TC Approval Date 8/4/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	4	3	9	16/5.33	69/6.9
Sophomore		1	3	4/1.33	23/2.3
Junior					4/0.4
Senior					
Post Bach					
Special*					1/0.1
Total	4	4	12	20/6.67	97/9.25

**UNDERGRADUATE PROGRAM MAJOR: Industrial Production Technology TC 4/20/2018**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman			9		
Sophomore			1		
Junior			1		
Senior					
Post Bach					
Total			11		

**NOTE:** The Approval Date for this program is 4/20/18 so no enrollment is expected for 2016 and 2017. Data is not available to provide 3-year total/average and 10-year total/average.

**UNDERGRADUATE PROGRAM MAJOR: Practical Nursing TC Approval Date 5/9/2003**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	40	23	31	94/31.33	417/41.7
Sophomore	12	15	9	36/12	136/13.6
Junior	5	4	7	16/5.33	53/5.3
Senior	3		4	7/2.33	22/2.2
Post Bach	1			1/33	2/2
Special*					4/4
Total	61	42	51	154/51.33	634/63.4

**NOTE:** It is important to note that the UAM-CTC Practical Nursing TC (PN) program enrolls only 20 students each year. Students must successfully complete all prerequisite course work to apply for enrollment in the PN program. In order to complete the prerequisites, students are considered PENDING Practical Nursing (PENDING). There is no differential between the PENDING students and the PN students in enrollment data. The DATA below indicate very high enrollment in the Practical Nursing program; however, many of these students are PENDING and may not truly enroll in the PN program.

**UNDERGRADUATE PROGRAM MAJOR: Welding Technology TC Approval Date 5/9/2003**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	19	18	15	52/17.33	170/17
Sophomore	3	2		5/1.67	14/1.4
Junior	1			1.33	3/3
Senior					2/2
Post Bach					
Total	23	20	15	58/19.33	189/18.9

**UNDERGRADUATE PROGRAM MAJOR: Basic Business Principles CP Approval Date 4/24/2009**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman					2/2
Sophomore					1/1
Junior					1/1
Senior					
Post Bach					
Total					4/4

**NOTE:** The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).

**UNDERGRADUATE PROGRAM MAJOR: Child Development Associate CP Approval Date 5/9/2003**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	1		6	7/2.33	13/1.3
Sophomore	1		1	2/.67	3/.30
Junior					1/.1
Senior					
Post Bach					
Total	2		7	9/3	17/1.7

*NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**UNDERGRADUATE PROGRAM MAJOR: Health Office Skills CP Approval Date 7/25/2008**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	1		1	2	7/.70
Sophomore		1	1	2	3/.30
Junior					
Senior					
Post Bach					
Total	1	1	2	4/1.33	10/1

*NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**UNDERGRADUATE PROGRAM MAJOR: Hospitality Skills CP 7/7/2007**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman			1	1/.33	1/.1
Sophomore	1			1/.33	2/.2
Junior					
Senior					
Post Bach					
Total	1		1	2/.66	3/.3

*NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**UNDERGRADUATE PROGRAM MAJOR: Industrial Equipment Repair CP Approval Date 7/25/2008**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman			10	10/3.33	10/1
Sophomore			6	6/2	6/.6
Junior			1	1/.33	1/1
Senior			1	1/.33	1/1
Post Bach					
Total			18	18/6	18/1.8

***NOTE:** The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**UNDERGRADUATE PROGRAM MAJOR: Manufacturing Principles CP Approval Date 4/20/2018**

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

***NOTE:** The Approval Date for this program is 4/20/18 so no enrollment is expected for 2016 and 2017. Data is not available to provide 3-year total/average and 10-year total/average. The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant CP Approval Date 5/9/2003**

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	1		2	3/1	17/1.7
Sophomore					4/4
Junior					
Senior					
Post Bach					
Special*					2/.2
Total	1		2	3/1	23/2.3

***NOTE:** The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman			5	5/1.67	10/1
Sophomore			1	1/.33	1/1
Junior					
Senior					
Post Bach					
Total			6	6/2	11/1.1

*NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above).*

**\* Please Note: The following programs were not offered to students at UAM-CTC in the last 3-years and are not reflected in the charts above:**

- Computer Maintenance/Networking – No enrollment, no instructor, updates in equipment would most likely be required to offer this program. No current plans to offer this program in AY 19-20.
- Health Professions – Currently this program does not qualify for financial aid. No enrollment, no instructor. Program will be reviewed in AY 19-20 for possible changes to make it financial aid eligible.
- HVAC/R – To date a qualified instructor has not been hired for this program. All applicants are being reviewed, with plans to offer this program as soon as possible.

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

Strengths

- Enrollment continues to grow in the Electromechanical Technology and Electromechanical Technology-Instrumentation programs. Program numbers indicate high 3-year and 10-year averages: Electromechanical TC – 3-year 163 total, 54.3 average; 10-year 396 total, 39.6 average; Electromechanical-Instrumentation Adv. TC – 3-year 31 total, 10.33 average; 10-year 117 total, 11.7 average This program reaches capacity enrollment each semester, with additional students being placed on a program waiting list.
- Enrollment continues to be strong in the Practical Nursing program. Program numbers indicate high 3-year and 10-year averages with 3 total/average of 154/51.33 and 10-year total/average of 634/63.4. This program reaches capacity enrollment each semester, with additional students placed on the program waiting list.
- The Advanced Manufacturing program shows a strong first year enrollment with the Advanced Manufacturing Technology TC having a total enrollment of 16, and the Industrial Production Technology TC having a total enrollment of 11. Continued industry sponsorship of the program throughout AY 18-19 and AY 19-20 should lead to continued enrollment growth.
- The Welding Technology program continues to show strong enrollment numbers with the Welding Technology TC having a 3-year enrollment and average of 58/19.3 and 10-year enrollment and average of 189/18.9. Current

concurrent enrollment agreements, along with steady employment opportunities, should support strong enrollment in this program.

- Health Information Technology TC shows steady enrollment numbers over both 3-year and 10-year periods.

