University of Arkansas at Monticello
Technical Campus Annual Report

Technical Campus: College of Technology-McGehee

Academic Year: 2023 - 2024

State your campus' Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPIs).

Campus Mission: The mission of UAM College of Technology McGehee is:

- To provide customized quality educational services to meet the needs of regional workforce development and enhance economic growth of the state.
- To provide the finest instructional resources and support services to enhance the growth and development of students.
- To be a life-long learning center composed of a highly professional team working to support customer needs and providing world-class quality workforce development.

Campus Vision:

The UAM College of Technology-McGehee will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing the vibrant, diverse campus that serves their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

Campus Strategic Plan including KPIs (please distinguish new goals from continuing goals.)

In Table 1, assess your campus' progress toward meeting Strategic Plan goals during the past academic year and what changes might you consider to make additional progress in the coming year. KPIs should be quantifiable—for example, a goal of increased enrollments should be measured by a specific number or percentage; if school visits are part of a recruitment effort, say how many school visits are your goal; if your goal is to see an improved success rate in a class, by

what percentage do you hope to see the success rate increase? Your goals are what you want to achieve. Your KPIs are how you measure your degree of success.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Student Success: Encourage and support student engagement for a well-rounded student experience by offering 3-4 student activities that involve family.	Complete- There were several student engagement activities held to support student engagement: ▪ UAMCTM inducted 4 students in the National Technical Honor Society in the 2023-2024 academic year. The Induction ceremony was held in June 2024. ▪ UAMCTM held several student engagement activities during the 2023-24 academic year including: Star Student (a student is recommended by their advisor for this monthly award. ▪ UAMCTM had 2 Student Ambassadors during the 2023-2024 academic year. These students lead and participated in various student engagement events.	This action will be ongoing to encourage and support student engagement in academics, and student life for a well-rounded educational experience.
	▪ UAMCTM held several student engagement activities during the 2023-24 academic year including: Star Student (a student is recommended by their advisor for this monthly award. ▪ UAMCTM had 2 Student Ambassadors during the 2023-2024 academic year. These students lead and participate in various student engagement events.	This action will be ongoing to encourage and support student engagement in academics, and student life for a well-rounded educational experience.
Enrollment & Retention Gains: Obtain at least 2 Southeast Arkansas High	Complete-UAMCTM obtained Memorandum of Understanding (MOU) with the following high schools: ▪ Cornerstone Christian Academy	This action is ongoing with efforts to secure additional high school partners and to expand additional course offerings.

KPI	Assessment of Progress	Implications for Future Planning/Change
Schools in on of our concurrent technical courses.	▪ Dermott High School ▪ Dumas High School ▪ Lake Village High School ▪ McGehee High School ▪ OEC-Monticello ▪ SEACBEC- Warren	
Infrastructure Revitalization and Collaborations: Identify and secure at least 3 new and existing grants and additional funding sources.	In progress- UAMCTM obtained grants form the following funding sources during the 2023-2024 academic year: ▪ Adult Education-$994,303.00 ▪ Carl Perkins-$129,300.00 ▪ EMT Trauma-$8,777.00 ▪ Electrical Apprenticeship-$6.080.00 ▪ Workforce Development Transportation-$175,000.00	This action will be ongoing effort to explore and obtain additional grant funds to expand existing programs and create new programs to support workforce development.

In Table 2, show the alignment of your campus' Student Learning Outcomes (SLOs) with UAM's Institutional Learning Outcomes (ILOs) and UAM's and your campus' Vision, Mission, and Strategic Plans

Table 2: Campus Student Learning Outcomes

University Institutional Learning Outcomes	Campus Student Learning Outcomes related to each University ILO	Alignment with UAM 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-CTM 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.

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one-campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	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-CTM 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
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	This SLO supports the efforts of UAM-CTM 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.

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one-campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	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 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-CTM to provide students with resources and support to develop the academic and technical skills necessary to enter in a wide range of technical careers.

UAM College of Technology McGehee assesses 2-3 programs annually on a rotational basis so that every program is assessed every three years. The automotive and early childhood technical programs were assessed in 2023-2024. The results are listed below.

Automotive Technology

The students' performance in the Automotive Technology Program uses the classroom setting to measure student comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, homework scores, quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' performance in the shop is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the semester. These exams gauge not only the knowledge gained through lectures, but also their ability to produce quality work in the field. These exams

are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information to the class before moving on to a new unit. In automotive technology courses, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicates how students are processing the information as each unit is reviewed and directs the instructor to areas in which additional instruction is necessary within that unit. The course Engine Repair provides students with an introduction to automotive engine construction and theory of operation for all engine systems and components including disassembly, inspection, repair, and reassembly procedures. The exam consisted of 40 multiple choice questions given to 5 students.

The program provides contemporary training required in today's society. Cars, like people are "living longer these days and are requiring more service. Built-in computers, sophisticated electronics, and complex pollution control devices add to the need for more and better-trained automotive technicians. Automotive Service Technology graduates may be employed as technicians for auto dealers, independent garages and large fleet owners. They may gain employment at specialty repair shops, working exclusively on engines, electrical systems, transmissions or other parts. Some enter sales work for auto parts, retailers or wholesalers, and some go into business for themselves. The ability to diagnose trouble accurately is the key to success in this field – and the program is designed to give students skills through plenty of hands-on practice. The instructor has business and industry experience and connections that move students from the "classroom" mindset to the consideration of application of knowledge and skills in the job market. Small class size gives students a good teacher-student ratio that supports connections both within the educational setting and in future employment venues. The program provides a strong curriculum that includes both standard courses necessary in any auto shop environment along with specialty courses. Students are given the opportunity in a safe, structured environment to evaluate their personality, leadership and educational styles as they apply to the employment field they are entering. Courses offer the opportunity for students to be independent learners in self-managed modules, as well as offering team-based learning opportunities. The program faculty are "future focused" and utilize industry related resources and connections to evaluate and update course work to ensure students are well prepared for employment, further education and ASE certification testing.

Data from the UAM - CTM Automotive Technology Program is displayed on the University's Gainful Employment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning as successful completion of the program increases the likelihood of obtaining employment in the automotive industry.

Data from the UAM – CTM Automotive Technology Program is displayed on the University' s Viability Report. The information from this report is depicted in the chart below and is also an indicator of student learning as completion of the awards indicates that students have successfully completed the requirements of the program. The Certificate of Proficiency (CP) is awarded after a student successfully completes the first 4 courses for a total of 16 credit hours obtained during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program for a total of 42 credit hours.

