2016-2017 ANNUAL REPORT

University of Arkansas at Monticello College of Technology - Crossett

UAM COLLEGE OF TECHNOLOGY-CROSSETT
ANNUAL REPORT 2016-2017

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 student 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 support and advocacy.

ACADEMIC UNIT DATA

FACULTY: The following chart provides faculty data which includes a listing of the UAM-CTC faculty with information regarding hire dates, employment status, qualifications, and areas of responsibility and teaching loads. Also noted on the chart are faculty achievements, student service learning projects, and other recognitions.

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK-LOAD	SSCH
Susanne Ballard	2015 Full-Time 10.5 mos	BA, Office Administration and BS in Business Education-Ouachita Baptist University	Tech Keyboarding; Tech Accounting I; Tech Business English; Tech Computer Applications for Business; Tech Computer Fundamentals; Tech Administrative Support Procedures; Tech Business Communications; Tech Business Math; Tech Vocabulary Development; Tech Computerized Accounting; Tech Spreadsheet Applications; Tech Business Practicum	Fall Spring Sum I Total	18 18 6 42	144 93 9 246
Alisa White	2010 Full-Time 10.5 mos	BSE (Elementary Education & Early Childhood & Special Ed) UAM, MSE (Counseling) UALR, MEd UAM, MEd (Counseling in Education) UALR, Ed Specialist (Reading) UALR	Introduction to Practicum; Practicum I; Environments in Early Childhood; Foundations of Early Childhood Education; Tech Child Development; Tech Curriculum Development for Infants and Toddlers; Tech Literacy and Language for Early Childhood; Tech Child Guidance; Tech Child Care Practicum II; Tech Math and Science for Early Childhood; Development and Curriculum in Early Childhood; Tech Childcare Program Planning; Tech Children with Special Needs	Fall Spring Sum I Total	15 15 6 36	129 141 69 339
Frederick Binns	2009 Full-Time 10.5 mos	Corporate Training, International Paper Company	Industrial Electricity; Instrumentation; Advanced Instrumentation and Troubleshooting	Fall Spring Sum I Total	8 10 3 21	180 95 30 305
Kirk Kemp	1990 Full-Time 9 mos	AAS & BS (Electronics Engineering Technology) Oklahoma University	Industrial Safety; Programmable Logic Controls; Industrial Automation /Robotics Concepts	Fall Spring Sum I Total	12 10 22	133 90 223
J. Legett Jenkins	2015 Full-Time 9 mos	Corporate Training, Georgia-Pacific	Advanced Instrumentation/Troubleshooting; Industrial Circuits/Controls; Industrial Electrical Motors/AC Drives; DC Controls; Pneumatics/Hydraulics	Fall Spring Sum I Total	12 14 3 29	114 258 27 399

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK-LOAD	SSCH
David Sistrunk	2016 Full-Time 10.5 mos	Corporate Training, International Paper Company	Industrial Diagrams; Basic Machine Shop; Industrial Mechanics; Advanced Industrial Mechanics; Precision Maintenance	Fall Spring Sum I Total	14 12 6 32	315 190 99 604
Kim Wallis	2010 Full-Time 10.5 mos	MBA, Delta State University	Tech Computer Applications for Business; Tech Medical Office Procedures; Tech Electronic Health Records; Tech Spreadsheet Applications; Introduction to Computer Systems; Tech Law/Ethics for Healthcare; Tech Medical Coding I; Tech Medical Coding II; Tech Reimbursement Methods; Tech Procedural Coding	Fall Spring Sum I Total	14 18 6 38	146 192 48 386
Karon Beavers	2017 Adjunct	Associate Degree-Nursing, UAM	Tech Medical Terminology	Spring	3	24
Beth Gannaway	2014 Concurrent	BSN (Nursing & Psychology), UAM	Tech Medical Terminology (Concurrent Hamburg High School)	Fall	6	105
Haley Strunk	2010 Adjunct	Technical Certificate in Practical Nursing, UAM-CTC	Tech Phlebotomy; Tech Phlebotomy Practicum	Fall Spring Total	4 2 6	28 10 38
Alice Lindsey	2008 Full-Time 9 mos	BS Business Administration - UAM	Safety and Sanitation; Hospitality Customer Service Relations; Hospitality, Travel, & Tourism; Culinary Fundamentals; Culinary Preparation and Presentation; Principles of Lodging Operations; Hospitality Management; Internship in Hospitality, Baking RECOGNITION: Ms. Lindsey was recognized by the UAM Chancellor for earning a UAM Spirit Award during the 2016-2017 year.	Fall Spring Sum I Total	14 17 2 33	56 47 2 105

