University of Arkansas at Monticello
Academic Unit Annual Report

Unit: UAM College of Technology-Crossett

Academic Year: 2021-2022

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

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
Student Success- Expand academic and degree offerings (technical and associate) to meet regional, state, and national demands.	Modify the Degree Pathway requirements for the Health Information Technology program and Industrial Production Technology program to increase enrollment.	Complete - The admission score for the Health Information Technology program (CP and TC) and the Industrial Production Technology program (CP and TC) were lowered to the 13-15 pathway.	The changes to the required pathway scores for these two programs should allow for an increase in enrollment in both programs which would support meeting program viability requirements.
	Modify the course requirements in the Industrial Production Technology program (CP and TC).	Complete - A C&S proposal was approved to modify the math requirement for this program to accept MAT 1203 Technical Math or higher-level MAT or MATH course.	This change will correspond with the changes in the Degree Pathway scores and should support increased enrollment and completion in the program.
	Modify the course outline of the Health Information Technology program.	Complete - A C&S proposal was approved to make the following modifications to the Health Information Technology program. Program modifications: • Healthcare Office Skills – Reduced the number of hours required for the CP from 18 to 15. Students often have difficulty successfully completing 18 credit hours in one semester to complete the CP in a timely manner. The modifications removed the requirement for Essentials of the Human Body (or higher-level Anatomy course). • Health Information Technology Technical Certificate – Reduced the number of hours required for the TC from 39 to 36 in relation to removal of course from Certificate of Proficiency.	This change should support increased/timely completion of the Certificate of Proficiency and the Technical Certificate.

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
Student Success- Encourage and support engagement in academics, student life, and athletics for a well-rounded experience.	Continue to support student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Bass Club, UAM-CTC Student Success Luncheon, and other student activities and events.	Complete- Due to ongoing COVID prevention strategies student engagement activities were limited for safety consideration. • UAM-CTC Student Appreciation activities included hosting a "We Love Our Students" Valentine's Day come and go snacks event in February. • UAM-CTC inducted 16 new members into the National Technical Honor Society. A Student Success luncheon with a NTHS induction ceremony was held. • The Student Success luncheon also honored the concurrent welding students who placed at SkillsUSA competition.	The ongoing COVID-19 Pandemic will be considered for future student activities. Student engagement activities will need to be considered on a case by case basis, with special care paid to student, faculty and staff safety through adherence to current COVID protection strategies.
Enrollment and Retention Gaines- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.	Continue offering concurrent courses to include Blueprint Reading, English, math, and computer courses necessary to provide high school students the opportunity to earn a Certificate of Proficiency in Welding, and work towards earning a Technical Certificate in Welding Technology before exiting high school. Utilize concurrent courses such as Technical Math and Advanced Industrial Mathematics to assist	Complete/Continuing – The following concurrent courses were offered AY 21-22 to support CP/TC obtainment in Welding Technology: • WELD 1215 Shielded Arc Welding (2 sections) 16 attempt/pass • WELD 1415 Gas Metal Arc Weld (1 section) 8 attempt/pass • WELD 1103 Blueprint Reading (1 section) 2 attempt/pass • MAT 1203 Technical Math (1 section) 6 attempt/pass • Tech Computer Fundamentals and Tech Communication were not offered in AY 21-22 due to the 51% enrollment requirement. CPs in Welding Technology awarded to concurrent students – 15 Additional Concurrent Offerings NA 1017 Nursing Assistant – (1 section) – 14 attempt/pass – This resulted in the awarding of 14 Certificates of Proficiency in Nursing Assistant HIT 1113 Med Term - (2 sections) - 31 attempt/pass COM 1102 Employability Skills/Ethics - (1 section) – 5 attempt/pass MAT 2213 Advanced Industrial Math (1 section) 6 attempt/pass BUS 2613 Tech Small Business Management (1 section) 7 attempt/pass	The ongoing COVID-19 Pandemic will be considered for planning of future onsite concurrent courses. In 2021-2022 the number of students who could be accommodated in the onsite classrooms was decreased due to COVID-19 protection strategies.

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
	students with mastery of necessary math skills in high school to succeed in technical courses in college. Offer additional courses that can lead to obtainment of CP/TC or advancement in UAM-CTC programs.		
Enrollment and Retention Gaines- 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.	Complete/Continuing – Tutoring services were available upon request to UAM-CTC students during AY 2020-2021. Services were provided via phone, email and in one-on-one socially distanced classroom settings. UAM-CTC utilized the Maxient System for filing Academic Alerts. Thirty-three (33) alerts were filed for AY 2021-2022. Alerts were processed by the UAM Director of Academic Advising, professional advisors, UAM-CTC program advisors/faculty, the UAM-CTC Director of Student Services, the Assistant Vice Chancellor for UAM-CTC, and the Conditional Prep/At Risk counselor. Students were contacted by emails, phone calls, texts and one-on-one visits. Student interactions were documented and follow-up with instructors occurred. Intensive services were provided to **41** students identified as Conditional Prep AY 2021-2022. Services included academic counseling, registration, referral for tutoring, or other academic assistance, follow-up on Academic Alerts for attendance or academic issues, etc. Twenty-one (**21**) of the identified Conditional Prep students received a total of **35** certificates or degrees in the following programs. • **10** - Associate Degrees: o AASGT – 7 o AASIT – 3 • **12** - Technical Certificates/Advanced Technical	Tutoring services will need to be evaluated based on COVID-19 requirements for AY 2022-2023. The faculty will receive continuing education training on the use of the Maxient system for Academic Alerts during Professional Development Week 2022. Changes in personnel may impact this goal. UAM-CTC is currently seeking to fill the position of the full-time Vocational Counselor. The Conditional Prep Advisor has filled both roles for AY 2021-2022. It is unclear if funding will be available to employ a Conditional Prep Advisor for AY 2022-2023. While working as "Interim" Vocational Counselor 30 hours per week (3/4 time) there was more time available to assist applicants (potential students) as well as