Award	Degree Code	Program Name	20-21	21-22	22-23	23-24
CP	0034	Automotive Diagnostics	8	2	4	4
TC	4355	Automotive Service Technology	1	7	2	1

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

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

Program faculty have identified the need to evaluate the program's effectiveness to the needs of a varied student base. Some students enter the program directly from high school and have minimal knowledge of automotive concept application. Other non-traditional students enter the program with some experience in automotive engine systems components and, at times, without the ability to effectively recognize tools. The faculty would like to interview local automotive/ shop personnel, program graduates, and current students to evaluate the impact of this gap and identify practical solutions to address this issue.

The role of the automotive service technician/mechanic has changed significantly over the last few years and continues to change rapidly. The need to create a program that will address the varied skill base for students leaving the program and entering the job market is

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

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

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

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

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

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

Early Childhood

The students' performance is the Early Childhood Education Program uses the classroom and practicum settings to measure students' comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, in class assignments, quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' content knowledge is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the

semester. These exams gauge not only the knowledge gained through lecture, but also their ability to apply content knowledge in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In early childhood education courses, content may sometime overlap, giving students the opportunity to receive repeated information that may not be understood. Students are essentially remediated on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicates how students are processing the information as each unit is reviewed and directs the instructor to areas in which additional instruction is necessary within that unit. The course Foundations in Early Childhood Education provides students with a history of early childhood education, current research on how early experiences influence growth and development and what constitutes best practice and quality environments.

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

Award	Degree Code	Program Name	20-21	21-22	22-23	23-24
CP	4919	Early Childhood	19	13	13	20
TC	4497	Early Childhood	13	13	10	16

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

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

UNIVERSITY AND PROGRAM ASSESSMENT

Describe with specific details how Student Learning Outcomes are assessed on your campus and how the results/data are used for course/program/campus improvements?

The student learning outcomes are used to gage the pace and planning of assignments for each program.

AACU RUBRIC DATA

Oral Communication

Context/course in which assessment was done: Fall 2023 COM_1203 Sec 301 Tech Communications/Formal and Informal Language

Use separate tables for separate courses.

If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed
Organization	4	3	1	0	3	2.4	11
Language	4	3	1	0	3	2.4	11
Delivery	4	3	1	0	3	2.4	11
Supporting Material	4	3	1	0	3	2.4	11
Central Message	4	3	1	0	3	2.4	11

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

Strengths: Students exhibited clarity and tone.

Weaknesses: Students failed to make eye contact with the audience when making presentations.

Opportunities for Growth: Encouraging students to maintain eye contact with the audience during the presentation.

Threats to Effectiveness: Some students may be nervous when speaking in front of an audience.

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

The following are actions that are recommended to improve student performance:

- Provide the students with a mock presentation opportunity before the final assignment is due and provide constructive feedback.
- Encourage students to proofread the assignment for common writing errors prior to submission.

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

- No recommendations.

Written Communication

Context/course in which assessment was done: Spring 2024_COM 1203-Technical Communication/Employability Essay

Use separate tables for separate courses.

If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Context and Purpose for Writing	3	2	3	0	3	2.1	11
Content Development	0	5	3	0	3	1.9	11
Genre and Disciplinary Conventions	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sources and Evidence	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Control of Syntax and Mechanics	2	3	3	0	3	2.09	11

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

Strengths: When given explicit instruction, students understand their purpose for writing and develop appropriate content accordingly.

Weaknesses: Students do not always proofread submissions; therefore, written mechanics are often affected. If given the opportunity to revise their essay, syntax and mechanics are much improved.

Opportunities for Growth: Students work well when provided with a collaborative environment and can assist other peers to develop ideas and examples to incorporate in each essay.

Threats to Effectiveness: Students do not always apply themselves, which leads to ignored essay requirements and/or ineffective writing.

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

The following are actions that are recommended to improve student performance:

- Remind students to reread the instructions for clarity and comprehension.
- Encourage students to proofread the written document for common writing errors prior to submission.

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

- No recommendations.

Global Learning

Context/course in which assessment was done: CFA_1103 Sec 390 Computer Fundamentals

Use separate tables for separate courses.

If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Global Self-Awareness	3	3	1	0	0	3.28	7
Perspective Taking	4	1	2	0	0	3.28	7
Cultural Diversity	5	1	1	0	0	3.57	7
Personal and Social Responsibility	3	2	1	1	0	3.0	7
Understanding Global Systems	4	1	1	1	0	3.0	7

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Applying Knowledge to Contemporary Global Contexts	4	1	1	1	0	3.14	7

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

Strengths: Students were well organized when presenting this assignment.
Students remained on topic when presenting this assignment.

Weaknesses: Students failed to make eye contact with the audience when making presentations.
Students used words repetitively during the presentation.

Opportunities for Growth: Encourage students to maintain a professional appearance when presenting assignments to the audience.
Provide additional information in the directions to remind students to practice the presentation several times so that the presentation can be effectively delivered without constantly referring to notes.

Threats to Effectiveness: Some students may be nervous when speaking to a camera, when presenting the assignment.
The use of incorrect grammar and punctuation in the writing presentation.
The utilization of stronger conclusions that are referenced at the end of the presentation.

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

The following are actions that are recommended to improve student performance:

- Provide the students with a mock presentation opportunity before the final assignment is due and provide constructive feedback.
- Encourage students to proofread the assignment for common writing errors prior to submission.

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

By implementing the actions listed above, the student will:

- Be more comfortable and relaxed when making the presentation before an audience, thus increasing student success with the assignment.
- Common writing and punctuation writing errors will decrease.

Online Class Assessment Based on Simplified OSCQR: Campus Summary

Fill in campus totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1.Welcome, overview and information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	14	0	0	0	0	Instructors will continue to maintain contact with students and upload welcome content/video.
2.Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly	14	0	0	0	0	Instructors will continue to organize course content into modules, units, weeks, or folders with clear due dates listed.

stated.						
3.Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	5	3	11	0	0	Automatic generated captions will be utilized for all uploaded videos. Instructors will review prior to launching and uploading in Blackboard for accuracy.
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	10	0	0	0	4	Instructors will access BB Ally reports to identify student's potential students that require remediation for the course.
4.Course Activities						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	8	6	0	0	0	Instructors will incorporate at 1 least group project in the course content.
4.2. Course activities encourage learners to develop higher-order thinking and problem solving skills, such as critical reflection or analysis.	13	1	0	0	0	Instructors will continue to include at least 2 problem solving and critical thinking activities in the course content.
5.Interaction						

5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	12	2	0	0	0	Instructors will provide regular feedback with 24 hours of assignment/message submission.
5.2. Expectations for interaction are clearly stated.	12	2	0	0	0	Instructors will continue to clearly state the interaction expectations in each assignment.
5.3. Learners have the opportunity to get to know the instructor.	10	4	0	0	0	Instructors will continue to maintain daily contact with students.
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	7	7	0	0	0	Minor revisions are underway.
6.Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	14	0	0	0	0	Instructors will continue to maintain contact with students and provide assistance with any and all technology issues.
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	10	2	2	0	1	Appropriate revisions are being made.