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK-LOAD	SSCH
Shela Upshaw	1997 Full-Time 10.5 mos	R.N., A.S.N., UAM	PN Vocational/Legal/Ethics; PN Nursing of Geriatrics; PN Nursing of Mother and Infant; PN Pharmacology; PN Basic Nursing Principals and Skills; PN IV Therapy; PN Clinical I; II; & III; PN Nursing of Children; PN Adult Medical Surgical Nursing I & II	Fall Spring Sum I Total	18 18 6 42	320 174 48 542
Kayla Noble	2015 Full-Time 10.5 mos	PN Diploma, Forest Echoes Technical Institute	PN Clinical I, II, & III. Faculty assignment with designated and required administrative support and assistance with classroom and lab preparation, delivery, and assessment.	Fall Spring Total	4 6 10	40 24 64
Hollie Smith	2016 Adjunct	AAS-Nursing LPN-RN, UAM	Nursing Assistant	Fall	7	91
Allison Austin	2015 Adjunct	PN Technical Certificate, UAM-CTC	Nursing Assistant	Spring	7	70
Lisa Vandiver	2013 Adjunct	AAS RN, North Arkansas Community College, Harrison	Nursing Assistant	Fall Spring Sum I Total	7 7 7 21	42 84 70 196
Janel Harper	2009 Adjunct & Concurrent	ADN (RN-Nursing), UAM	PN Anatomy and Physiology; Nursing Assistant (Concurrent Crossett HS); Tech Medical Terminology (Concurrent Crossett HS)	Sum II Fall Spring Total	4 11 4 19	28 221 120 369
Sara Hobbs	2016 Concurrent	BBA, UAM; LPN Technical Certificate, UAM-CTM	Nursing Assistant (Concurrent Occupational Ed. Center)	Fall	7	42
Craig Lafferty	2016 Adjunct	Doctorate in Podiatric Medicine, Arizona State University	Nutrition (on-line)	Fall Spring Sum I Total	6 6 3 15	117 135 15 267
James H. DuBose, III	2006 Full-Time 10.5 mos	Corporate Training, Georgia-Pacific, American Welding Society (AWS), Certified Welding Inspector (CWI), Certified Welding Educator (CWE)	Blueprint Reading; Basic Welding; Shielded Metal Arc Welding (SMAW); Welding Lab I & II; Gas Tungsten Arc Welding (GTAW); Gas Metal Arc Welding (GMAW); Pipe Welding; Maintenance Welding	Fall Spring Sum I Total	18 13 4 35	370 248 28 646