### Weaknesses

- Data indicates the Business Technology program enrollment has continued to decrease. During the AY18-19 the program was not offered in hopes to revive the program through recruitment and promotion. Employers seeking graduates from the program have expressed a need for the program and continued support. With no enrollment during with AY 18-19, the 3-year enrollment total and average of 7/2.33 will impact completion numbers and meeting ADHE viability standards for the Crossett campus. When the program enrollment numbers from both the Crossett and McGehee campuses are combined, the program may meet the required viability standard of four graduates.
- CP, Advanced TC, and AAS program enrollment numbers are consistently low due to requirements regarding TC/CP enrollment and financial aid. Students are initially enrolled in the TC program, with the CP, Advanced TC, and AAS related degrees being added later. If these certificates and degrees are not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data. This is reflected in data for AYs 14-18.

### Opportunities for Growth

- To address the issue regarding CPs being added after census, new processes were put in place in AY 18-19 to ensure enrollment in CPs before the census date. An initial spike should be seen in data for AY 19-20, with a leveling off to more reflective numbers in AY 21-22.
- The Guided Pathway initiative, resulting in offering the Hospitality, Health Information Technology, and Business CP/TC courses on the Monticello campus provide an opportunity to recruit more students. By guiding students into these programs where they can see successes and quicker achievement (1 semester CP, 1 year TC), the program enrollment numbers should increase. Students who see successes in the CP program should be more likely to complete the TC and potentially additional associate or baccalaureate degrees.
- The steady growth in enrollment in the Electromechanical Technology (ET) and Electromechanical Technology-Instrumentation (EIT) programs continue to provide an opportunity for expansion of the programs. Currently, the (ET) program is held to two cohorts of 22-24 students (per cohort) due to space, equipment and instructors. With additional resources to support expansion, a third cohort could potentially be added. With this field of study being recognized as a STEM, high-wage, high-demand field, additional graduates would be able to find employment opportunities.

### Threats to Effectiveness

- CP, Advanced TC, and AAS program enrollment numbers are consistently low due to requirements regarding TC/CP enrollment and financial aid. Students are initially enrolled in the TC program, with the CP, Advanced TC, and AAS related degrees being added later. If these certificates and degrees are not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data. This is reflected in data for AYs 14-18.
- Continued decreases in enrollment in the Early Childhood Technology program is concerning. Changes have been made in scheduling, course offerings, course delivery, and recruiting; however, numbers continue to decline slightly

each semester. Community and professional support for the program appears to be strong and the need for graduates has been verbally identified by advisory council members.

**Progression/Retention Data**

**Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research) – First time freshmen, Fall enrollment.**

**Name of Major: Advanced Manufacturing Technology \*\* NOTE: Program Approval Date is 4/20/18. No data available for AY 16-17 or 17-18. First time freshmen, fall enrollment.**

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	**		**		7	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>					2	29%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>					2	29%
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>						
<i>Completed Associate of Applied Science in Manufacturing Technology within expected timeframe (6 consecutive semesters)</i>						
<i>Completed in different UAM major <u>within</u> the unit</i>						
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>					5	71%
<i>Continued Enrollment</i>					2	29%

Name of Major: Business Technology First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	3	100%	-		1	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>	1	33%				
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>	2	67%				
<i>Completed in different UAM major <u>within</u> the unit</i>					1	100%
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>	1	33%				
<i>Continued Enrollment</i>					1	100%

Name of Major: Early Childhood Education First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	2	100%	-		3	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>	1	50%				
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>	1	50%				
<i>Completed in different UAM major <u>within</u> the unit</i>	1	50%				
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>					1	33%
<i>Continued Enrollment</i>					2	67%

Name of Major: Electromechanical Technology First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	27	100%	29	100%	33	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>	20	74%	22	76%	25	76%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>	10	37%	9	31%	26	79%
<i>Completed advanced TC within expected timeframe (Maximum 6 consecutive semesters)</i>	14	52%	23	79%	**	**
<i>Completed Associate of Applied Science in Industrial Technology degree within expected timeframe (6 consecutive semesters)</i>	11	41%	17	59%	**	**
<i>Completed in different UAM major <u>within</u> the unit</i>	3	11%			6	19%
<i>Completed in different UAM major <u>outside</u> of the unit</i>	11	41%	4	14%	8	24%
<i>Left University With No Credential</i>	5	19%	1	3%	5	15%
<i>Continued Enrollment</i>					29	86%

\*\* Note: Data for this cohort will not be available until completion of the 6<sup>th</sup> semester.

Name of Major: Health Information Technology First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	2	100%	2	100%	3	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>	1	50%	1	50%	1	33%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>	1	50%	1	50%	1	33%
<i>Completed in different UAM major <u>within</u> the unit</i>					1	33%
<i>Completed in different UAM major <u>outside</u> of the unit</i>	1	50%				
<i>Left University With No Credential</i>	1	50%	1	50%		
<i>Continued Enrollment</i>					2	67%

Name of Major: Hospitality Technology First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	1	100%	-		-	
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>						
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>						
<i>Completed in different UAM major <u>within</u> the unit</i>	1	100%				
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>						
<i>Continued Enrollment</i>	1	100%				

Name of Major: **\*\*Practical Nurse – Pending** First time freshmen, fall enrollment.

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	13	100%	8	100%	10	100%
<i>Completed Nursing Assistant CP</i>	9	69%	5	63%	5	50%
<i>Completed in different UAM major <u>within</u> the unit</i>	2	15%	-		1	1%
<i>Completed in different UAM major <u>outside</u> of the unit</i>	-		-		-	
<i>Left University With No Credential</i>	4	31%	3	38%	4	40%
<i>Continued Enrollment</i>	1	8%	1	1%	2	20%

*\*\* Please note: This program does not lead to a standalone TC, but is used as a preparatory program for students to obtain the prerequisites required to apply for entrance into the Practical Nursing Program. While this data does not necessarily align with other progression data, it is useful for general information purposes, and can provide insight for future planning. Data for progression in the 1 year Practical Nursing TC program is not included in this section as students who enter this program do not enter as freshmen or transfer students. Please refer to enrollment and completion data for information on the Practical Nursing TC.*

Name of Major: Welding Technology First time freshmen, fall enrollment.