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic programs?

Strengths: Instructors maintain contact with students and upload welcome content/videos.
Instructors organize course content into modules, units, weeks, or folders with clear due dates listed.
Instructors include problem solving and critical thinking activities in the course content.

Weaknesses: Instructors will implement automatic generated captions which will be utilized for all uploaded videos. Instructors will review prior to launching and uploading in Blackboard for accuracy.

Opportunities: The Assistant Vice Chancellor will meet with online faculty after the regularly scheduled faculty/staff meeting to address the standards that need revisions. Minutes will be taken at these meetings to ensure accurate implementation of the identified areas will be addressed.

Threats: None identified.

To what extent do you believe your campus' online classes meet the federal government's requirements for "regular and substantive"? The following link provides definitions and guidance regarding the requirements: https://oscqr.suny.edu/rsi/.

UAMCTM's online faculty are effective in several content standards, according to the data provided in the chart above. The Assistant Vice Chancellor will be meeting with the online faculty after faculty/staff meetings to discuss the areas of weaknesses and identify the standards that need revisions.

Data-based Campus Changes

Summarize all of your campus changes predicated on assessment data.

Strengths

- The Automotive Technology program's concurrent enrollment is increasing with projected enrollment improving.
- McGehee and Crossett campuses discussed program revisions in Business Technology, effective AY 2024.
- Commercial Driver's License courses were offered on weekends. (Saturdays and Sundays)
- The Diesel Technology program had a 3-year average enrollment rate of 14.66 and a 3-year average graduation rate of 4.66.
- The Early Childhood Education program has a 3-year average of 51 students.

- The Heavy Equipment Operator Training Academy implemented the hybrid instruction model for AY 2023-24, to increase enrollment.
- The Paramedic program has a 3-year average of 30 students.
- The McGehee Practical Nursing program is the only nursing program in the state with a nine-year 100% pass rate on the NCLEX exam, first attempt. This status is an excellent recruitment tool to attract potential students.
- The Nursing Assistant program has a 3-year average of 53 students.
- The Welding program's program enrollment is increasing each year.

Weaknesses

- The Health Professions program is financial aid eligible; therefore, students are beginning selecting it as a major.
- The Hospitality program has experienced a decrease in enrollment and therefore is being solely offered through the Crossett campus. Classes are being offered on the Monticello campus.

Opportunities for Growth

- Early Childhood Education program is now being offered during the evening on the UAM campus.
- Expanding concurrent credit offerings to include welding, etc. to high schools in the service area.
- The possibility of the creation of a Millwright Technical Certificate (TC) for the manufacturing industry.
- The possibility of the creation of an Agriculture Management Technical Certificate (TC) for the agriculture and farming industries.
- The possibility of developing and offering micro credentialing courses through various programs.

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 campus SLO an. (Examples: campus website, course syllabi, unit publications, unit/accreditation reports, etc.)

- Unit website
- Course syllabi
- Program Rack Cards
- Advisory Board meetings
- Program Reviews

I. TECHNICAL PROGRAMS OF STUDY Offerings

A. Technical Programs of Study Narrative and Chart

U.A.M. College of Technology-McGehee offers one associate of applied science degree, eleven technical certificates and eleven certificates of proficiency. Chart A provides the following information: program name, exit level, initial ADHE approval date, total credit and clock hours, and number of weeks required to successfully complete the respective programs.

Chart B lists the course offerings by semester taught and mode of delivery of instruction. During the three-year period, there were more courses taught by face-to-face instruction of 113 out of a total of 207, which equates to 55%. There was an increase of courses taught by hybrid, online, and by concurrent credit. This mode of instruction increase was impacted by the COVID-19 pandemic.

Concurrent Course classes were delivered on campus to the following high schools: Dermott, Dumas, Lake Village, and McGehee. Classes were also offered at McGehee High School and Southeast Arkansas Community Based Education Center (SEACBEC)-Warren. Chart C provides an outline of the following: name of course, high school, and the number of courses offered.

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT HOURS	CLOCK HOURS	TOTAL PROGRAM WEEKS
	ASSOCIATES OF APPLIED SCIENCE					
30.9999	**General Technology**	Course completion	2/4/2005	60	900	64
52.0901	**Hospitality and Tourism Management**	Course completion	4/24/2022	60	900	64
Total						
	TECHNICAL CERTIFICATES					
47.0604	**Automotive Service Technology**	Program completion	5/9/2003	45	1220	40
52.0401	**Business Technology**	Program completion	4/24/2009	36	600	36
47.0605	**Diesel Technology**	Program completion	1/29/2016	39	750	36
13.1210	**Early Childhood Education**	Program completion	5/9/2003	45	825	36
47.0303	**Heavy Equipment Operator**	Program completion	7/1/2005	42	870	36
51.0707	**Health Information Technology**	Program completion	7/28/2008	39	600	36

51.000	**Health Professions**	Program completion	4/30/2010	35	varies	36
52.0901	**Hospitality Services**	Program completion	8/4/2006	34	660	36
51.0904	**Paramedic Technology**	Program completion	5/9/2003	44	1481	40
51.3901	**Practical Nursing**	Program completion	5/9/2003	42	1358	40
48.0508	**Welding**	Program completion	5/9/2003	37	1035	36
Total						
	CERTIFICATES OF PROFICIENCY					
47.0604	**Automotive Diagnostics**	Completion	4/20/2018	16	540	16
52.0401	**Basic Business Principles**	Completion	4/24/2009	15	225	16
19.0706	**Child Development Associate**	Completion	5/9/2003	12	240	16
51.0904	**Emergency Medical Technician**	Completion	5/9/2003	8	176	16
51.0712	**Health Office Skills**	Completion	7/25/2008	18	285	16
47.0303	**Heavy Equipment Safety**	Completion	4/20/2018	14	210	16
52.0901	**Hospitality Skills**	Completion	4/27/2007	15	225	16
51.3902	**Nursing Assistant**	Completion	5/9/2003	7	150	16
51.1009	**Phlebotomy**	Completion	7/31/2020	9	180	16
49.0205	**Tractor Trailer Operations**	Completion	1/29/2016	11	360	8
48.0508	**Welding**	Completion	5/9/2003	11	375	16
Total						

B. Course Offerings – Instructional Delivery:

Semester/Term	Face-to-Face	Hybrid	Online	Concurrent	Total
Summer II 2023	**4**	**0**	**5**	**0**	**9**
Fall 2023	**38**	**11**	**18**	**21**	**86**
Spring 2024	**44**	**9**	**19**	**23**	**95**
Summer I 2024	**14**	**1**	**5**	**0**	**20**
TOTAL COURSES	**100**	**21**	**47**	**44**	**211**