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
		Certificates o Early Childhood Education TC – 2 o Electromechanical Technology-Instrumentation Adv. TC – 3 o Heating, Ventilation, Air Conditioning/Refrigeration TC - 1 o Hospitality Services TC – 2 o Practical Nursing TC - 1 o Welding Technology TC – 3 • **13** - Certificates of Proficiency o Hospitality Skills CP - 5 o HVAC/R CP – 1 o Nursing Assistant CP – 1 o Phlebotomy CP - 1 o Welding Technology CP – 5 Fifteen (**15**) of the students identified as Conditional Prep have been registered for courses in the fall semester. Support services were also provided to 108 students and applicants 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; displaced workers; non-traditional students; economically depressed; students with mental and/or physical disabilities; veterans; first generation college students, GED graduates 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/or referrals to other support services as needed.	enrolled students who needed guidance and/or referrals for their future educational plans.

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
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree. 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 supports the mission element, "*fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment*" ***Strategic Plan Actions:*** Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands. Expand accessibility to academic programs.	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.
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree. 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 supports the mission element, "*promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service-learning opportunities.*" ***Strategic Plan Actions:*** 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.	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.

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
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	These Unit SLOs support the mission element, "*fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment."* ***Strategic Plan Actions:*** 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.	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 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.
Teamwork: 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.*" ***Strategic Plan Action:*** 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 employing 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 their program. Information from the survey is used during program assessments to identify necessary revisions. The Graduate Job Placement and Licensure rate for **2020-2021** is provided below.

Graduate Follow-up	Advanced Manufacturing Technology	Business Technology	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	HVAC/R Tech	Hospitality	Practical Nursing	Welding	Total
Total Graduates	**1**	**2**	**7**	**38**	**30**	**3**	**11**	**4**	**9**	**6**	**111**
Graduates Employed – Related Field	-	2	3	6	23	1	2	1	8	4	**50**
Graduates Employed – Unrelated Field	-	-	3	-	-	-	1	1	-	-	**5**
Not in Labor Force *1 Continuing Education *2 Military *3 Health/Family	1 *1-1	-	1 *3-1	32 *1-32	3 *1-3	2 *1-2	6 *1-6	2 *1-1 *3-1	1 *1-1	2 *1-2	**50**
Unemployed	-	-	-	-	-	-	1	-	-	-	**1**
Unknown	-	-	-	-	4	-	1	-		-	**5**
Total Graduates Available for Placement	**0**	**2**	**6**	**6**	**27**	**1**	**5**	**2**	**8**	**4**	**61**
Total Placement Rate – Related Field	-	100%	50%	100%	85%	100%	40%	50%	100%	100%	82%
Total Placement Rate – Related and Unrelated Fields	-	100%	100%	100%	85%	100%	60%	100%	100%	100%	**90.2%**
Graduates who took Licensure Exam									8		
Graduates who Passed Licensure Exam									8		
Licensure Pass Rate									100%		

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 using data from the Office of Institutional Research. Information from the graduate follow-up survey is also 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 Associate of Applied Science Degree.

Year	AAS in General Technology	AAS in Industrial Technology	AAS in Advanced Manufacturing Technology	TOTAL
2021-2022	53	35	0	88
2020-2021	46	28	1	75
2019-2020	58	31	5	94
Total	157	94	6	257

Public/Stakeholder/Student Notification of SLOs

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

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

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

Critical Thinking – Tech Math Fall 2021

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues				16 (5 grps)	9 (3 grps)	16%	25 students in 8 groups
Evidence				16 (5 grps)	9 (3 grps)	16%	25 students in 8 groups
Influence of Context and Assumptions				16 (5 grps)	9 (3 grps)	16%	25 students in 8 groups
Student's Position (Perspective, Thesis/Hypothesis)				16 (5 grps)	9 (3 grps)	16%	25 students in 8 groups
Conclusion and Related Outcomes (Implications and Consequences}				16 (5 grps)	9 (3 grps)	16%	25 students in 8 groups

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

-

Weaknesses

- Collaboration

Opportunities for Growth

- Knowledge Transfer

Threats to Effectiveness

-

Critical Thinking-Tech Math Spring 2022

Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for unit**	**Total # of students assessed in unit**
Explanation of Issues	3 (1 grp)	14 (4 grps)	7 (2 grps)			72%	24 students / 7 groups
Evidence	3 (1 grp)	14 (4 grps)	7 (2 grps)			72%	24 students / 7 groups
Influence of Context and Assumptions	3 (1 grp)	14 (4 grps)	7 (2 grps)			72%	24 students / 7 groups
Student's Position (Perspective, Thesis/Hypothesis)	3 (1 grp)	14 (4 grps)	7 (2 grps)			72%	24 students / 7 groups
Conclusion and Related Outcomes (Implications and Consequences}	3 (1 grp)	14 (4 grps)	7 (2 grps)			72%	24 students / 7 groups