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK-LOAD	SSCH
Carolyn Hart	2007 Full-Time 10.5 mos	B.S.E.& M.S.E. (English) Henderson State University	Basic English; Fundamentals of English; Composition I; Composition II; Critical Reading Skills	Fall Spring Sum I Total	15 15 6 36	189 187 33 409
Connie Smith	2011 Full-Time 9 mos	BSE (Mathematics Education) & MSE (Mathematics) ULM	Advanced Industrial Math; Introductory Algebra; Intermediate Algebra; College Algebra	Fall Spring Total	17 13 30	270 164 434
Campbell Wilkerson	2010 Adjunct	BS (Education) UCA, BBA UAM	Technical Math; Industrial Safety	Fall Spring Total	2 3 5	12 48 60
Mardi Weems	2013 Adjunct	BA-English +12 Graduate hours, NLU	Employability Skills/Ethics	Sum I	4	42
Nicholas Adams	2009 Adjunct	MA (History) UAM, BA (History) UAF	Survey of Civilization I; American National Government	Fall Spring Total	3 3 6	54 48 102
Annie Haynes	2017 Adjunct	Master's Social Work, UALR	Intro Sociology	Spring	3	30
Cynthia Polk	2012 Adjunct	Master's Social Work, UALR	Introduction to Sociology; Introduction to Psychology	Fall	3	54
Virginia Rutherford	2015 Adjunct	MEd, NLU	Technical Math; Technical Orientation; Tech Communication; Tech Computer Fundamentals	Sum II Fall Spring Sum I Total	3 7 4 3 17	12 100 41 18 171
Ashley Sivils	2017 Adjunct	BA, English, UAM	Tech Communication	Spring	3	63
Carrie Smith	2017 Adjunct	BS-Kinesiology/ Exercise Physiology, UCA	Employability Skills/Ethics; Tech Communication	Spring	5	73
Ruthie Courtney	2017 Adjunct	BS Business Education, UAM	Employability Skills/Ethics	Spring	2	10

GRANTS RECEIVED

A summary of grants received, granting agencies, amount awarded and grant purpose is listed below.

Career Pathways Initiative	Arkansas Dept. of Higher Education	$ 206,783.00	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 Care & Education Projects	University of Arkansas at Fayetteville	$ 15,392.84	The purpose of these childcare grants is to provide a variety of free early childcare classes to regional childcare center/agencies and individuals interested in the childcare field. The grant will assist with the cost for instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Arkansas Career & Technical Ed.	$ 7,122.03	To provide electrical apprenticeship classes for regional employers. All employees working in the electrical field who are not licensed are mandated by legislation to be enrolled in an electrical apprenticeship program approved by the Bureau of Apprenticeship Training. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant will pay the salary and benefits of a licensed electrician to teach these evening non-credit apprenticeship classes.
Regional Workforce Implementation	Arkansas Dept. of Higher Education	$ 988,570.00	The demand for a skilled and responsive workforce is exacerbated by the number of individuals "aging" of the workplace through retirement of the largest generation in American history. The partnerships established and/or strengthened during this project will prepare current and future workers for existing and emerging jobs and lead to robust economic development in Southeast Arkansas
Delta Regional Authority	Delta Regional Authority	$ 25,000.00	The need to develop a qualified workforce from which existing and potential employers may fulfill their employment needs was the basis for this grant. The grant provided funds to cover the cost of county teams being trained to lead their counties to become a certified ACT Work Ready community with a population of workers who have earned the Career Readiness Certificate (CRC). Initiative was endorsed by the Governor of Arkansas.
	TOTAL	**$1,242,867.87**	

PARTNERSHIPS, MOUs AND AGREEMENTS

A summary of the type of agreements, department/program, business/agency and terms of agreement are listed below.