C. Concurrent Course Offerings:

	High School	High School	High School	High School	High School	
Name of Course	**Dumas**	**Lake Village**	**McGehee**	**Dermott**	***SEACBEC**	
Tech Auto Engine Repair	**1**	**1**		**1**		

Tech Auto Brake			**1**			
Tech Auto Electrical	**1**	**1**		**1**		
Tech Susp/Steering			**1**			
EMT Basic	***1**					
Tech Medical Term				**1**	**6**	
Tech Math			**1**			
Nursing Assistant	****1**		**1**	**1**	**1**	
Tech Computer Funds					**1**	
P N Anatomy & Physiol.	****1**		**1**			
Basic Welding					**2**	
Lab Welding I					**2**	
Gas Metal Arc Welding					**1**	
Shielded Arc Welding					**2**	
TOTAL COURSES	**5**	**2**	**5**	**4**	**15**	

***Note-This course included students from Dumas, Lake Village, and McGehee.**

****Note-This course included students from Dumas, and Lake Village.**

*****Note-SEACBEC (Southeast Arkansas Community Based Education Center-Warren) serves students from the following high schools: Fordyce, Hermitage, Rison, and Warren**

II. PROGRAM ENROLLMENT

A. Program SSCH and FTE: Narrative & Chart with 3-Year Average

SSCH & FTE BY PROGRAM MAJORS:

CIP CODE	TECHNICAL CERTIFICATES	2021-2022	2021-2022	2022-2023	2022-2023	2023-2024	2023-2024	3-Year Average	3-Year Average
	Technical Programs	**SSCH**	**Head Count**	**SSCH**	**Head Count**	**SSCH**	**Head Count**	**SSCH**	**Head Count**
47.0604	**Automotive Service Technology**	257	9	60	5	118	7	**145**	**7**
52.0401	**Business Technology-Administrative Office**	907	37	60	28	557	26	**508**	**30.33**
4700605	**Diesel Technology**	70	16	139	15	190	12	**133**	**14.33**

13.1210	**Early Childhood Education**	663	62	417	44	417	46	**499**	**50.66**
51.0904	**Emergency Medical Technician (Paramedic)**	219	9	228	9	292	12	**180.3**	**10**
47.0303	**Heavy Equipment Operator**	200	5	291	8	170	6	**169.3**	**6.33**
51.0707	**Health Information Technology**	390	12	561	18	477	17	**476**	**15.66**
51.0000	**Health Professions**	84	9	129	7	187	15	**133.33**	**10.33**
52.0901	**Hospitality Services**	243	10	102	10	116	5	**153.66**	**8.33**
51.3901	**Practical Nursing**	418	42	488	56	479	58	**461.66**	**52**
48.0508	**Welding**	355	15	266	12	140	6	**253.66**	**11**
	Related Instruction	1,065		797		873		**911.66**	
	Total Technical	**4,501**	**226**	**3,538**	**212**	**4,016**	**366**	**4.018.33**	**268**
	Total Technical Concurrent	**820**		**899**		**1,179**		**966**	
	Total Non-Technical Education (Nutrition and ECED)	**344**		**173**		**505**		**340.66**	
	TOTAL Technical & Non-Technical SSCH/FTE								

B. Concurrent Enrollment SSCH & FTE by High Schools – 3 Years

High School	NAME OF CONCURRENT COURSE	2021-2022	2021-2022	2022-2023	2022-2023	2023-2024	2023-2024	3-Year Average	3-Year Average
		SSCH	Head Count	SSCH	Head Count	SSCH	Head Count	SSCH	Head Count
Dermott	**Tech Medical Term, Nursing Assistant, Electrical/Electronic Systems, Auto Engine Repair**	**118**	15	**98**	10	39	6	**85**	**10**
Dumas	**Nursing Assistant, Auto Engine Repair, Auto Electrical/Electronic, PN Anatomy & Physiology**	**118**	**11**	**124**	**13**	**124**	**19**	**122**	**14**
Lakeside	**Nursing Assistant, Auto Engine Repair, Auto Electrical/Electronic, PN Anatomy & Physiology**	**117**	**18**	**308**	**27**	**92**	**22**	**172**	**22**
McGehee	**Tech Medical Terminology, Automotive Brake, Auto**	**128**	**17**	**215**	**32**	**76**	**33**	**140**	**27**

	Susp/Steering, Nursing Assistant, Tech Math								
***Warren**	**Nursing Assistant, Basic Welding, Shielded Arc Welding, Lab Welding I, Tech Medical Terminology**	**238**	**49**	**329**	**53**	**212**	**88**	**260**	**63**
	Total Technical Concurrent	**719**	**110**	**1,074**	**135**	**543**	**168**	**779**	**182**

C. Online Courses and Enrollment – 3 Year Average

Program	Name	# Classes	2021-2022	2022-2023	2023-2024	3-Year Total	3-Year Average
			Head Count	Head Count	Head Count		Head Count
Business	**Tech Administrative Support Procedures**	**3**	**20**	**15**	**30**	**65**	**21.66**
	Tech Business Math	**4**	**58**	**29**	**57**	**144**	**48**
	Tech Intro to Keyboarding	**19**	**29**	**32**	**49**	**110**	**36.66**
	Tech Computer Apps for Business	**3**	**21**	**0**	**21**	**42**	**14**
	Tech Business English	**5**	**54**	**0**	**0**	**54**	**18**
	Tech Intro to Marketing	**4**	**23**	**14**	**18**	**55**	**18.33**
	Tech Intro to Law	**4**	**18**	**0**	**5**	**23**	**7.66**
	Tech Business Communications	**5**	**19**	**17**	**19**	**55**	**18.33**
	Tech Small Business Management	**4**	**20**	**18**	**0**	**38**	**12.66**
	Tech Spreadsheet Apps	**2**	**0**	**16**	**0**	**16**	**5.33**
	Tech Business Practicum	**3**	**9**	**4**	**16**	**29**	**9.66**
	Tech Electronic Presentations	**3**	**15**	**13**	**18**	**46**	**15.33**
CFA	**Tech Computer Fundamentals**	**16**	**97**	**100**	**118**	**315**	**105**
COM	**Tech Communications**	**13**	**62**	**60**	**60**	**182**	**60.66**
	Employability Skills/Ethics	**4**	**10**	**10**	**6**	**36**	**12**