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

-

Weaknesses

- Collaboration

Opportunities for Growth

- Knowledge Transfer

Threats to Effectiveness

-

Critical Thinking-Advanced Industrial Math Fall 2021

Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for unit**	**Total # of students assessed in unit**
Explanation of Issues	15 (4 grps)	11 (2 grps)	12 (4 grps)			77%	38 students / 10 groups
Evidence	15 (4 grps)	11 (2 grps)	12 (4 grps)			77%	38 students / 10 groups
Influence of Context and Assumptions	15 (4 grps)	11 (2 grps)	12 (4 grps)			77%	38 students / 10 groups
Student's Position (Perspective, Thesis/Hypothesis)	15 (4 grps)	11 (2 grps)	12 (4 grps)			77%	38 students / 10 groups
Conclusion and Related Outcomes (Implications and Consequences}	15 (4 grps)	11 (2 grps)	12 (4 grps)			77%	38 students / 10 groups

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

-

Weaknesses

- Collaboration

Opportunities for Growth

- Knowledge Transfer

Threats to Effectiveness

-

Critical Thinking-Advanced Industrial Math Spring 2022

Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for unit**	**Total # of students assessed in unit**
Explanation of Issues	7 (2 grps)	3 (1 grps)				96%	10 students / 3 groups
Evidence	7 (2 grps)	3 (1 grps)				96%	10 students / 3 groups
Influence of Context and Assumptions	7 (2 grps)	3 (1 grps)				96%	10 students / 3 groups
Student's Position (Perspective, Thesis/Hypothesis)	7 (2 grps)	3 (1 grps)				96%	10 students / 3 groups
Conclusion and Related Outcomes (Implications and Consequences}	7 (2 grps)	3 (1 grps)				96%	10 students / 3 groups

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

-

Weaknesses

- Collaboration

Opportunities for Growth

-
- Knowledge Transfer

Threats to Effectiveness

-

Global Learning-Fall 2021 Employability Skills

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness				3		1	3
Perspective Taking							NA
Cultural Diversity			1	2		1.3	3
Personal and Social Responsibility							NA
Understanding Global Systems							NA
Applying Knowledge to Contemporary Global Contexts							NA

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- Understand the basics of the topic being addressed

Weaknesses

- Students have not had exposure to extensive types of diversity to understand how to deal with them.

Opportunities for Growth

- Increase opportunities for more in-depth instruction and awareness of types of diversity

Threats to Effectiveness

- Availability of personal examples of diversity
- Preconceived prejudices

What actions, if any, do you recommend that might improve student performance in this learning outcome?

- Providing more discussions and information

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

- Address the issue with students earlier to increase awareness
- Useful data? Not following the same students from assessment to assessment

Oral Communication - Spring 2022 Technical Communications

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	4	12	14	6	3	2.15	40
Language	2	13	20	14	1	2.53	40
Delivery	4	14	11	10	1	2.25	40
Supporting Material	0	9	17	12	2	1.8	40
Central Message	3	12	16	8	1	2.2	40

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
- Students were comfortable speaking about a topic that was familiar to them.
- Practice directly affected the delivery

Weaknesses
- Students weren't able to provide or didn't grasp the understanding of supporting material.
- Conclusions tended to be lacking from presentations.

Opportunities for Growth
- Students need to be provided with more opportunities to speak in front of a group in a formal setting, not just class discussion. They need to prepare something and have it organized.

Threats to Effectiveness
- Nervousness
- Fear of ridicule from other students

What actions, if any, do you recommend to improve student performance in this learning outcome?
- Provide more opportunities for them provide a prepared oral presentation in class.

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?
- Not sure how you adequately compare results from semester to semester with different students unless there is a direct progression of instruction with evaluation.

Teamwork – Basic Machine Shop Fall 2021

Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for unit**	**Total # of students assessed in unit**
Contributes to Team Meetings	0	0	29	0	0	50%	29
Facilitates the Contributions of Team Members	0	0	29	0	0	50%	29
Individual Contributions Outside of Team Meetings	0	0	0	29	0	25%	29
Fosters Constructive Team Climate	0	0	0	29	0	25%	29
Responds to Conflict	0	0	29	0	0	50%	29

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- Able to work out conflict in teams

Weaknesses

- Working outside of team meetings

Opportunities for Growth

- Students moving to 2nd year can use teamwork skills again in Robotics and PLCs.

Threats to Effectiveness

- Attendance of some students

Table 3: Enrollment and Table 4: Retention/Progression and Completion Rates by Major