Internship Agreements			
	Administrative Office Technology	Georgia-Pacific, Crossett	BUS 2623 Tech Business Practicum
	Early Childhood Education	Crossett Learning Center	ECED 1082 Practicum I and HOEC 2033 Practicum II
		First Step, Hamburg	ECED 1082 Practicum I and HOEC 2033 Practicum II
		Hamburg Pre K	ECED 1082 Practicum I and HOEC 2033 Practicum II
		Methodist Child Care Center, Crossett	ECED 1082 Practicum I and HOEC 2033 Practicum II
		Carousel School, Crossett	ECED 1082 Practicum I and HOEC 2033 Practicum II
		Crossett Head Start	ECED 1082 Practicum I and HOEC 2033 Practicum II
	Hospitality Services	Overflow Lodge, Wilmot	HOSP 1082 Internship Hospitality Services
		Arkansas Welcome Center, Lake Village	HOSP 1082 Internship Hospitality Services
		Country Vittles Restaurant, Crossett	HOSP 1082 Internship Hospitality Services
		Ashley Inn, Crossett	HOSP 1082 Internship Hospitality Services
Clinical Agreements			
	Practical Nursing	Ashley County Medical Center, Crossett	PN Clinical I, II, & III
		Mainline Health Systems, Wilmot	PN Clinical I, II, & III
		Mainline Health Systems, Portland	PN Clinical I, II, & III
		Drew Memorial Hospital, Monticello	PN Clinical I, II, & III
		Stonegate Villa Health & Rehab, Crossett	PN Clinical I, II, & III
		Woods of Monticello Health and Rehab, Monticello	PN Clinical I, II, & III
		Belle View Estates Rehab and Care Center, Monticello	PN Clinical I, II, & III
		Arkansas Department of Health, Crossett	PN Clinical I, II, & III
		Morehouse General Hospital, Bastrop, LA	PN Clinical I, II, & III
	Nursing Assistant	Stonegate Villa Health & Rehab, Crossett	NA 1017 Nursing Assistant
		Pinewood Health & Rehabilitation, Crossett	NA 1017 Nursing Assistant
	Phlebotomy	Ashley County Medical Center, Crossett	PHL 1054 Phlebotomy PHL 1062 Phlebotomy Practicum
Contract & Agreements			
	Cisco Computer Courses	Cisco	Cisco Academy
	Workforce Alliance of Southeast Arkansas Regional Grant	ACT, Inc.	On-line access to Work Keys modules to earn a National Career Ready Certificate (CRC)
	Bookstore (Textbook sales)	Computer Works of Chicago, Inc.	Access to instructional textbooks

STUDENT SUCCESS INITIATIVES

- **Attendance Policy:** The faculty of UAM-CTC keeps a record of attendance on each of their students. All technical courses have a uniform attendance policy which is stated in each syllabus. The absences for each technical course are turned in or emailed to the Student Services Office at the end of each class where a composite record of all students' absences is kept. Absences are reviewed daily by the Director of Student Services.

  When a student is absent 10% of the clock hours in a course, the student receives an Attendance Warning Notification that must be signed by the student and the Director of Student Services before returning to class. The notification that the student signs contains a list of things that the student must acknowledge and provide concerning his/her attendance. The mandated meeting with the Director of Student Services also provides an opportunity to learn of any problems that may be negatively impacting the student's attendance. The Attendance Warning Notification form relays to the student the following:

  A student absent 15% of the clock hours in a course will be placed on attendance probation. (The student is informed of the number of clock hours he/she has been absent and the number of allowed clock hours of absences remaining.)

  A student absent 20% of the hours in a course will receive an "F" in the course (unless a temporary interruption has been granted due to extenuating circumstances with supporting documentation).

  The student's financial aid may be affected if he/she drops out of a course (which could result in pro-rated repayment of funds) or receives an "F" in a course (which could place them on academic/financial aid warning the following semester).

  The student is reminded that all attendance documentation involving notification and probation will be placed in his/her file. Although this information cannot be released without the student's permission, most employers will ask the student to sign a release so that they can inquire about the student's attendance and academic performance.

  The implementation of the Attendance Warning Notification process to the long-standing attendance policy has provided the Director of Student Services a more effective method of early intervention regarding attendance problems. The required session to complete the notification process informs the student of possible consequences and provides personnel with valuable student information that can assist with identifying and locating services and resources that can help the student remain in college.

- **Mid-Semester Grades:** The UAM-CTC campus monitors the academic progress of students very closely by providing them with hand-delivered, mid-semester grades. Issuing mid-semester grades not only provides students with a realistic status of their current progress, but serves as an effective tool for faculty and designated staff to identify students that are experiencing academic difficulties. Mid-semester grades have afforded the faculty and staff an additional opportunity to provide students with more effective guidance and assistance to meet their specific academic needs which increases retention. (The Director of Student Services or Assistant Vice Chancellor reviews all the mid-semester grades for all technical students and contacts every student that has an unsatisfactory grade in a course or a GPA below 2.0 to provide academic counseling and guidance.)