Early Childhood	**Child Development**	**1**	**0**	**0**	**15**	**15**	**5**
	Tech Child Guidance	**6**	**24**	**13**	**24**	**61**	**20.33**
	Tech Children with Special Needs	**4**	**10**	**16**	**12**	**38**	**12.66**
Health Information Technology	**Law & Ethics in Healthcare**	**6**	**45**	**40**	**50**	**135**	**45**
	Tech Medical Coding I	**2**	**10**	**0**	**0**	**10**	**3.33**
	Tech Essentials of the Human Body	**3**	**29**	**0**	**29**	**58**	**19.33**
	Tech Medical Office Procedures	**5**	**35**	**16**	**58**	**109**	**36.33**
	Tech Medical Terminology	**1**	**16**	**0**	**0**	**16**	**5.33**
	Tech Advanced Medical Terminology	**4**	**17**	**20**	**46**	**83**	**27.66**
	Tech Medical Coding II	**2**	**10**	**11**	**0**	**21**	**7**
	Tech Reimbursement Method	**4**	**17**	**20**	**28**	**65**	**21.66**
	Tech Health Information Practicum	**3**	**6**	**21**	**17**	**44**	**14.66**
Hospitality	**Tech Customer Service Relations**	**3**	**28**	**17**	**20**	**39**	**13**
	Tech Internship	**2**	**0**	**0**	**7**	**7**	**2.33**
MAT	**Technical Math**	**4**	**0**	**34**	**63**	**97**	**32.33**
	Advanced Industrial Math	**1**	**0**	**0**	**20**	**20**	**6.66**
	Total						

D. Workforce Training – Noncredit

There were various noncredit trainings held: CPR, Forklift training, OSHA 10 training, Dump Truck Safety, Backhoe Safety. (These training courses are held statewide by David Carter, upon demand.) The following noncredit classes were also held: 1 EMT Refresher, 2-Paramedic Refreshers, 8 Heart Saver, 1-Phlebotomy, 1-Automotive Car Care course for teens, 2_Heavy Equipment safety classes, 1-Forklift certification, 21-CPR certification classes, 26-BLS classes, 2-OSHA-10 classes, 2-Basic Excel classes, 2-Intermediate

Excel classes, 1-Welding class, 1-Wreath making class, 1-Intro to Computer class and 1-Hunter Education class.

V. STUDENT SUCCESS INITIATIVES

A. Narrative of Retention Initiatives

UAMCTM prepared a tabloid advertisement, in conjunction with the Dumas Clarion, to highlight all programs and faculty/instructors. The information gathered was used for other advertising opportunities, with other media outlets. We posted daily/weekly on social media platforms (program highlights, financial aid information, enrollment information, current events, etc.) The old campus bookstore was renovated to become the Weevil Center, where students can student, use computers, eat lunch, and have a quiet place to study. Weekly contact/follow-up contacts were made by the Department of Student Services. Student Services also planned monthly events to have the students actively engaged on campus. Once a week on Tuesday, a different food truck was featured on site.

B. Student Organizations and Accomplishments

The UAMCTM National Technical Honor Society inducted 4 students into the organization on June 20, 2024.

VI. PROGRAM VIABILITY, GRADUATES/JOB PLACEMENT

A. Graduate and Viability Report: Narrative and Chart

Two certificate of proficiency programs do not meet the minimum standards for viability, Hospitality Skills, and Tractor Trailer Operations, and four technical certificate programs do meet the minimum standards for viability. The Arkansas Higher Education Coordinating Board (AHECB) define productivity standards as the following: an average of four (4) graduates per year for career and technical education certificates.

The *Automotive Technology* program has seen a slight increase in concurrent credit enrollment. We hired an instructor in the middle of the COVID-19 pandemic. We experienced an increase in graduates in FY 2024 and project increased enrollment in the 2024-2025. The *Hospitality Services* Program classes are currently being offered by UAMCTC on the Monticello campus. All interested students are referred to Crossett. As of 2024-25, we will no longer offer this program on the McGehee campus. In 2021, we were made aware of the *Health Professions* Program being financial aid eligible; therefore, students will be given the opportunity to select it as a major. I am hopeful that it meets viability in 2024-25. *Paramedic* Program had an increase in enrollment and graduates for FY 2023 & FY 2024.

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT/ CLOCK HOURS	FY 2022	FY 2023	FY 2024	GRADUATE 3-YR. TOTAL & AVERAGE	MEETS OR BELOW VIABILITY STANDARDS
	Certificates of Proficiency								
47.0604	**Automotive Diagnostics**	**1 semester**	**4/20/2018**	**16**	**3**	**4**	**4**	**11/3.66**	**Below**
52.0401	**Basic Business Principles**	**1 semester**	**4/24/2009**	**15**	**8**	**9**	**2**	**19/6.33**	**Meets**
13.1210	**Child Development Associate**	**1 semester**	**5/9/2003**	**12**	**13**	**13**	**20**	**46/15.33**	**Meets**
51.0904	**EMT Basic**	**1 semester**	**5/9/2003**	**8**	**8**	**10**	**17**	**35/11.66**	**Meets**
51.0707	**Health Office Skills**	**1 semester**	**7/28/2008**	**18**	**7**	**8**	**2**	**17/5.66**	**Meets**
47.0303	**Heavy Equipment Safety**	**1 semester**	**4/20/2018**	**17**	**5**	**8**	**5**	**18/6**	**Meets**
52.0901	**Hospitality Skills**	**1 semester**	**4/27/2007**	**15**	**7**	**3**	**1**	**11/3.66**	**Below**
51.3902	**Nursing Assistant**	**1 semester**	**5/9/2003**	**7**	**68**	**51**	**56**	**175/58.33**	**Meets**
51.1009	**Phlebotomy**	**1 semester**	**7/31/2020**	**9**	**15**	**12**	**13**	**40/13.33**	**Meets**
49.0205	**Tractor Trailer Operations**	**1 semester**	**1/29/2016**	**11**	**4**	**1**	**17**	**22/7.33**	**Meets**
48.0508	**Welding**	**1 semester**	**5/9/2003**	**11**	**21**	**26**	**18**	**65/21.66**	**Meets**
	Total Certificates of Proficiency				**159**	**145**	**155**	**459/153**	
47.0604	**Automotive Service Technology**	**4 semesters**	**5/9/2003**	**42**	**7**	**2**	**1**	**10/3.33**	**Below**
52.0401	**Business Technology**	**3 semesters**	**4/24/2009**	**36**	**7**	**5**	**2**	**14/4.66**	**Meets**
47.0605	**Diesel Technology**	**3 semesters**	**1/29/2016**	**39**	**6**	**0**	**7**	**13/4.33**	**Meets**
13.1210	**Early Childhood Education**	**3 semesters**	**5/9/2003**	**45**	**14**	**10**	**16**	**40/13.33**	**Meets**
47.0303	**Heavy Equipment Operator**	**3 semesters**	**7/1/2005**	**42**	**3**	**7**	**6**	**16/5.33**	**Meets**
51.0707	**Health Information Technology**	**3 semesters**	**7/25/2008**	**39**	**5**	**7**	**6**	**18/6**	**Meets**
51.0000	**Health Professions**	**3 semesters**	**4/30/2010**	**35**	**0**	**4**	**2**	**6/2**	**Below**
52.0901	**Hospitality Services**	**3 semesters**	**8/4/2006**	**34**	**4**	**5**	**1**	**10/3.33**	**Below**
51.0904	**Paramedic**	**3 semesters**	**5/9/2003**	**44**	**1**	**4**	**4**	**9/3**	**Below**
51.3901	**Practical Nursing**	**3 semesters**	**5/9/2003**	**42**	**3**	**6**	**6**	**15/5**	**Meets**
48.0508	**Welding Technology**	**3 semesters**	**5/9/2003**	**37**	**2**	**11**	**2**	**15/5**	**Meets**
	Total Technical Certificates				**52**	**61**	**53**	**166/55.33**	
	GRAND TOTAL AWARDS				**211**	**206**	**208**	**625/208.33**	