UAM COLLEGE OF TECHNOLOGY – CROSSETT SSCH & FTE BY PROGRAM MAJORS: 2019-2022											
CIP CODE	TECHNICAL CERTIFICATES	2019-2020		2020-2021		2021-2022		3-Year Average 2019-2022	
	Technical Programs	SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
15.0613	Advanced Manufacturing Technology	56	1.9	135	4.5	12	.4	**67.7**	**2.3**
52.0401	Business Technology	456	15.2	111	3.7	N/A	N/A	**189**	**6.3**
19.0708	Early Childhood Education	207	6.9	147	4.9	207	6.9	**187**	**6.2**
15.0403	Electromechanical Technology	1,153	38.4	1,002	33.4	817	27.2	**990.7**	**33**
15.0499	Electromechanical Tech.- Instrumentation	1,039	34.6	1,077	35.9	926	30.8	**1,014**	**33.8**
51.0707	Health Information Technology	318	10.6	390	13	375	12.5	**361**	**12**
51.0000	Health Professions	32	1.7	-	-	0	-	**10.67**	**.57**
47.0201	Heating, Ventilation, Air Cond. & Refrig.	86	2.9	266	8.87	178	6	**176.7**	**5.9**
52.0901	Hospitality Services	176	5.9	32	1.1	204	6.8	**137**	**4.6**
15.0699	Industrial Production Technology	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined
51.1614	Nursing Assistant	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined
51.1613	Practical Nursing & Pre-Nursing	1,011	33.7	707	23.6	683	22.8	**800**	**26.7**
48.0508	Welding Technology	324	10.8	373	12.4	421	14	**372.7**	**12.4**
	Related Instruction	919	30.6	708	23.6	901	30	**842.7**	**28**
	Total Technical	**5,777**	**192.6**	**4,948**	**164.9**	**4,724**	**157.4**	**5,149.7**	**171.6**
	Total Technical Concurrent	**1,227**	**40.9**	**710**	**23.7**	**547**	**18.4**	**828**	**27.6**
	Total Non-Technical Education (Nutrition and ECED)	**973**	**32.43**	**592**	**19.8**	**513**	**17**	**692.7**	**23**
	TOTAL Technical & Non-Technical SSCH/FTE	**7,977**	**265.9**	**6,250**	**208.4**	**5,784**	**192.8**	**6,669**	**222.2**

(This data is combined into one table showing SSCH & FTE by Technical Program for three academic years.)

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

Strengths

- Enrollment continues to be strong in the Electromechanical Technology and Electromechanical Technology-Instrumentation programs. This program reaches capacity enrollment each semester with additional students being placed on a program waiting list.
- Enrollment in the HVAC/R program continues to be strong. AY20-21 had graduates from the first one-half year (program began in January) and second full year to equal eleven (11) graduates. AY21-22 had eight (8) graduates which is grown for a single year. This program continues to see growth in enrollment and maintains students throughout the course of the one-year program.
- The Early Childhood Education program showed increase in enrollment for AY 21-22.
- Enrollment and completion improved in the Welding Technology TC program, and there were increased numbers of students earning National Center for Construction Education and Research (NCCER) credentials for Core Curriculum, Welding Craft, and Construction Site Safety.
- Health Information Technology, Electromechanical Technology TC, Electromechanical-Instrumentation Advanced TC, and Associate of Applied Science in Industrial Technology show high completion rates within the appropriate progression time.
- If students adhere to the suggested schedule, all TC programs can be completed within one year.

Weaknesses

- Enrollment has dropped significantly in the Advanced Manufacturing Technology programs. Industry sponsorship of students was a large drawing factor for the program. Changes in management, economic downturns and COVID-19 have all caused industry partners to limit or end sponsorships. It is unclear what changes may occur in upcoming semesters.
- Many Early Childhood Education students are unable to attend as full-time students. This causes a delay in completion of the required coursework for the TC. We are hopeful offering courses online and continued promotion of the TEACH program will provide funding and flexibility for students to attempt more courses per semester.
- The Welding Technology program is set up in a way that requires students to complete Pipe Welding to earn a TC. Since limited numbers of students will be employed where Pipe Welding is required, students often go to work before completing this program. This results in decreased numbers of TCs awarded. Discussions are occurring between UAM-CTC and UAM-CTM to resolve this issue and provide flexible course options.
- Low enrollment in the Business Technology and Hospitality Services TC programs continue to impact viability.
- CP, Advanced TC, and AAS program enrollment numbers appear to be 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.

Opportunities for Growth

- The offering of the courses in a hybrid fashion with courses offered on the Monticello and Crossett campus shows growth. While some course work has always been available in the online format, Fall 2021 program courses were offered in traditional, online, and hybrid formats. It is hoped with changes in the Degree Pathways score and multiple campus offerings, programs will grow. Additionally, a grant from the Department of Labor Workforce Opportunities for Rural Communities (DOL-WORC) that will offer scholarships and instructional support will increase the enrollment and completion in the HIT program.
- Partnership with the Arkansas Early Childhood Association TEACH program should support an increase in the Child Development Associate Certificate of Proficiency and Early Childhood Education Technical Certificate. The TEACH Program provides early childhood centers funding to support current employees' efforts to enroll in and complete classes. As faculty continues to promote this opportunity to community partners and surrounding childcare centers, it is expected that program enrollment numbers will grow.
- Courses for the Certificate of Proficiency in Manufacturing Principles are projected to be offered on the Monticello campus in Fall 2023. It is hoped that with changes in the Degree Pathways score, additional on-line courses, and multiple campus offerings, the program will grow.
- Offering additional courses in online or hybrid format provide working students flexibility of completing more courses per semester, increasing chances of timely completion.
- Revisions to the Degree Pathway score requirements for Health Information Technology and Industrial Production Technology TCs should increase enrollment. Projected revisions in the Health Information Technology CP/TC programs should improve program retention and completion.

Threats to Effectiveness

- All programs face issues with the continued concerns regarding the COVID-19 pandemic. While some technical programs can utilize online learning formats, many programs must have in-person, hands-on skill-based training. Welding, HVAC/R, Electromechanical, Electromechanical-Instrumentation, Practical Nursing, Nursing Assistant, and Phlebotomy all have required skill-based training and testing. Students who are not able to complete those elements of classwork and testing may find they are unprepared for state, national, and industry-required testing for required credentials. While computer simulated training does provide some options, it does not replace the need for hands-on instruction under a skilled, knowledgeable instructor. In order to continue to graduate trained, competent students who are ready to compete in today's markets for high-pay technical jobs, we continue to develop plans to provide hands-on training to students while maintaining highest regard for their safety, as well as that of our faculty and staff. The biggest challenge in providing technical programs is finding qualified full-time and adjunct instructors.
- All programs face issues with the continued COVID-19 pandemic. Many students face employment and childcare issues related to the pandemic. Rising fuel prices are problematic for students who commute – some as far as 60 miles one-way. There will always be consideration of the need for qualified program completers while maintaining the safety of our students, faculty and staff.