Academic Year

2016-2017

2017-2018

2018-2019

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered Program</i>	13	100%	18	100%	9	100%
<i>Completed major CP within expected timeframe (Maximum 2 consecutive semesters)</i>	6	46%	9	50%	8	89%
<i>Completed major TC within expected timeframe (Maximum 4 consecutive semesters)</i>	3	23%	5	28%	5	56%
<i>Completed in different UAM major <u>within</u> the unit</i>			1	5%		
<i>Completed in different UAM major <u>outside</u> of the unit</i>						
<i>Left University With No Credential</i>	6	46%	8	44%	1	11%
<i>Continued Enrollment</i>						

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

Strengths

- Welding Technology shows moderate to strong progression/completion of certificate of proficiency within specified time frames.
- Electromechanical Technology shows strong progression/completion of certificate of proficiency and advanced technical certificate within specified time frames.

Weaknesses

- Significant variance between enrollment and completion/continuation in the Advanced Manufacturing Technology program (AMT). Students who enrolled in the AMT program in AY 18-19 were also enrolled in the FAME program which provides an industry sponsor who pays for tuition/fees/materials. The FAME program requires that students earn a “C” or better in all program courses. During the AY18-19 semester, 71% of the first time freshmen who enrolled earned grades below this level. The industry sponsors chose to discontinue sponsorship of these students. The students decided not to continue in the AMT program and chose to leave the University and enter into the workforce. The AMT program’s initial course alignment has been reviewed and changes have been approved for fall semester.
- Appropriate progression in Electromechanical Technology TC. The Electromechanical Technology TC requires the completion of both an English and computer course. Many students fall short of completing both requirements within the 3 semester time frame which causes delays in TC progression. Probable causes include:

- Students chose to take the General Studies courses (Comp I, Intro to Comp Based Systems) instead of the Technical Courses (Tech Communication, Tech Computer Fundamentals). General Studies courses are offered in the evenings, online, and in single sections each semester. These offerings may not align with students' schedules (primary courses, work, and commuting) and may delay student from enrolling in the courses.
- Students choosing to take the General Studies courses may have difficulty completing the courses on the first attempt.
- Progression of Welding Technology students from certificate of proficiency to technical certificate. Students appear to be exiting the program to enter the workforce after completing the certificate of proficiency. The number of CPs doubled during the AY19 due to high school students earning a CP. Many of the high school seniors may go directly to work, or continue their education in a related or unrelated field.

#### Opportunities for Growth

- Changing the Welding Technology program scheduling from semester long courses to 8 week courses is allowing students to complete more coursework in a shorter period of time. Students who are successful in 8 week courses can progress at a more rapid pace and could be more likely to compete both CP and TC requirements before exiting to enter workforce.
- Offering online course options in Health Information Technology will provide opportunities for working students to maintain a full course load which would allow for completion of CP and TC within appropriate progression timeframes.
- Changing course alignment of AMT program. Initially, higher level first semester courses may have posed issues for students. Realignment places English, math, and computer courses in first semester along with three introductory manufacturing/FAME courses should support student progression. Students first semester (16 credit hours) should provide a strong foundation to advance to higher level courses.

#### Threats to Effectiveness

- Scheduling issues for programs with large commuter populations. In the Electromechanical Technology program many students travel from distances of 75+ miles. The Electromechanical Technology courses are scheduled such that cohorts meet either M&W or T&H in the mornings and varying afternoon schedules. If scheduling conflicts occur with English or computers offered in the late afternoon or evening, students often put these courses off to the following fall semester. When this happens the progression of earned Technical Certificates is impacted.
- The majority of students enrolled in the Early Childhood Education program work full time at daycares/childcare centers, and many travel in for courses. These students very seldom take more than two (2) courses per semester. Since students do not/cannot take full course loads (12-15 credit hours) it is impossible for expected progression/completion rates to be met. Attempts to offer course work online has not resulted in success. Lack of adequate computer/internet resources and student lack of knowledge/experience with online learning appear to impact student success.

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

**Completion (Graduation/Program Viability)**

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

(Program Viability TC requirement is a three-year graduate average of at least four, AAS is a three-year graduate average of at least six. There is no viability requirement for CPs.)

Undergraduate Program/Major	Award	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Advanced Manufacturing Technology	AAS	-	-	6	6*	*N/A
General Technology	AAS	21	36	67	124	41.3
Industrial Technology	AAS	13	15	33	61	20.3
<b>Total AAS Degrees</b>		<b>34</b>	<b>51</b>	<b>106</b>	<b>191</b>	<b>63.6</b>
Advanced Manufacturing Technology TC	TC	-	-	6	N/A	-
Business Technology TC	TC	1	3	**	4	1.3
Early Childhood Education TC	TC	2	6	5	13	4.3
Electromechanical Technology TC	TC	20	24	41	85	28.3
Electromechanical Technology-Instrument	Adv. TC	13	29	36	78	26
Health Information Technology TC	TC	7	6	7	20	6.7
Hospitality Services TC	TC	4	2	2	8	2.7
Industrial Production Technology TC	TC	-	-	11	N/A	*N/A
Practical Nursing TC	TC	9	12	14	35	11.7
Welding Technology TC	TC	11	9	8	28	9.3
<b>Total Technical Certificates</b>		<b>67</b>	<b>91</b>	<b>130</b>	<b>96</b>	<b>32</b>
Basic Business Principles CP	CP	2	5	**	7	2.3
Child Development Associate CP	CP	4	5	5	14	4.7
Healthcare Office Skills CP	CP	7	10	4	21	7
Hospitality Skills CP	CP	3	2	2	7	2.3
Industrial Equipment Repair CP	CP	31	39	43	113	37.7
Manufacturing Principles CP	CP	-	-	11	N/A	*N/A
Nursing Assistant CP	CP	79	71	65	215	71.7
Welding CP	CP	13	13	30	56	18.7
<b>Total Certificates of Proficiency</b>		<b>139</b>	<b>145</b>	<b>160</b>	<b>444</b>	<b>148</b>
<b>TOTA CERTIFICATES &amp; DEGREES</b>		<b>240</b>	<b>287</b>	<b>396</b>	<b>923</b>	<b>307.6</b>

Please Note: The Health Professions and HVACR programs had no degrees awarded (or were not offered) during the time frame indicated and are not reflected in this chart:

\*\* The Business Technology TC and Business Principles CP were not offered during the 2018-2019 academic year due to low enrollment. The program resumes AY20.

\*N/A – New programs that have not been offered three years in order to establish a three-year average.

**Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability. (Viability requirement is four graduates for TC and six for AAS. No requirement for CP.)**

- **Advanced Manufacturing Technology Program** (Manufacturing Principles CP, Industrial Production Technology TC, Advanced Manufacturing Technology TC) – Only 1 year of data is available for this program (approval date 4/2018). Analysis of data appears to indicate strong progression of students in both 1 year IPT TC (enrollment of 11, completion of 11) and second year AMT TC (enrollment of 16, completion of 6).
- **Business Technology Program** (Basic Business Principles CP and Business Technology TC) – Analysis of 3-year data indicates a decrease in enrollment and completion. The current 3-year completion numbers (TC 4/1.33, CP 7/2.33) do not meet viability standards. It is expected that this program will see some enrollment growth in 2019-2020 in relation to the Guided Pathways Initiative and the offering of courses at UAM-CTC online, and on the UAM Monticello campus. It remains to be seen if completion numbers will grow in relation to projected enrollment increases. Area employers are expressing a strong need for the program as evidenced by several calls requesting graduate referrals for available jobs.
- **Early Childhood Education Program** (Child Development Associate CP, Early Childhood Education TC) – Analysis of 3-year data averages indicate the TC meets viability standards (TC 13/4.3). The completion numbers for the CP are near the same. The Guided Pathway program, along with the availability of some additional courses being offered online, may increase enrollment numbers.
- **Electromechanical Technology Program/Electromechanical Technology-Instrumentation** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical Technology-Instrumentation Advanced TC) – Analysis of 3-year data indicates strong enrollment and completion in all three programs. CP reflects low three year enrollment (18); however, completion data is strong (112/37.33). TC indicates high enrollment (163) with strong completion rate (85/28.3 3ya). Advanced TC indicates low to moderate enrollment average (31) but high completion numbers (78/26 3ya). All programs far exceed the viability standards. CP and Advanced TC enrollment data should be addressed with changes in enrollment practices to ensure numbers are captured by census date. This program is strong and continues to grow; however, this growth has resulted in increased resource need (equipment, space, instructors). This is a consideration for future resource allocation.
- **Health Information Technology** (Health Information Technology TC, Healthcare Office Skills CP) – Analysis of 3-year data indicates strong enrollment in TC (31) and moderate to strong completion (20/6.6 3ya), meeting viability standards. The CP indicates low enrollment (4), however, shows moderate to strong completion numbers (21/7 3ya). The low numbers of CP enrollment should be addressed with changes in enrollment practices to ensure numbers are captured by census date. The Guided Pathway program, which steers some students who do not qualify to enter the nursing program toward HIT as an employment option in the field of healthcare, may increase enrollment numbers. Efforts have been made to offer some courses online to increase flexibility and availability for students outside of the Crossett area may also increase enrollment numbers.
- **Hospitality Technology** (Hospitality Services TC, Hospitality Skills CP) – Analysis of 3-year data indicates moderate enrollment in the TC (20), with low completion numbers (8/ 2.67 3ya). CP enrollment is low (2) with low completion numbers (7/2.33). This program TC does not meet viability standards. In 2017 the Hospitality Technology program was relocated to the Monticello campus, and in 2018 the program received a grant to begin the process of creating a permanent classroom/lab

space. This change did result in some growth in TC enrollment. It is projected that the implementation of the Guided Pathways program, along with increased access to the program on the Monticello campus, will result in increased enrollment numbers. The low numbers of CP enrollment should be addressed with changes in enrollment practices to ensure numbers are captured by census date.

- **Practical Nursing** (Nursing Assistant CP, \*Practical Nurse TC PENDING, Practical Nursing TC) –
  - An important distinction should be made prior to discussions related to this program. The UAM-CTC Practical Nursing TC program (PN) has a limited enrollment of 20 students per year. Students must successfully complete all prerequisite course work to apply for enrollment in the PN program. In order to complete the required prerequisites students are enrolled in the PENDING Practical Nursing program (PENDING). There is no differential between the PENDING program and the PN program in enrollment data numbers. Therefore there appears to be a large gap between enrollment and completion.
  - It is also important to recognize that the Nursing Assistant CP enrollment data is not reflective of actual students completing the program. Due to requirements regarding enrollment and financial aid students are initially enrolled in the PENDING, with the NA CP being added to their stack later. If the certificate is not added to the student's stack by census, the fall enrollment data appears low.

With these considerations in mind, analysis of three year data indicates strong enrollment in the PENDING program.

Considering a maximum of 20 class openings per year for the PN program, completion data is strong (33/11 3ya). NA CP enrollment data is low (3), however completion data indicates strong numbers (208/69.33 3ya). Both programs are meeting viability standards. The CP enrollment data should be addressed with changes in enrollment practices to ensure numbers are captured by census date. Increasing class openings for the TC program could be supported, however, this would require additional resources, specifically classroom and clinical instructors to meet state-required student/instructor ratios. The availability of clinical training sites would also have to be expanded if the program is expanded in the future.

- **Welding Technology** (Welding CP, Welding Technology TC) – It is important to mention that Welding class size is dictated by the number of welding machines. Since AY 2016-2017 a maximum of 22 students could be enrolled in the program per semester. Prior to this, only 10 students per semester could be enrolled in the advanced courses due to equipment availability and course offerings. Analysis of 3-year data indicates strong enrollment in the TC (58) and a strong completion rate (29/9.67 3ya). The CP shows low enrollment (6), however completion data indicates strong numbers (59/ 19.67 3ya). These programs do meet viability standards. The low numbers of CP enrollment should be addressed with changes in enrollment practices to ensure numbers are captured by census date.