B. AAS Degree Completion Chart: Narrative and Chart

UNDERGRADUATE PROGRAM MAJOR: Associate of Applied Science in General Technology (AAS-GT)

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	6	3	1	10/3.3	120/12.1
Sophomore	10	10	11	31/10.3	311/31.1
Junior	6	4	4	14/4.6	203/20.3
Senior	2	3	1	6/2	60/6
Post Bach	--	--	--	--	--
Total	24	20	17	61/20.3	697/69.7

C. Career Pathways Progress Chart

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	AAS Industrial Technology	AAS General Technology
Automotive Service Technology	2	2	2	0	1
Business Office Technology	6	3	6	0	3
Diesel Technology	5	5	1	0	0
Early Childhood Education	28	21	28	0	10
Heavy Equipment Operator Training Academy	0	0	0	0	0
Health Information Technology	5	5	5	0	3
Health Professions	34	18	16	0	12
Hospitality Services	2	1	1	0	0
Paramedic Technology	12	4	2	0	2
Practical Nursing	16	0	16	0	0
TOTALS	**110**	**59**	**77**	**0**	**31**
PERCENTAGES	**100%**	**54%**	**70%**	**-**	**28%**

D. Licensures, Credentials, Certifications

Description	Certifications/ Licensures/Awards	Quantity
NCCER Core Curriculum	Certifications	4
NCCER Construction Site Safety	Certifications	4
NCCER Craft Certifications	Certifications	4
NCCER Level I	Certifications	4

NCLEX (National Council Licensure Exam-PN First Attempt)	Licensures	6
American Welding Society (AWS) and ASME	Qualifications	4
ACT National Career Readiness Certificate	Certifications	2
Certified Nurse Aid Exam	Certifications	0
Commercial Driver's License	Licensures	27
WAGE Certificate	Certifications	307
WAGE II Certificate	Certifications	122
IET Credential	Certifications	107
Non-Reportable Credentials	Certifications	181
Total Certifications/Licensures		**772**
Arkansas High School Diploma (GED)	Certifications	54
National Technical Honor Society	Awards	4
Total Awards		**58**
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		**830**

E. Graduate Job Placement by Program Chart

Graduate Follow-up	AST	BT	ECE	EMER	DT	HEO	HIT	HOSP	HP	PN	WLD	TOTAL
Total Graduates	**1**	**2**	**16**	**4**	**7**	**6**	**6**	**1**	**2**	**6**	**2**	**53**
Graduates Employed - Related Field	1	-	14	4	4	4	-	-	1	6	2	**36**
Graduates Employed - Unrelated Field	-	-	-	-				-	-	-	-	**-**
Not in Labor Force (*1 Continuing Education, *2 Military, *3 Health/Family Care)	-	*1-2	*1-2	-	*1-2	-	*1-4	*1-1	*1-1	*1-1	-	**13**
Unemployed	-	-	-	-	1	-		-	-	-	-	**1**
Unknown	-	-	2	-		2	2	-	-	-	-	**6**
Total Graduates Available for Placement	**1**	**4**	**14**	**4**	**6**	**4**	**4**	**1**	**2**	**6**	**2**	**48**
Total Placement Rate – Related Field	**1**	**4**	**14**	**4**	**6**	**4**	**4**	**1**	**2**	**6**	**2**	**48**
Total Placement Rate - Related & Unrelated	**1**	**4**	**14**	**4**	**6**	**4**	**4**	**1**	**2**	**6**	**2**	**48**

Total Placement Rate (Related and Unrelated)
Graduate Completers Who Took Licensure Exam
Graduate Completers Who Passed Licensure Exam
Licensure Pass Rate

AST – Automotive Service Technology; BT – Business Technology (Not offered during 2018-2019); ECE – Early Childhood Education; DT – Diesel Technology; HEO – Heavy Equipment Operator Training; HIT – Health Information Technology; HOSP – Hospitality Services; HP—Health Professions; PAR – Paramedic Technology; PN – Practical Nursing; and WLD – Welding Technology.

F. Practical Nursing Overall Job Placement/Licensure

Following are the statistics of UAM's enrollment, graduation, NCLEX exam pass rates (first-time takers), and employment rate for the past five (5) years:

Years	Enrolled	Graduated	Passed NCLEX	Employed
2019-2020	19	6	6	6
2020-2021	16	6	6	6
2021-2022	11	6	5	6
2022-2023	13	3	3	3
2023-2024	16	6	6	6
Total	75	27	26	27

VII. FACULTY TEACHING ASSIGNMENT, WORKLOAD AND PROFESSIONAL DEVELOPMENT

A. Faculty and Adjunct Teaching Load/Assignments--Charts

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Allen, Monica	Adjunct 2019	M. S. Counseling	Developmental	0	1	0	0	
Allgood, Sonya	Instructor	B.S.	EMT/Paramedic	0	0	8	0	
Brown, Taliah	Part time		Hospitality	0	3	2	0	
Burgess, Kim	Instructor	Bachelor-Early Childhood Education	Early Childhood	0	18	18	6	
Burt, Gary	Instructor	High School Diploma; Welding Certifications	Welding	14	19	3	0	
Carter, David	Instructor	BS in Accounting	Heavy Equipment	0	14	14	3	Teach non-credit classes
Carbage, Justin	Parttime	M. A. English	Business	0	2	5	1	
Coburn, Tara	Instructor	BA in Speech Communications/Journalis	Business	3	16	18	3	