Table 5: Gateway Course Success – N/A

Table 6: Completion (Graduation/Program Viability)

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	3-Year Total	3-Year Avg
Associates of Applied Science					
AAS Advanced Manufacturing Technology	5	1	-	6	2
AAS General Technology (Crossett Students Only)	58	46	53	157	52.3
AAS Industrial Technology	31	28	35	94	31.3
Advanced Technical Certificate					
Advanced Technical Certificate Electromechanical Tech. Instrumentation	35	30	36	101	34
Technical Certificates					
Advanced Manufacturing Technology	5	1	-	6	2
Business Technology	4	2	-	6	2
Early Childhood Education	1	7	4	12	4
Electromechanical Technology	47	38	29	114	38
Health Information Technology	9	3	5	17	5.6
Health Professions	-	-	-	-	-
Hospitality Services	1	4	2	7	2.3
HVAC/R Technology (*not available during this time)	*	11	8	19	6.3.
Industrial Production Technology	2	-	-	2	.7
Practical Nursing	14	9	5	28	9.3
Welding Technology	5	6	10	21	7
Certificates of Proficiency					
Basic Business Principles	7	2	-	9	3
Basic Emergency Medical Technician	-	-	-	-	-
Child Development Associate	3	5	3	11	3.7
Healthcare Office Skills	9	3	7	19	6.3
Hospitality Skills	2	3	5	10	3.3
HVAC/R Fundamentals	5	8	8	21	7
Industrial Equipment Repair	45	37	27	109	36.3
Manufacturing Principles	3	-	-	3	1
Nursing Assistant	60	28	30	118	39.3
Phlebotomy *not available during this time	*	*	8	8	N/A-New
Welding Technology	48	8	47	103	34.3

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 and AAS Advanced Manufacturing Technology) –Students completed the full pathway for the Advanced Manufacturing Technology program in AY20. And AY21. However, enrollment in the program continued to decrease and therefore courses were not offered in 2020-2021 and 2021-2022. Limited employment partners have played a role in this decrease because of economic and safety concerns related to COVID-19 and will have continued impacts on future enrollment. Currently none of the programs meet viability standards. It had been hoped that offering courses on the Monticello campus would increase enrollment; however, the availability of an instructor and student interest has not made offering the courses possible.

- **Business Technology Program** (Basic Business Principles CP and Business Technology TC) – Analysis of 3-year data indicates a decrease in enrollment and completion. While the current 3-year completion numbers do not meet viability standards, it was hoped that this program would see some enrollment growth in AY 2022 in relation to a change in Degree Pathway, the offering of courses at UAM-CTC online, and on the UAM Monticello campus. It remains to be seen if enrollment and completion increases. Area employers are expressing a strong need for the program as evidenced by multiple 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. Increased enrollment and completion numbers in AY20-21 and AY21-22 show improvement. Due to the closing of daycares and early childhood centers in relation to COVID-19, students were not able to complete all required practicum hours in the 20-21 academic year. Options are still being explored for alternatives to current practicum requirements. Additional considerations include the fact that few Early Childhood Education students are full time students. Often students take one to two classes per semester as many are working full time. With changing the Degree Pathway and additional courses being offered online, it is anticipated that enrollment and completion numbers will increase.

- **Electromechanical Technology Program/Electromechanical Technology-Instrumentation** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical Technology-Instrumentation Advanced TC) – Analysis of 3-year data indicates continued strong enrollment and completion in all three programs; therefore, all programs far exceed the viability standards. This program is strong and continues to grow; however, this growth and the retirement of seasoned instructors have resulted in increased resource needs (equipment, space, instructors). During AY21-22, UAM-CTC received $150,000 for equipment for the Electromechanical Technology Programs, and for the upcoming AY 22-23, $450,000 was awarded through a Regional Workforce Grant. The funds will be used to purchase state-of-the-art industrial technology equipment that will greatly enhance all the electromechanical/instrumentation technology and advanced manufacturing technology programs.

- **Health Information Technology** (Health Information Technology TC, Healthcare Office Skills CP) – Analysis of 3-year data indicates some decrease in enrollment and completion; however, viability standards are being met. Decrease in completion numbers for AY21 may be linked to issues some students had completing classes in a completely online format. In 2021-2022 these courses were offered in a

hybrid format, with students having access to both in-person and Zoom classes, and consequently an increase in completion was seen. Lowering the score required by Degree Pathways to enter the program, and offering courses on the Monticello campus, seems to be helping increase enrollment numbers as well. Beginning in Fall 2022 resources for HIT students will be available from a Department of Labor Workforce Opportunities for Rural Communities (DOL-WORC). Students in the HIT Program are encouraged to apply for scholarships for all tuition, fees, books, and supplies to include notebook computers. Additionally, paid internships will be funded from the grant as well as fees for professional certifications. Enrollment for Fall 2022 has already quadrupled.