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Ballard, Susanne	Instructor	BA, BS	Business Technology		13.00	16.00	6.00	UAM-CTC Academic Appeals Committee Chair; UAM-CTC Guided Pathways Appeal Committee; Technical Program Curriculum and Standards Committee
Dubose, James	Instructor	Corporate Training	Welding		14.00	14.00	5.00	UAM-CTC Academic Appeals Committee; UAM-CTC Guided Pathways Appeal Committee; UAM-CTC Faculty Equity and Grievance Committee
Dubose, Donnie	Instructor	TC	Welding		6.00	3.00		UAM-CTC Academic Appeals Committee; UAM-CTC Guided Pathways Appeal Committee
Fairris, Jerry	Instructor	EdD	Mathematics		13.00	11.00		Tutoring Mathematics; UAM Library Committee; EAB Committee
Hart, Carolyn	Instructor	MSE	English		15.00	12.00	6.00	Tutoring English; UAM-CTC National Technical Honor Society Sponsor; Technical Program Curriculum and Standards Committee
Jenkins, James	Instructor	Corporate Training	Electromechanical		21.00	21.00	3.00	UAM-CTC Faculty Equity and Grievance Committee
Kemp, Kirk (retired 5/2019)	Instructor	BS	Electromechanical		15.00	16.00		UAM-CTC Academic Appeals Committee
Lindsey, Alice	Instructor	BS	Hospitality		14.00	24.00		UAM-CTC Academic Appeals Committee; UAM-CTC Guided Pathways Appeal Committee; UAM-CTC Faculty Equity and Grievance Committee
Long, Keith (hired 10/2018)	Instructor	Corporate Training	Manufacturing; Program Director FAME			3.00		Program Director FAME
Noble, Kayla	Instructor	PN Diploma	Practical Nursing		8.00	18.00		UAM-CTC Academic Appeals Committee
Owens, Richard	Instructor	BS	Electromechanical		15.00	15.00		UAM-CTC Academic Appeals Committee; UAM-CTC Guided Pathways Appeal Committee; UAM-CTC Faculty Equity and Grievance Committee
Sistrunk, David	Instructor	Corporate Training	Electromechanical		21.00	12.00	6.00	UAM-CTC Faculty Equity and Grievance Committee
Upshaw, Shela	Instructor	RN, ASN	Practical Nursing		21.00	30.00	14.00	UAM BSN Advisory Committee; UAM University Behavioral Intervention Team; UAM-CTC Academic Appeals Committee; UAM-CTC Faculty Equity and Grievance Committee; UAM-CTC Guided Pathways Appeal Committee; UAM-CTC representative to UAM Curriculum and Standards Committee
Wallis, Kim	Instructor	MBA	Health Information Technology, CIS		15.00	17.00	6.00	UAM-CTC Academic Appeals Committee Chair; UAM-CTC Guided Pathways Appeal Committee; Technical Program Curriculum and Standards Committee; UAM-CTC Program Review Committee
White, Alisa	Instructor	MEd, Ed Specialist	Early Childhood Education		22.00	25.00	6.00	UAM-CTC Student Affairs Committee, UAM-CTC Early Childhood Advisory Committee, the UAM-CTC Faculty Equity and Grievance Committee, and the UAM-CTC Card/Donation Committee

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
<b>ADJUNCT</b>								
Adams, Nick	Adjunct	MA	History		3.00	3.00		
Andrews, Jennifer	Adjunct	ASN	Certified Nursing Assistant		7.00	7.00		
Beavers, Karon	Adjunct	ASN	Health Information Technology		5.00	6.00		
Culpepper, Landon	Adjunct	MAS	Manufacturing		3.00	3.00		
Goyme, Krista	Adjunct	MAT	Certified Nursing Assistant			7.00		
Grunsky, Bryan	Adjunct	MBA	Manufacturing		7.00			FAME Industry Representative
Harper, Barbara	Adjunct	ADN	Practical Nursing		4.00	5.00		
Haynes, Annie	Adjunct	MSW	Psychology		3.00			
Lafferty, Dennis	Adjunct	DPM	Nutrition		6.00	6.00		
McKoin, Jason	Adjunct	BBA	Manufacturing		2.00			
Polk, Cynthia	Adjunct	MSW	Psychology, Sociology			3.00		
Sheek, Craig	Adjunct	BS	Manufacturing		3.00			FAME Industry Representative
Weems, Mardi	Adjunct	BA	Communication				4.00	
Wright, Britnee	Adjunct	ME	Mathematics			3.00		
<b>CONCURRENT</b>								
Courtney, Ruthie	Concurrent	BS	Communication			2.00		
Cox, Robert	Concurrent	BS	Welding		3.00			
Dubose, Donnie	Instructor	TC	Welding		10.00	10.00		
Gardner, Janla	Concurrent	BS	Computer		3.00			
Harper, Barbara	Concurrent	ADN	Certified Nursing Assistant		7.00	3.00		
Hobbs, Sarah	Concurrent	BBA	Certified Nursing Assistant		7.00			
Robinson, Gwen	Concurrent	BS, RN	Certified Nursing Assistant		7.00			
Ross, Shelvia	Concurrent	ME	Mathematics		3.00	3.00		

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

Retirements – Kirk Kemp, Electromechanical Technology-Instrumentation

David Sistrunk, Electromechanical Technology

New Hires – Keith Long, Advanced Manufacturing Technology

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	4,708		Baseline
2009-10	5,533	+ 17.5%	Increase
2010-11	5,957	+ 7.6 %	Increase
2011-12	9,843	+ 65.2%	Increase – Offering more General Education courses & Electromechanical
2012-13	10,815	+ 9.8%	Increase
2013-14	10,738	-.07%	Financial aid was unavailable for Summer I term; decreased enrollment in Summer I term.
2014-15	6,272	-58%	Financial aid was unavailable for Summer II term; decreased enrollment in Summer II term. Institutional change to require all non-technical courses to be counted in UAM Monticello numbers instead of UAM-CTC; change in tuition for non-technical courses resulted in students transferring to less expensive programs (33% decrease in technical enrollment and 82% decrease in non-technical enrollment); decline in enrollment similar to other Arkansas intuitions of higher education.
2015-16	5,171	-21.2%	Continued impacts from policy changes and overall higher education decline in enrollment as stated in 2014-2015 comments.
2016-17	5,490	+6.1%	Implementation 8-week classes in Welding Technology courses allowed multiple class offerings each semester allowing students to enter the program at different times/semesters. Increased number of welding machines allowed for increase from 10 to 22 students per classes. Increased enrollment in Electromechanical Technology and Practical Nursing.
2017-18	6,183	+ 12.6	Increases in enrollment in Electromechanical Technology, Practical Nursing, and Welding. Addition of Advanced Manufacturing Technology Program.
2018-19	7,761	+ 25,5	Increased enrollment in CP programs, continued max enrollment in Electromechanical and Nursing programs. Increased enrollment in Hospitality Technology.