- **Tutoring:** In an effort to improve the quality and accessibility of math tutoring, the full-time mathematics instructor continues to voluntarily devote five to seven lab hours per week each semester and term to tutor students in mathematics and to assist students with utilizing the ALEKS program. The instructor's tutoring hours were composed of afternoon and evening hours so that a greater number of students could be reached. The instructor also worked directly with a work-study math tutor to insure that all tutoring provided was consistent and was provided during a timeframe that the instructor was not available so as to expand math tutoring accessibility for students.

- **On-Line Courses and Assistance:** The availability and flexibility of on-line courses have aided with the retention of students. However, it also necessitates that students be provided with assistance that will aid them with successfully completing on-line courses. Several E-Mentoring workshops/sessions were offered by the Director of Student Services at the beginning of each semester of the 2016-2017 academic year. Students received instruction and hands-on experience in a variety of areas, including how to connect their technology (smart phones, tablets, laptops) with UAM technology, how to use Blackboard, WeevilNet and email, tips on succeeding in an online course, and where to get help with online resources to provide students with access to someone that could assist them with any computer and technical problems that are often experienced by students taking on-line courses (especially for the first time).

  To reinforce the skills taught in the E-Mentoring sessions and further assist students with on-line courses, a facilitator was available in the Media Center (Library) to instruct students on computers (or by telephone) with their on-line technical needs.

  In addition to the efforts put forth to assist students with on-line courses, the number and types of on-line courses offered were closely monitored by faculty members to determine the impact the offerings made on both academic performance and retention. Faculty members of some programs made curricula changes that greatly improved the completion rate of their courses and programs.

- **Professional Development – Advising**: The faculty and selected staff have received professional development in advising. Improved advising is a key component to helping students make better academic choices and increase their chances of staying in college and successfully meeting their educational goals. Professional staff from the Monticello campus that provided advisor training to the UAM-CTC faculty and administration is noted on the Professional Development chart presented in this report.

  The faculty receives updates concerning learning disabilities which has greatly assisted with the retention of students. Information provided to the faculty has caused an increased awareness of learning disabilities and has better prepared the faculty and designated staff to assist students with learning needs. Although the technical faculty's professional development about learning disabilities has not been extensive, the training they have received has contributed greatly to the faculty being better prepared to detect possible learning difficulties, making referrals to the appropriate college personnel, and providing accommodations that positively impact student retention and successful completions.

- **Counseling:** To better prepare students for entering their chosen field of study, students receive individual counseling relative to their selected programs of study. In order to equip students with the information needed to make the best career decisions that will increase their probability of success, students are given an interpretation of their assessment exam results and provided with academic and specified occupational requirements. Staff members providing counseling include the Counselor, Director of Student Services, Career Pathways Student Facilitator of Support Services, and the Director of the Career Pathways Initiative. Faculty members also serve as advisors and provide academic guidance relative to their programs of study.

The University Behavior Intervention Team (UBIT) on the Crossett campus has been instrumental in helping to retain students by quickly addressing issues that could affect not only the safety concerns of students but the academic, emotional, and physical needs of students. The formalized protocols of UBIT assesses behavior that poses a potential threat to campus safety/security and coordinates resources for early intervention and support for involved students which has contributed to better student retention.

- **Resource Referrals:** Efforts are made to provide students identified as being "at-risk academically and socio-economically" with available resources that will assist with removing those obstacles that may hinder them from successfully reaching their educational goals. The Career Pathways Initiative on the UAM-CTC campus has provided students with academic and financial assistance (including a book loan program, child care and gasoline vouchers, and agency referrals) that have greatly assisted students with being able to remain in college. Also, representatives of various agencies meet with and provide various services and resources to assist students with staying in college and successfully completing their programs of study. Among those agencies are: the Department of Human Services, the Arkansas Department of Rehabilitation Services, the Department of Health, the University of Arkansas Ashley County Extension Services, the Arkansas Workforce Center of Ashley County (WIA), and the Arkansas Human Development Council.