- **Hospitality Technology** (Hospitality Services TC, Hospitality Skills CP) – Analysis of 3-year data indicates low enrollment and completion numbers. This program TC does not currently meet viability standards. The effects of COVID-19 on the hospitality industry seriously impacted student enrollment and students' abilities to complete courses as many were not able to adjust to online education format. The addition of the Associate of Applied Science in Hospitality and Tourism Management, completion of new classroom and kitchen/lab facilities, and curriculum/program changes in hours/courses required to complete the CP and TC are projected to increase enrollment numbers and support students in completing the program in a timely manner. Fall 2022 registration numbers are already showing increases.

- **Practical Nursing** (Nursing Assistant CP, *Practical Nursing TC PENDING, Practical Nursing TC) –
  - An important distinction should be made 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. 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 that program. Due to requirements regarding enrollment and financial aid, students are initially enrolled in PENDING PN, with the Nursing Assistant CP being added to their stacks later. If the certificate is not added to the student's stack by fall census date, the fall enrollment data appears low.

  With these considerations in mind, analysis of three-year data indicates continued enrollment in the PENDING PN program. Considering a maximum of 20 class openings per year for the PN program, completion data is strong, and the program is meeting viability standards. However, numbers of viable candidates for the 20 class openings have continually decreased over the past several years. In fact, the current graduating class of only five (5) is one of the lowest number of completers in the history of the institution. Program staff are reviewing possible factors and proactive approaches to address this situation.

- **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. However, in 2019 UAM-CTC was awarded a competitive $150,000 workforce grant from the Delta Regional Authority to expand and renovate its welding facility. Because a high school welding had been added to the existing adult technical certificate welding technology program, space and welding machines were not adequate. Although facilities were greatly enhanced from 2019 until completion in 2021, the COVID-19 pandemic interfered with lab use. In order to maintain appropriate social distancing, the numbers for concurrent (high school)

welding students had to be decreased. Numbers of enrollment and completion are now increasing, the program meets viability standards, and adult technical graduates increased from six (6) in AY21 to ten (10) in AY22. It is gratifying to see such an investment of public funds pay dividends so quickly.

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 2021	Fall 2021	Spring 2022	Summer I 2022	Other Assignments
Ballard, Susanne	Instructor 10.5	BA, BS	Business Technology		9	13	4	CTC Academic Appeals Chair; CTC Faculty Equity and Grievance; ACT® WorkKeys Examiner
Byrd, Christopher	Instructor 9.0	BA	Electromechanical & Instrumentation		12	14	-	CTC Faculty Equity and Grievance; CTC Student Affairs
Caldwell, Michael	Instructor 10.5	Corporate Training	Electromechanical & Instrumentation		14	12	6	CTC Faculty Equity and Grievance
Campbell, Jr., William	Instructor 10.5	Corporate Training	HVAC/R Technology		13	-	-	CTC Academic Appeals; -CTC Student Affairs; CTC Academic Appeals
Daws, Paul	Instructor 10.5	Technical Certificate	Electromechanical & Instrumentation		10	10	3	CTC Academic Affairs
Dubose, James	Instructor 10.5	Corporate Training	Welding Technology		14	14	3	CTC Academic Appeals
Dubose, Donnie	Instructor 9.0	Technical Certificate	Welding Technology		14	15	-	CTC Academic Appeals
Fairris, Jerry	Instructor 9.0	EdD	Mathematics		12	12	-	CTC Academic Appeals; CTC Faculty Equity and Grievance
Jones, Robby	Instructor 10.5	Technical Certificate	HVAC/R Technology		-	11	2	First year faculty Spring semester – No appointments
Lindsey, Alice	Instructor 9.0	BS	Hospitality Technology		15	11	-	UAM Library Committee
Long, Keith	Instructor 10.5/75%	Corporate Training	Advanced Manufacturing		4	-	-	FAME Program Director; CTC Academic Appeals
Noble, Kayla	Instructor & Other 10.5	AASN	Practical Nursing		4	6	-	CTC Academic Appeals; CTC Faculty Equity and Grievance
Owens, Richard	Instructor 10.5	BS	Electromechanical & Instrumentation		8	10	3	CTC Academic Appeals
Upshaw, Shela	Instructor 10.5	BSN	Practical Nursing		18	12	6	UAM Curriculum and Standards; CTC Student Affairs
Wallis, Kim	Instructor 10.5	MBA	Health Information Technology, CFA		18	18	9	Technical Curriculum and Standards; CTC National Technical Honor Society Chair; Coord. ACT® WorkKeys Curriculum
	Instructor	MEd, Ed	Early Childhood					CTC Academic Appeals; Technical Programs

White, Alisa	10.5	Specialist	Education		16	18	6	Curriculum and Standards
ADJUNCT								
Andrews, Jennifer	Adjunct	ASN	Certified Nursing Assistant		7	7	-	
Bayliss, Jerry	Adjunct	MAT	Math		3	-	3	
Beavers, Karon	Adjunct	ASN	HIT		5	5	2	
Harper, Barbara	Adjunct	ADN	Practical Nursing		4	5	-	
Hawkins, Sherri	Adjunct	Technical Certificate	Phlebotomy		-	3	-	
Lafferty, Dennis	Adjunct	DPM	Nutrition		6	6	-	
McDonald, Cynthia	Adjunct	AASN	Practical Nursing		-	6	-	

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

Addition of Christopher Byrd, Electromechanical Technology and Instrumentation for Fall 2021 and Spring 2022
Keith Long, Advanced Manufacturing Technology instructor resigned after Fall 2021 semester
William Campbell, Jr., Heating, Ventilation, Air Conditioning/Refrigeration Technology instructor resigned after Fall 2021 semester
Addition of Robby Jones, Heating, Ventilation, Air Conditioning/Refrigeration Technology instructor for Spring and Summer I 2022