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

- Efforts were made to ensure that students were enrolled in CP programs before census date to show more accurate enrollment numbers, along with efforts to award any earned CPs from previous semesters.
- Max enrollment in Electromechanical Technology and Practical Nursing Technology.
- Awarding of 22 CPs in Welding Technology to concurrently enrolled high school seniors, awarding of 32 CPs in Nursing Assistant to concurrently enrolled high school students.

## Unit Agreements, MOUs, MOAs, Partnerships

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

<b>Program</b>	<b>Partner/Type</b>	<b>Purpose</b>	<b>Date</b>	<b>Length of Agreement</b>	<b>Date Renewed</b>
Administration	MOUs with Public Institutions and State Agencies Arkansas Department of Higher Education	Regional Workforce Grant	7/1/18	2 years	
Administration	MOUs with Public Institutions and State Agencies Arkansas Department of Higher Education	Career Pathways Initiative	6/25/19	1 year	7/01/19
Administration	MOUs with Public Institutions and State Agencies Arkansas Department of Career Education	College and Career Coach Grant	7/1/18	1 year	7/1/19
Administration	MOUs with Public Institutions and State Agencies Crossett High School	College and Career Coach Grant	7/1/18	1 year	7/1/19
Administration	MOUs with Public Institutions and State Agencies Hamburg High School	College and Career Coach Grant	7/1/18	1 year	7/1/19
Administration	MOUs with Public Institutions and State Agencies Crossett High School	Concurrent Credit	7/1/18	1 year	7/1/19
Administration	MOUs with Public Institutions and State Agencies Hamburg High School	Concurrent Credit	7/1/19	1 year	7/1/18
Administration	MOUs with Public Institutions and State Agencies Monticello Occupational Education Center	Secondary Center Satellite Agreement for Concurrent Credit	7/1/19	1 year	
Administration	MOUs with Public Institutions and State Agencies SEACBEC Warren	Concurrent Credit	7/1/18	1 year	7/1/19
Early Childhood Education	Internship Agreements Carousel School	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	9/1/18	2 semesters	
Early Childhood Education	Internship Agreements Discovery Children's Center	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	2/26/19	1 semester	
Early Childhood Education	Internship Agreements Crossett Learning Center	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	9/1/18	2 semesters	
Early Childhood Education	Internship Agreements Hamburg Pre-K	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	9/1/18	2 semesters	
Early Childhood Education	Internship Agreements First Step of Hamburg	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	1/22/19	1 semester	
Early Childhood Education	Internship Agreements Kid's Academy	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	9/1/18	2 semesters	
Early Childhood Education	Internship Agreements Kid's Korner	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	9/1/18	2 semesters	
Early Childhood Education	Internship Agreements SEACAC	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II	1/9/19	1 semesters	
Health Information Technology	Internship Agreements Area Agency on Aging – Crossett	HIT 2993 Tech Health Information Practicum	5/29/19	1 term	
Health Information Technology	Internship Agreements Ashley County Medical Center	HIT 2993 Tech Health Information Practicum	5/29/19	1 term	
Health Information Technology	Internship Agreements Ashley County Medical Center	HIT 2993 Tech Health Information Practicum	5/29/19	1 term	
Health Information Technology	Internship Agreements Mainline Health Systems	HIT 2993 Tech Health Information Practicum	5/29/19	1 term	
Business Technology	Internship Agreements Dirtco, Inc.	BUS Business Technology Practicum	5/29/19	1 term	

<b>Program</b>	<b>Partner/Type</b>	<b>Purpose</b>	<b>Date</b>	<b>Length of Agreement</b>	<b>Date Renewed</b>
Business Technology	Internship Agreements First National Bank of Crossett	BUS Business Technology Practicum	5/29/19	1 term	
Business Technology	Internship Agreements Georgia Pacific Paper Operations	BUS Business Technology Practicum	5/1/19	1 term	
Hospitality Services	Internship Agreement Trotter House	HOSP 1082 Internship	1/1/18	1 year	
Practical Nursing	Clinical Agreements Ashley County Medical Center, Crossett (Includes Family Clinic of Ashley County, Ashley Pediatric Clinic, Ashley Health Services & Women's Clinic, Ashley Pediatric Clinic, and the Hamburg Clinic )	PN Clinical I, II, & III	3/5/19	No end date	
Practical Nursing	Clinical Agreements Mainline Health Systems, Wilmot	PN Clinical I, II, & III	3/1/19	No end date	
Practical Nursing	Clinical Agreements Mainline Health Systems, Portland	PN Clinical I, II, & III	3/1/19	No end date	
Practical Nursing	Clinical Agreements Drew Memorial Hospital, Monticello	PN Clinical I, II, & III	4/1/19	No end date	
Practical Nursing	Clinical Agreements Belle View Estates Rehab and Care Center, Monticello	PN Clinical I, II, & III	9/1/17	No end date	
Practical Nursing	Clinical Agreements Arkansas Department of Health, Crossett	PN Clinical I, II, & III	8/1/16	No end date	
Practical Nursing	Clinical Agreements Morehouse General Hospital, Bastrop, LA	PN Clinical I, II, & III	8/21/19	No end date	
Practical Nursing	Clinical Agreements Wee School, Crossett, AR	PN Clinical I, II, & III	10/30/17	5 years	Reviewed Annually
Nursing Assistant	Clinical Agreements Stonegate Villa Health and Rehab Center	PN Clinical I, II, & III	3/4/19	No end date	Reviewed Annually
Nursing Assistant	Clinical Agreements Woods of Monticello Health and Rehab, Monticello, AR	PN Clinical I, II, & III	5/24/19	No end date	Reviewed Annually
Workforce Alliance of Southeast Arkansas Regional Grant	Other Contracts & Agreements ACT, Inc.	Online access to Work Keys modules for students attempting to earn National Career Ready Certificate (CRC)	9/9/16	Review Annually	7/1/19
Bookstore (textbook sales)	Computer Works of Chicago, Inc.	Access to instructional textbooks	7/1/18	Review Annually	7/1/19
Administration	Missionary Baptist Student Fellowship	Rental of kitchen area for Hospitality program	8/15/19	1 year	
Administration	Cisco/MOU	Cisco Training Academy	7/1/18	Automatic Annual Renewal	7/1/19