- **Non-Traditional Scheduling:** The UAM-CTC schedules all classes (with the exception of the Practical Nursing classes and the Technical Orientation course) on Monday through Thursday. The four-day-week schedule has proven to be very popular with the students. It has been a financial assistance to students by reducing their gas and childcare costs since they do not have to attend classes on Friday, and it allows them to work on Friday if they have jobs.

  Flexible course scheduling is utilized (late afternoon and night courses) to better meet the needs of those students that must continue their employment as they pursue their educational goals. When there is a sufficient demand to accommodate students who are employed as a full-time rotation shift worker, a course will be offered twice on the same day (one class in the morning and one at night) to allow students to move from one class to the other depending on which shift they are working.

  A very limited number of on-line technical courses have been available to UAM-CTC students. Although many technical courses requiring labs are not conducive to the on-line mode of instructional delivery, plans are underway to increase the technical on-line course offerings in designated areas with the intent to increase course accessibility for those students that are unable to attend or continue to attend traditional classes for various reasons.

- **Computer Lab Accessibility**: To better accommodate those students that may not have outside access to computers and/or the latest software programs mandated by their courses, a computer lab is made available to students from 8 a.m. until 8 p.m. Mondays through Thursdays. The lab is supervised by someone that can assist the students with their instructional needs.

- **Study Skills Courses:** In programs identified to have a challenged retention rate and that have a mandatory licensure rate for program continuance, such as the Practical Nursing program, a non-credit Study Skills course is a prerequisite condition of enrollment. Components of the nine clock-hour Study Skills course include assessment of students' learning styles, time management, stress management, test taking skills, and study skills. The Career Pathway Initiative program also provides individual and group instruction to assist students with developing and maintaining effective study habits and skills. These same skills are also taught in the new Technical Orientation course that was implemented in January 2013.

- **Adult Education:** The UAM Adult Education program serves as an additional resource to assist students with developing those academic skills necessary to pursue and successfully complete their postsecondary education goals. Students are assessed to determine their levels of ability, guided to establish their educational goals, and provided with individual learning plans based on their academic diagnosis. The program provides students with free refresher courses that assist them with developing those academic skills needed to perform better on college entrance exams and to be more prepared for their college courses, especially in the areas of reading, math, and English.

  Those students needing to earn a GED may do so free-of-charge through the Adult Education program. Although a GED or high school diploma is not mandatory for college entrance, it is required to receive financial assistance with postsecondary education. Receiving financial assistance is a factor that assists with the retention of students.

STUDENT ACHEIVEMENT RECOGNIZED: Student achievement at UAM-CTC was recognized as follows:

- October 26, 2016: UAM-CTC had its first Student Success luncheon. The luncheon celebrated all students who successfully made it through the mid-term of their first semester of college. The participation was exceptional.
- October 31, 2016: The 2016 practical nursing graduates of the UAM College of Technology-Crossett were recognized by the media for achieving a 100 percent pass rate on the National Council Licensure Exam for Practical Nurses (NCLEX-PN).
- December 6, 2017: A second Student Success luncheon was given to honor the students who successfully made it through the semester and were about to enter their semester finals. The UAM-CTC Bass Club provided the fish for the luncheon.
- April 27, 2017: A total of 16 students were inducted into the National Technical Honor Society in the UAM-CTC Student Center. The Chancellor of UAM was present for the ceremony.
- April 27, 2017: UAM-CTC's third Student Success luncheon was given in honor of those students that were still enrolled and making progress toward the completion of their technical program.
- June 28, 2017: The forty-second Commencement Exercises of UAM-CTC were held at the Crossett City Auditorium. Students were recognized for their achievements, and National Technical Honor Graduates and Outstanding GED graduates received special recognition.