		m						
Cooper, Lura	Instructor		Mathematics				3	Shared faculty with Monticello
Fairris, Jeff	Instructor	P.H.D.-Mathematics	Mathematics	30	15	46	30	Taught CDL Classes
Hargraves, Elaine	Full Time	M.Ed. In Early Childhood/Special Education	Early Childhood	0	3	3	0	
Harrod, Jay	Full Time	Bachelor	Commercial Driver's License/Heavy Equipment	0	20	0	0	
Jamison, Gaynell	Adjunct	ED.S Early Childhood	Early Childhood	0	6	6	0	
Jones, Renee	No rank	MBA/BBA-Marketing	Health Information	6	18	18	6	
Leftwich-Tharp, Manda	Full-Time	BS in Biology	Paramedic	13	22	22	13	
Nicholson, Rachel	Full-Time 2014 9 months	M.A. Creative Writing/B.A. English	General Education	3	6	6	0	Shared faculty with Monticello and Crossett. This instructor provided English tutoring for students.
Pambianchi, Sarah	Full-Time 2014 10 ½ months	Associate degree-Nursing	Nursing Assistant, Paramedic	0	18	18	7	Clinical Coordinator for EMT and Paramedic
Reep, Kasey	Part time	Bachelor	Concurrent Credit	15	0	0		Area high school employs this instructor.
Scales, Anna	Full-Time 2020 10 ½ months	BSN Nursing	Practical Nursing	30	18	7.5		
Snow, Kelby	Part time	ADE	Concurrent Credit	0	3	0	0	Area high school employs this instructor.
Turner, Zedric	Full-Time 2020 10 ½ months	Associate degree-Heavy Equipment/Diesel	Automotive	3	20	18	3	
Vail, Jamie	Part time	ADE	Concurrent Credit	21	0	0		Area high school employs this instructor.
Venable, George	Full-Time 2016 12 months	High School Diploma	Diesel	0	17	10	2	
Walker, Anita	Full-Time 2019 10 ½ months	AAS	Practical Nursing, Nursing Assistant	11	15	7		
Wells, Amber	Adjunct	P N Technical Certificate	Phlebotomy	0	6	6	0	
Whipple, Johnathon	Adjunct	EMT Certificate of Proficiency	EMT	0	8	0	0	

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

Two instructor resignations; we have faculty members who had additional teaching assignments shared on the Monticello and Crossett campuses. Anita Walker was recognized at the Fall Advisory Dinner as UAMCTM Faculty of the Year. Zedric Turner was recognized by the McGehee Chamber of Commerce-2024 U.A.M. College of Technology-McGehee, Educator of the Year.

B. Professional Development Activities Chart

The Professional Development Activities for 2023-2024 are listed below.

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Training Hours
August 7-10	UAM Professional Development	**7th-New;8th -10th All**		**VC & AVC**	Varies/Monticello	Varies
August 11	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
September 8	Faculty/Staff Meeting-Virtual Program Tours	**All**	**All**	**All**	Varies/McGehee	
October 6	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
November 17	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
February 9	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
March 8	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	

VII. PROGRAM SUPPORT: CURRICULA CHANGES, MOUs, AGREEMENTS, GRANTS, & EQUIPMENT

A. MOUs, Agreements, and Partnerships Chart

The following list includes all MOUs, Agreements, and Partnerships with UAMCTM for 2023-2024.

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Allied Health	Arkansas Department of Health	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/1/2023
Heavy Equipment	Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit Training	12/6/2019	1 year	7/1/2023
Allied Health	Baptist Health Medical Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	3/12/2024
Allied Health	Belleview Estates of Monticello	Clinical Site for Allied Health Students	11/1/2019	reviewed annually	8/31/2023
UAMCTM	Boys and Girls Club-McGehee/Teen Center	Lease agreement- 5 year	1/1/2021	reviewed annually	12/31/2028
Allied Health	Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/9/2023

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Early Childhood/ Career Pathways	C.B. King Memorial School, Inc.	Practicum Site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2019	reviewed annually	8/30/2023
Allied Health	Chapel Woods Health and Rehab	Clinical Site for Allied Health Students	1/24/2022	reviewed annually	8/11/2023
Allied Health	Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/12/2023
Adult Education	City of Dumas/Lease	Facility for Adult Education	7/1/2019	1 year	7/1/2023
Allied Health	Crossett Fire Department	Clinical Site for Allied Health Students	8/1/2023	reviewed annually	
Early Childhood/ Concurrent Enrollment	Cornerstone Christian Academy	Practicum Site for Early Childhood Students and Concurrent Credit Students	7/1/2019	reviewed annually	8/25/2023
Allied Health	Delta Health Systems	Clinical Site for Allied Health Students	1/27/2022	reviewed annually	8/1/2023
Allied Health	Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/8/2023
Allied Health	DePaul Community Health Center	Clinical Site for Allied Health Students	2/15/2022	reviewed annually	8/1/2023
Concurrent Enrollment	Dermott High School/MOU	Concurrent Enrollment	7/1/2019	1 year	8/11/2023
Early Childhood	Discovery Children's Center	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	8/25/2023
Early Childhood	Drew Central ABC Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	1/3/2024
Diesel Academy	Drew County Properties	Lease agreement	7/1/2019	reviewed annually	8/25/2023
Allied Health	Dumas EMS	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	9/1/2023
Concurrent Enrollment	Dumas High School/MOU	Concurrent Enrollment	7/1/2019	1 year	8/11/2023
Allied Health	East Carrol Parish Ambulance Service	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/1/2023
Allied Health	Emergency Ambulance Services, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/1/2023
Early Childhood	First Baptist Preschool-Warren	Practicum Site for Early Childhood Students	5/5/2021	reviewed annually	8/25/2023
Adult Education	Frizell Shopping Center-Star City	Facility for Adult Education	3/1/2021	reviewed annually	3/1/2023
Allied Health	Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	10/1/2023
Early Childhood	Head of the Class	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	8/25/2023
Allied Health	Hospice Home Care	Clinical Site for Allied Health Students	8/4/2021	reviewed annually	7/11/2023
Allied Health	Jefferson Regional Medical Center	Clinical Site for Allied Health Students	7/29/2019	reviewed annually	7/11/2023
Early Childhood	Jelly Bean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	8/25/2023
Early Childhood	Lakeside ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	8/25/2023