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

Faculty Scholarly Activity

- Development and publishing of Advanced Industrial Mathematics text book, workbook, tests, and assignment sheets – Dr. Jeff Fairris
- Off Campus Teaching Assignments – Susanne Ballard, Dr. Jeff Fairris, and Kim Wallis
- Research resulting in improved lab safety and increased industry alignment resulting in additional equipment – Legett Jenkins
- Completion of training by Allen-Bradley RS Studio in area of Programmable Logic Controls, resulting in addition of Control Logic/RS Studio to the Programmable Logic Controls course.
- Education toward advanced degrees – Susanne Ballard, Shela Upshaw, Kayla Noble, Alisa White
- Federation of Advanced Manufacturing Education training – Kim Wallis, Rick Owens, Legett Jenkins

Notable Faculty or Faculty/Service Projects

- Committee service American Welding Society and SkillUSA – Donnie Dubose
- Free ACT Prep and Mathematic Tutoring to local high school students – Dr. Jeff Fairris
- Chair, Nursing Administrators of Nursing Education Programs, National Test Question Committee service National Council Licensure Examination for Practical Nurses – Shela Upshaw
- Board Member, Southeast Arkansas Community Action Corporation – Alisa White
- Equipment repair for Diesel Academy resulting in cost savings for UAM-CTM – Dr. Jeff Fairris

Faculty Grant Awards

- Awarding of \$17,455.00 from UAM Centennial Fund to Hospitality Technology program – Alice Lindsey

**Describe any significant changes in the unit during the past academic year.**

- Retirement of two established faculty members from the Electromechanical Technology and Electromechanical Technology-Instrumentation programs May and June 2019; positions filled for AY 2019-2020.
- Loss of long-time cashier/financial analyst in August 2018; position filled October 2018.
- Assistant Vice Chancellor position filled July 2018.
- Advanced Manufacturing Technology Instructor/FAME Coordinator position filled October 2018.
- Practical Nursing Technology classrooms/offices relocated from McGoogan building to main building.
- Relocation of Adult Education Center classroom.
- Plans underway to move the Hospitality Services program from its current UAM campus site to a newly renovated site on the UAM campus.

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

- Advanced Manufacturing Technology program –
  - Realigned course offerings to better prepare students for success in the program by placing required English, math and computer courses in first semester offerings; moved higher level courses to 2<sup>nd</sup> year program offerings.
  - Changed course prefixes for CP/TC courses to better reflect alignment with 1 semester, 1 year, and 2 year certificates.
  - Developed and added 2 new course offerings in response to input from industry partners:
    - IPT 1522 Professional Behaviors
    - IPT 1923 Advanced Manufacturing Applications
- Hospitality Technology program –
  - Modifying the corequisite requirement to “Corequisite or administrative approval” for HOSP 1093, HOSP 1103, and HOSP 1113 to allow flexibility for scheduling students in culinary courses who may have already obtained ServSafe certification, can document appropriate and sufficient work experience in the field prior to enrollment, and/or who will be enrolling in a culinary course that includes a safety and sanitation overview in the course content.
  - Reduced credit hours for HOSP 1022 Safety and Sanitation (previously HOSP 1023) in accordance with revisions in the ServSafe national certification training.
  - Increased credit hours for HOSP 1094 Culinary Fundamentals (previously HOSP 1093) in order to adequately explore nutrition and dietetics as they relate to culinary fundamentals based on changes in industry standards related to nutritional information.

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

- Monthly faculty meetings/professional development occurred Sep. 2018-April 2019. These meetings consisted of University policy and program updates and education/training in various University related areas such as advising, registration, new trends in student substance use/abuse, classroom management, and leadership techniques.
- Instructor presence in tutoring labs with special emphasis placed on core areas such as English, mathematics, computer skills, and Blackboard usage.
- Increased emphasis/utilization of Academic Alert system. Faculty utilized the Academic Alert system to issue approximately 380 alerts for attendance, academic, and other issues August 2018-June 2019.
- Continued enforcement of the UAM-CTC rigorous attendance policy. Instructors tracked all student attendance/tardies and reported daily to Dr. David Streeter, Director of Student Services. Dr. Streeter made contacts with students through email, mailed letters, and face-to-face visits regarding attendance issues at the 10%, 15%, and 20% absentee points. Instructors provide students with face-to-face and online updates regarding their absentees.
- Eighteen (18) students were inducted into the UAM-CTC Chapter of the National Technical Honor Society which recognizes the achievements of top Career and Technical Education students. To be a member of the National Technical Honor Society,

students must be classified as a Junior or Senior in their technical program; have an overall GPA of 3.25; and be good, honest, responsible student-citizens who have made a personal commitment to excellence in their academic field.

- Twelve (12) students were active in the UAM-CTC Bass Club-participating in three (3) tournaments for AY18-19.

**Other Unit Student Success Data for AY 18-19**

Quantity	Equipment	Department/Program	Total Amount
1	Bandsaw	Welding Technology	\$ 1,377.00
1	Chop Saw/Torch/Coolant	Welding Technology	1,107.00
1	Solenoid Valves	Electromechanical Technology-Instrumentation	903.00
	Digital Guages	Electromechanical Technology-Instrumentation	538.00
1	Big Bore Lathe	Electromechanical Technology	32,466.00
3	HVACR Trainers	Heating, Ventilation, Air Conditioning Refrigeration	98,040.00
2	HVACR Trainer	Heating, Ventilation, Air Conditioning Refrigeration	8,162.00
			<b>142,593.00</b>

- Eleven (11) concurrent welding students attended the Arkansas Skills USA Competition in Hot Springs 4/2019. UAM-CTC students received the following awards:
  - First Place – Gold – High School Welder (11<sup>th</sup> grade)
  - First Place – Gold – High School Welding Sculpture (11<sup>th</sup> grade)
  - Third Place – Bronze – Post Secondary Welding Sculpture (12<sup>th</sup> grade)
- The two first place State winners attended the National Skills USA Competition in Louisville, Kentucky. These students were the ONLY 11<sup>th</sup> grade students competing in this competition. Students received Merit Awards for the following placements at the National competition:
  - Twenty third place (23<sup>rd</sup>) – High School Welding Sculpture
  - Forty third place (43<sup>rd</sup>) – High School Welding
- Nine (9) Welding Technology students passed the American Welding Society D.1.1-3G & 4G national exam
- Seven (7) Electromechanical Technology students completed FANUC Robotics Certification
- Sixty eight (68) UAM-CTC students passed the National Center for Construction Education and Research (NCCER) test in Safety and Welding and were placed on the NCCER National Registry
- Thirty one (31) UAM-CTC students earned platinum, gold, silver or bronze awards for completion of ACT National Career Readiness Certificates
- Thirteen (13) UAM-CTC students passed the AR Nurse Aid Competency Exam
- Forty five (45) certificates/degrees were awarded to students participating in the Career Pathways Initiative:
  - Twenty one (21) Certificates of Proficiency
  - Eighteen (18) Technical Certificates
  - Seven (7) Associate Degrees
- UAM-CTC purchased equipment in the amount of \$229,253. 00 during AY18-19 which significantly enhanced the instruction and learning experiences received by students. See Appendix A for equipment listing and funding sources.
- A total of \$1,066,349.00 in grants were awarded to the UAM-CTC campus during AY18-19. These grants contributed greatly to improving and expanding workforce training programs. See Appendix B for a listing of the grants awarded and their purposes.