HLC PROGRAM/UNIT ASSESSMENT: TEACHING AND LEARNING:

Progress related to strategic plans and university priorities for the academic year include:

- A new course was taught for the first time in Spring 2017. The course, Industrial Automation/Robotic Concepts, not only required new equipment and use of technology, it was developed at the request of industry leaders in Southeast Arkansas.
- The partnerships brought about by a regional workforce grant from Arkansas Department of Higher Education have been catalysts for new courses and a new program in Advanced Manufacturing. The development of the program has progressed, been refined, and is ready to be placed through the approval process.
- Partnerships with public schools and secondary technical centers continue to strengthen. Technical concurrent courses are offered at two high schools in Ashley County as well as the Monticello Occupational Education Center and Southeast Arkansas Community Based Education Center.

Initiatives/action steps to support student engagement in the classroom:

- The Welding program revised the sequence in which welding courses were taught both in the fall and again in the spring. The change was to offer each individual welding courses in an 8-week format instead of running two courses on alternate days for the entire semester.
- The Hospitality Services program used community events for learning and as service projects. During 2016-2017, service learning projects included support for the Crossett Annual Chamber of Commerce Dinner, the UAM Chancellor's Inauguration Dinner and serving at events in neighboring counties and across the Southeast Arkansas region.
- The Practical Nursing and Health Information Technology students participate in flu clinics each fall, and the Practical Nursing students host blood drives at least twice a year.
- A practicum course was added to the Health Information Technology program that will provide students with an opportunity to apply the skills learned in the classroom and receive instructional reinforcement through real work experience.

Initiative/action steps to promote student success and persistence:

- The change in the Welding Technology program's course offerings were to keep students focused on one type of welding each day of the week for eight weeks. Switching back and forth on alternate days was causing students to lose focus and get behind. With the new structure and set deadlines for each welding position, students were much more successful in completing courses and the program. Also, if a student did not successfully complete an 8-week course (for various reasons), the student does not have to wait until the beginning of another semester or year to enroll in the course. The course needed to be repeated is immediately offered the following eight weeks of the semester.
- Students graduating from the Welding Technology program had decreased sharply (going down to three graduates in 2016) and with the new format, in 2017 there were 11 Welding Technology graduates.
- Great care continues to be given to scheduling program major courses as tightly as possible to prevent layovers and gaps of time that may tempt students to cut class or not take certain classes needed to complete their technical program on time.

Curricular changes made during 2016-2017 were made with justification through Curriculum and Standards and approved by the UAM Assembly and Chancellor as presented on the following chart:

PROGRAM CURRICULA CHANGES

Administrative Office Technology (Business Technology)		
1	Modified	Changed the program's name from Administrative Office Information to Business Technology.
2	Added	Added the new course Tech Introduction to Marketing.
3	Added	Added the new course Tech Electronic Presentations.
4	Added	Added the new course Tech MS Office Prep and Certification.
6	Modified	Removed the Co-requisites to the Introduction to Law course.
7	Modified	Changed the name of the Certificate of Proficiency from Office Support to Basic Business Principles and allowed two electives to accommodate the local business and industry needs of each College of Technology
8	Modified	Changed the Certificate of Proficiency requirements to reflect elective choices that reflect local business and industry needs.
9	Modified	Changed the program requirements to include updated and additional electives that would allow each CT campus to meet their local business and industry needs.
Health Information Technology		
1	Modified	Removed prerequisites to the Medical Office Procedure course (Keyboarding and Medical Terminology).
2	Modified	Changed the prerequisites to the Reimbursement Methodologies course (require Medical Office Procedures, remove Keyboarding and Medical Terminology).
3	Added	Added a Health Information Technology Practicum Course to provide students with industry exposure and increase their opportunities for potential employment.
4	Deleted	Deleted the Tech Procedural Coding course. An Advanced Medical Coding class will be added to align the curriculum with AHIMA's requirement for national coding certification.
5	Added	Added a Tech Advanced Medical Coding to align our curriculum with AHIMA's requirements for national coding program certification.
6	Modified	Changed the prerequisites of Tech Electronic Health Records by removing the co-requisites of Keyboarding and Medical Terminology (incorrect in catalog), and added the CFA 1103 Computer Fundamentals to insure students have the required computer skills.
7	Modified	Removed the prerequisites to Tech Medical Transcription (Keyboarding and Medical Terminology) and add Computer Fundamentals.
8	Modified	Modified the course requirements for the Healthcare Office Skills Certificate of Proficiency to reflect the course changes and course progression required for entry-level employment and certification.
9	Modified	Modified the Technical Certificate course requirements for the Health Information Technology program due to course additions, deletions, and modification.
Hospitality Services		
1	Modified	Changed the Hospitality Customer Service Relations course to Customer Service Relations to make the course more common to all career fields. The course may be utilized as an elective for a certificate/AAS degree and presented to area employers needing customer service training for their employees.
Practical Nursing		