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Concurrent Enrollment	Lakeside High School	Concurrent Enrollment	7/1/2019	reviewed annually	8/11/2023
Allied Health	Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/11/2023
Allied Health	Lake Village Rehab/Care	Clinical Site for Allied Health Students	8/13/2021	reviewed annually	10/1/2023
Allied Health	Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/10/2023
Allied Health	McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/12/2023
Concurrent Enrollment	McGehee High School/MOU	Concurrent Enrollment	7/1/2019	1 year	8/11/2023
Allied Health	McGehee Hospital	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/20/2023
Early Childhood	McGehee ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	2/12/2024
Allied Health	Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/12/2023
Allied Health	Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/12/2023
Adult Education	Monticello Economic Development/Lease	Facility for Adult Education	8/1/2019	1 year	7/1/2023
Concurrent Enrollment	Monticello High School/MOU	Concurrent Enrollment	7/1/2019	1 year	8/11/2023
Allied Health	Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/24/2023
Concurrent Enrollment	Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2019	reviewed annually	8/11/2023
Early Childhood	Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	8/25/2023
Allied Health	Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/18/2023
Allied Health	Pafford Medical Services	Clinical Site for Allied Health Students	9/1/2021	reviewed annually	8/24/2023
Early Childhood	Pauline Baptist Church	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Allied Health	Promed	Clinical Site for Allied Health Students	8/4/2021	reviewed annually	7//12/2022
Concurrent Enrollment	Southeast Arkansas Community Based Education Center (SEABEC/MOU)	Concurrent Enrollment	7/1/2019	1 year	8/11/2023
Allied Health	Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/10/2023
Allied Health	Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/14/2023
Allied Health	Southeast Rehabilitation Hospital	Clinical Site for Allied Health Students	7/13/2022	reviewed annually	1/10/2024
Adult Education	UAMCTC/Lease	Facility for Adult Education	7/1/2019	1 year	7/1/2023

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
UAMCTM	UAMS/Lease	Facility for UAMS GAP Services	12/20/2021	2 years	
Early Childhood	Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	
Allied Health	Woodside Medical	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/11/2023
Early Childhood	York Williams Child Development Center	Practicum Site for Early Childhood Students	9/15/2022	reviewed annually	9/15/2023

B. Curricula Changes Narrative & Chart

The Business Technology Technical Certificate was changed to 100% online. 9 credit hours of BUS and HOSP course credit was deleted/changed, and 9 credit hours were added.

Number	Action	Program Curriculum Changes
BUS 1563	Delete	Tech Administrative Support Procedures
BUS 2163	Change	Tech Spreadsheet Apps from Summer I to Fall
BUS 2613	Change	Small Business Management from Spring to Summer I
BUSI 20593	Add Course	Web Design
BUSI 20693	Add Course	Tech Digital Marketing
BUSI 20793	Add Course	Tech Human Resources

C. Grants Narrative & Chart

The following grants were awarded to UAMCTM during the 2023-2024 fiscal year.

Grant	Granting Agency	Awarded Amount	Grant Purpose
Adult Education	State of Arkansas	$994,203.00	To support Adult Education
Carl Perkins	Carl Perkins	$129,300.00	To enhance programs of study
Career Pathways	Arkansas Career Pathways	$369,755.00	To assist students
EMT-Trauma Grant	Arkansas Department of Health-Trauma Section	$8,777.00	To assist EMT/Paramedic program

Electrical Apprenticeship		$6,080.00	To provide training to Electrical students for Consolidated Electric
Workforce Development-Transportation	Arkansas State Highway Commission	$175,000.00	To provide additional equipment for the CDL program and to provide tuition assistance for students.
TOTAL		**$1,683,115.00**	

D. Projects & Equipment Expenditures – Chart

All equipment listed on the chart below was purchased using funds from the Carl Perkins & Career Pathways grants, I.T., Maintenance & Practical Nursing M & O.

Quantity	Funding Source/Equipment Description	Department/Program	Total Amount
10	Career Pathways/Dell Laptops	Career Pathways-CPI students	$14,072.69
1	Carl Perkins/Professional Roll Tool Cabinet	Automotive	$4,434.45
1	Carl Perkins/Midtronics Diagnostic Multi-Tasking Station	Automotive	$4,883.99
2	Carl Perkins/HD Worktables	Automotive	$1,376.38
1	Carl Perkins/613 pc Gearwrench Tool Kit	Automotive	$3,526.46
9	Career Pathways/Dell Laptops	Career Pathways-CPI students	$13,382.11
1	Carl Perkins/Ultra Sonic Tablet with Advanced VCMI Digital Inspection Videoscope	Automotive	$5,213.95
20	Career Pathways/Dell Laptop	Career Pathways-CPI students	$29,688.50
1	Ground Maintenance M & O/10 ft. Daniel Harp Soil Leveler	Maintenance	$2,414.26
1	Carl Perkins/Engine Hoist	Automotive	$1,053.94
1	Carl Perkins/Safety Glass Cabinet	Automotive	$1,374.64
1	I.T. M & O/Dell Optiplex 7011 Computer	I.T.	$957.88
21	I.T. Extra Funding/20 computers for students and 1 computer for instructor	Business	$13,155.20
1 each	Practical Nursing M & O/Office Desk, Bookshelf	EMT Office	$1,389.17
4/3	I.T. M & O/4 computer monitors, 3 laptops	I.T.	$4,343.89
Grand Total			**101,267.52**

Revised March 2024

Addenda

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;

- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;

- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;

- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.

- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.

- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.

- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting

not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: *Year-to-year student enrollment*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Year-to-year number of students participating in curricular and co-curricular activities*

KPI: *Year-to-year number of students accessing support services*

KPI*: Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

***KPI**: Academic standing data*

***KPI:** 15, 30, 45, 60, and 90-hour progression data*

***KPI:** Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

***KPI:** On-time graduation rate*

***KPI**: Number of credentials conferred year-to-year*

***KPI:** Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

***KPI:** Academic standing data*

***KPI:** Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

***KPI:** Number of senior projects and capstone experiences*

***KPI:** Number of student internships and practicums*

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

KPI: *Percentage of faculty receiving "Excellent" or "Exceeds Expectations" on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

KPI: *Maintenance of a 5-year rotation of technology*

KPI: *Number of training opportunities released via the Workday Learning Center and/or Blackboard*

KPI: *Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

KPI: *Number of promotions among UAM faculty and staff*

KPI: *Average years of employment for faculty*

KPI: *Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

KPI*: Number of admission applications year-to-year*

KPI*: Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

KPI: *Maintenance or construction projects accomplished each year*

KPI: *Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

KPI*: Number of concurrent enrollment partnerships year-to-year*

KPI*: Number of industry partners year-to-year*

KPI*: Number of students enrolled in noncredit workforce training*

KPI*: Number of academic programs offered with other institutions of higher education year-to-year*

KPI*: Number of articulation agreements year-to-year*

KPI: *Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

KPI: *Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment*

KPI: *Number of social media posts and hits on the alumni page*

KPI: *Outreach to prospective donors*

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

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

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

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

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

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

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

- What is the quality of the information you have collected telling you about your assessment processes as well as the

quality of the evidence?

- How do you know how well your assessment plan is working?

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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