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	9,843		Baseline
2012-13	10,815	+ 9.8%	Increase
2013-14	10,738	-.71%%	Financial aid was unavailable for Summer I term; decreased enrollment in Summer I term.
2014-15	6,272	-41.59%	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 institutions of higher education.
2015-16	5,171	-17.08%	Continued impacts from policy changes and overall higher education decline in enrollment as stated in 2014-2015 comments.
2016-17	5,490	+6.17%	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	+ 12.62%	Increases in enrollment in Electromechanical Technology, Practical Nursing, and Welding. Addition of Advanced Manufacturing Technology Program.
2018-19	7,761	+ 25.52%	Increased enrollment in CP programs, continued max enrollment in Electromechanical and Nursing programs. Increased enrollment in Hospitality Technology.
			Initial enrollment in HVACR Technology and Phlebotomy Technology programs. Decreased

Academic Year	Total SSCH Production	Percentage Change	Comment
2019-20	7,977	+2.78%	enrollment in Welding Technology.
2020-21	6,250	-21.65%	Decreased enrollment in concurrent welding due to space regulations based on COVID-19 social distancing requirements and no concurrent CNA student enrollment through Monticello Occupational Education Center due to COVID-19 related issues contributed to decrease.
2021-22	5,784	-7.46%	SSCH for technical courses decreased only a little over 200 hours, and non-technical (nutrition and early childhood) decreased by 79 hours. A significant decrease in concurrent enrollment hours is evident from the continuing negative impact of COVID.

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

Enrollment was down due to COVID-19 especially in programs with traditional female enrollment (such as Practical Nursing and Early Childhood Education). Also, in auditing the calculation of SSCH for the technical campuses' 2020-2021 AY, SSCH was not assigned to the correct campus which greatly skewed the percentage calculation.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
ACT/Agreement	Assessment to assist with Career Readiness certificates	9/9/2016	Review Annually	7/1/2022
Area Agency on Aging, Crossett/MOU	Internship site for Health Information Technology students	5/29/2018	1 term	7/1/2022
Arkansas Department of Health/Agreement	Clinical education for Practical Nursing students	8/1/2016	No end date	7/1/2022
Arkansas Department of Higher Education/MOU	Regional Workforce Grant Program	7/1/2018	1 ½ year	7/1/2022
Arkansas Department of Higher Education/MOU	Career Pathways Initiative Grant	6/25/2018	1 year	7/1/2022
Arkansas Department of Higher Education/MOU	College and Career Coach	7/1/2018	1 year	7/1/2022
Ashley Country Medical Center/MOU	Internship site for Health Information Technology	5/29/2018	1 term	7/1/2022
Ashley County Medical Center/MOU	Clinical education for Practical Nursing students	3/5/2013	No end date	7/1/2022
Ashley County Medical Center/MOU	Clinical site for Phlebotomy students	8/21/2019	No end date	7/1/2022
Belle View Estates Rehabilitation and Career Center/MOU	Clinical facility for Practical Nursing & Nursing Assistant students	9/1/2017	No end date	7/1/2022

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Carousel School, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2022
Crossett High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2022
Crossett Learning Center/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2022
Crossett Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2022
Discovery Children's Center/Agreement	Internship site for Early Childhood Education students	2/26/2019	2 semesters	7/1/2022
Drew Memorial Hospital/MOU	Clinical education for Practical Nursing students	4/1/2017	No end date	7/1/2022
Hamburg High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2022
Hamburg Pre-K/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2022
Hamburg Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2022
Kid's Korner, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2022
Mainline Health Systems, Inc./MOU Portland	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2022
Mainline Health Systems, Inc./MOU Wilmot	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2022
Monticello Occupational Education Center/Agreement	Secondary Center Satellite Agreement	7/1/2018	1 year	7/1/2022
Monticello Occupational Education Center/Concurrent	Secondary Center Satellite Concurrent	7/1/2018	1year	7/1/2022
Morehouse General Hospital/MOU	Clinical education for Practical Nursing	8/21/2013	No end date	7/1/2022
SEACAC/Head Start	Internship site for Early Childhood Education	1/9/2019	1 semester	7/1/2022
SEACBEC-Warren	Concurrent Credit	7/1/2018	1 year	7/1/2022
Stonegate Villa Health & Rehabilitation/Cooperative Agreement of Affiliation/MOU	Clinical facility for Nursing Assistant & Practical Nursing Students	3/4/2016	No end date	7/1/2022
The Woods of Monticello Health and Rehabilitation Center	Clinical facility for Nursing Assistant students	5/24/2018	No end date	7/1/2020
Trotter House/MOU	Internship site for Hospitality students	1/1/2018	1 semester	7/1/2021
Aramark – Internship	Internship site for Hospitality students	1/1/18	1 semester	7/1/2021
Arkansas Department of Education and UA Board of Trustees on behalf of UAM-CTC/MOU	Grant agreement for Electromechanical Technology Program	4/1/2021	1 year	7/1/2021
UAM-CTM, McGehee	Facility Lease/Adult Education	7/1/2019	1 year	7/1/2021
M & H Eagle Mart, Crossett	Transportation Vouchers for Career Pathways' Students	8/1/2017	No end date	7/1/2021
Kids' Korner, Crossett	Childcare Vouchers for Career Pathways' Students	2/1/2017	No end date	7/1/2021
Sugar Plum, Crossett	Childcare Vouchers for Career Pathways' Students	8/1/2007	No end date	7/1/2021
Jelly Bean, Hamburg	Childcare Vouchers for Career Pathways' Students	8/1/2007	No end date	7/1/2021
It's All About Kids	Childcare Vouchers for Career Pathways' Students	7/1/2020	No end date	7/1/2021
Wee School, Crossett	Childcare Vouchers for Career Pathways' Students	2/1/2008	No end date	7/1/2021