## EQUIPMENT PURCHASES 2018 – 2019

## Workforce Alliance for Southeast Arkansas Grant Funds – Operating Budget &amp; Contingency Funds

Quantity	Equipment	Department/Program	Total Amount
1	Bandsaw	Welding Technology	\$ 1,377.00
1	Chop Saw/Torch/Coolant	Welding Technology	1,107.00
1	Solenoid Valves	Electromechanical Technology-Instrumentation	903.00
	Digital Guages	Electromechanical Technology-Instrumentation	538.00
1	Big Bore Lathe	Electromechanical Technology	32,466.00
3	HVACR Trainers	Heating, Ventilation, Air Conditioning Refrigeration	98,040.00
2	HVACR Trainer	Heating, Ventilation, Air Conditioning Refrigeration	8,162.00
			<b>142,593.00</b>

## Career Pathways Initiative (CPI) Grant Funds

Quantity	Equipment	Department/Program	Total Amount
13	Computer	Career Pathways Computer Lab	12,345.00
1	Computer	Practical Nursing	954.00
1	Projector	Practical Nursing	432.00
1	Color Printer	Practical Nursing	432.00
1	Physician Scale	Practical Nursing	175.00
3	Practice Simulator/Legs	Practical Nursing	1,043.00
1	Adult Fat Suit	Practical Nursing	510.00
2	Simulators/Injection Pads	Practical Nursing	404.00
1	Floating Thermometer	Practical Nursing/Assistant Nursing	1,010.00
			<b>17,305.00</b>

## Carl Perkins Grant Funds

Quantity	Equipment	Department/Program	Total Amount
2	Shaft Coupling Trainer & Laser Alignment Trainer	Electromechanical Technology	16,323.00
3	Laptop Computers	Shared Classrooms	2,650.00
			<b>18,973.00</b>

## Carl Perkins Postsecondary Grant Funds

Quantity	Equipment	Department/Program	Total Amount
1	FANUC Robotic Trainer	Electromechanical Technology-Instrumentation	38,295.00

Operating Budget & Contingency Funds

Quantity	Equipment	Department/Program	Total Amount
1	Desk	Administration – Fiscal	838.00
1	Admissions Scanner	Administration – Student Services	650.00
1	Webcam	Administration – Instruction	100.00
1	Engraving Tool, Software, & Starter	Electromechanical Technology	1,043.00
1	Drills	Electromechanical Technology	330.00
1	Contact Blocks	Electromechanical Technology	365.00
1	Electrical Conveyor Belt Trainer	Electromechanical Technology-Instrumentation	6,800.00
1	Fuse Boxes	Electromechanical Technology-Instrumentation	386.00
13	Welding Curtains	Welding Technology	694.00
1	Projector & Mounts	Mathematics Classroom	881.00
			<b>12,087.00</b>
	<b>TOTAL EXPENDITURES FOR EQUIPMENT</b>		<b>\$229,253.00</b>

**UAM COLLEGE OF TECHNOLOGY – CROSSETT  
GRANTS: 2018 – 2019**

Grant	Granting Agency	Awarded Amount	Grant Purpose
Career Pathways Initiative	Arkansas Dept. of Higher Education	<b>\$ 210,585.00</b>	The Career Pathways Initiative (CPI) provides low income individuals with the higher education skills and credentials they need to gain immediate entry into targeted occupations ultimately leading these individuals to economic self-sufficiency. The CPI program provides financial assistance to eligible students by covering the costs of books, tuition, fees, supplies, and childcare and/or gas vouchers as allowed.
Early Care & Education Projects	University of Arkansas at Fayetteville	<b>58,317.00</b>	The purpose of these childcare grants is to provide a variety of free early childcare classes to regional childcare center/agencies and individuals interested in the childcare field. The grant will assist with the cost for instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Arkansas Career & Technical Ed.	<b>9,291.00</b>	To provide electrical apprenticeship classes for regional employers. All employees working in the electrical field who are not licensed are mandated by legislation to be enrolled in an electrical apprenticeship program approved by the Bureau of Apprenticeship Training. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant will pay the salary and benefits of a licensed electrician to teach these evening non-credit apprenticeship classes.
Regional Workforce Implementation	Arkansas Dept. of Higher Education	<b>164,755.00</b> (grant carryover) <b>547,201.00</b> (of two-year total of \$1,000,000.00)	The demand for a skilled and responsive workforce is exacerbated by the number of individuals "aging" of the workplace through retirement of the largest generation in American history. The partnerships established and/or strengthened during this project will prepare current and future workers for existing and emerging jobs and strengthen economic development in Southeast Arkansas
Arkansas Community Foundation	Arkansas Community Foundation	<b>1,500.00</b>	The grant provided funding to enhance the campus' environment for students by providing additional outside tables and seating for students to enjoy the outside during their lunch and breaks.
Arkansas Career and College Coach	Arkansas Dept. of Career Education	<b>36,405.00</b>	The purpose of this grant is to ensure that students attending area middle and high schools have the guidance/counseling support needed to increase their knowledge, skills, and educational attainment necessary for continued education/training beyond high school and/or entering the workforce.
Perkins Postsecondary Reserve Grant	Arkansas Dept. of Career Education	<b>38,295.00</b>	The grant provides funding for equipment to enhance technical programs with large scale impact. (FANUC Robotic Arm purchased)
	<b>TOTAL</b>	<b>\$1,066.349</b>	