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

- The Degree Pathway admission score for the Health Information Technology program (CP and TC) and the Industrial Production Technology program (CP and TC) were lowered to ACT Composite Scores of 13-15.
- The offering of the HIT program in a hybrid fashion with courses offered on the Monticello and Crossett campus during AY22 was not as successful as hoped. In an attempt to continue catering to non-traditional students, AY23 program courses will be offered in traditional, online, and hybrid formats with increased hours of office and virtual office availability of the instructor.

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

UAM-CTC staff and faculty encouraged and supported engagement in academics, student life, and athletics for a well-rounded experience by supporting student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Student Success Luncheon, and other student appreciation activities and events. There will be continued systematic structures for first-year and at-risk students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas, and utilization of the Academic Alert system.

Programs and facilities were enhanced on the Crossett campus by the following equipment purchases and projects:

PROJECTS & EQUIPMENT PURCHASES 2021-2022			
Quantity	**Equipment**	**Department/Program**	**Total Amount**
Regional Workforce Electromechanical Grant			
6	ANST Pumps (Centro)	Electromechanical Technology	$ 20,149.00
12	Computers for Lab (Dell)	Electromechanical Technology	10,427.00
1	Rigging Unit – SIVAD	Electromechanical Technology	24,864.00
4	Mechanical Benches with Storage – Training Consultants	Electromechanical Technology	5,400.00
6	Workbenches for Lab – Training Consultants	Electromechanical Technology	5,598.00
4	Mechanical Trainers – Training Consultants	Electromechanical Technology	72,304.00
1	Convergence Training	Electromechanical Technology	3,240.00
			$ 141,982.00
Regional Workforce Healthcare Grant			
1	SimMan, Software and Accessories	Practical Nursing	$ 124,589.00
Carl Perkins Grant Funds			
7	AB Compact Logix PLC	Electromechanical Technology	$35,507.00
Centennial Grant & Funds			
1	Roofing for Welding Lean-to	Welding Technology	$12,000.00
Operating Budget & Contingency Funds			
3	Dell – Computers and Accessories	Administration (Academic Affairs & Student Serv)	$ 2,775.00
1	Dell – Computer for Nursing	Practical Nursing	1,258.00
2	Air Conditioning Units – Hamburg Center & Main Bldg.	Administration	12,215.00
1	Welding Lean-to Roof(partial)	Welding Technology	1,350.00
			$ 17,598.00
	TOTAL EXPENDITURES FOR PROJECTS AND EQUIPMENT		**$331,676.00**

UAM COLLEGE OF TECHNOLOGY-CROSSETT GRANTS: 2021-2022			
Grants - Continued	**Granting Agency**	**Awarded Amount**	**Grant Purpose**
Career Pathways Initiative	Arkansas Dept. of Higher Education	**$ 156,158.00**	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 Childcare & Education Projects	University of Arkansas at Fayetteville Early Childcare Education Projects	**27,409.00**	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 grants assist with covering the costs of instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Office of Skills Development Arkansas Department of Commerce	**5,920.00**	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 is utilized to pay the salary and benefits of a master electrician to teach the electrical apprenticeship classes.
Arkansas Career and College Coach	Career and Technical Education Arkansas Department of Education	**31,469.00**	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.
		($220,956.00)	
Grants - Special			
Childcare Grant – Special Projects	University of Arkansas at Fayetteville Early Childcare Education Projects	**$20,455.00**	Purchasing of equipment and supplies
Regional Workforce Healthcare Grant	Arkansas Dept. of Higher Education	**125,000.00**	Purchasing of equipment – SimMan
Electromechanical – GEER Grant	Arkansas Dept. of Education Career and Technical Education	**150,000.00**	Purchasing of equipment for Electromechanical Technology program
Centennial Grant	University of Arkansas at Monticello	**12,000.00**	Construction of roof for welding lean-to
		($307,455.00)	
GRAND TOTAL GRANTS		**$528,411.00**	

Other Unit Student Success Data

UAM-CTC STUDENT SUCCESS DATA CERTIFICATIONS AND AWARD 2021-2022		
Description	**Certifications/ Licensures/Awards**	**Quantity**
NCCER Core Curriculum	Certifications	52
NCCER Construction Site Safety	Certifications	52
NCCER Craft Certifications	Certifications	52
NCCER Level I	Certifications	3
NCLEX (National Council Licensure Exam-PN)	Licensures	9
American Welding Society (AWS) and ASME 12 students earned 61 qualifications 1G, 2G, 3G, 4G, 5G, & 6G	Qualifications	61
ACT National Career Readiness Certificate Bronze 1, Silver 12, Gold 11, Platinum	Certifications	29
Certified Nurse Aid Exam	Certifications	8
Total Certifications/Licensures		**(266)**
Arkansas Skills USA Gold – Welding Sculpture Silver – Welding Sculpture Bronze – Welding Sculpture Honorable Mention – Welding Honorable Mention – Pipe Welding	Awards	7
National Technical Honor Society	Awards	16
Total Awards		**(23)**
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		**289**