Administrative Office Technology (Business Technology)		
1	Added	Added a new technical course Principles of Nutrition. This course would be geared to nutrition in health and illness with additional content pertaining to the nursing professions and dietary technicians in the food industry. This course will provide students with another option other than the existing non-technical course PE 2113 Nutrition.
Related Courses		
1	Modified	Updated the Computer Fundamentals course content and description.
2	Modified	Changed the Advanced Industrial Mathematics course from four credit hours to three credit hours. Although the course has increased in difficulty over the last 20 years, the course schedule has been refined. As a three-credit hour course it will also align better with other math courses substituted or transferred in for credit.
New Program Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)		
1	Added	Added courses for a new program in Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) to address the training needs of employers in the region.
2	Added	Added the courses required for a Certificate of Proficiency in HVACR.
3	Added	Added the courses required for a Technical Certificate in HVACR.

PROFESSIONAL DEVELOPMENT

Professional development meetings that served to enhance knowledge of content, instruction, and/or student persistence/success were attended by the UAM-CTC staff and faculty during 2016-2017. Following is a chart listing the various meetings and presentations attended:

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Hours
July 6-7, 2016	Economic and Community Development Conference			√	University of Arkansas Cooperative Extension, Little Rock, AR	12
August 9, 2016	Academic Advising	√		√	Crystal Halley, UAM Academic Affairs	2
Week of August 15, 2016	UAM Professional Development Week	√		√	UAM Presenters UAM-CTC Presenters	32
August 19, 2016	Classroom Management, Student Success, Cost Savings Workforce Alliance of Southeast Arkansas Regional Grant ACT Work Ready Community Initiative GP Federation of Advanced Manufacturing Education (FAME)	√	√	√	Linda Rushing, Vice Chancellor Janie Carter, Assistant Vice Chancellor Campbell Wilkerson, B & I Liaison	3
September 9-11, '16	ACT Work Ready Academy WASA Grant		√		ACT Trainers, Atlanta, GA	20
September 2016	Centerpiece Workshop for Hospitality Program	√			Faith Flower Shop, Crossett	4
September 2016	Hospitality Association Convention and Trade Show	√			Ark. Hosp. Assoc., Little Rock, AR	8
September 2016	Knife Skills Class	√			Chef Bedworth, UAM Dining Facility	4
September 2016	Nursing Educators' Seminar	√			Practical Nursing Counsel Assoc.	4
September 2016	Administrators of Nursing Education Programs Seminar	√			Arkansas NANEP Association	4
September 2016	Trauma Nursing Core Course Certification Training	√			Emergency Nursing Association	15
October 2016	Cooking School	√			Taste of Home, Stuttgart, AR	8
October 3, 2016	Academic Advising Student Success: Strategies that Work	√		√	Kim Wallis, UAM-CTC Faculty Linda Rushing, Janie Carter, UAM-CTC	1 1
October 27, 2016	Productivity Metric for Workforce Education/Training			√	ADHE Director & Staff, Little Rock, AR	3
October 28, 2016	Legal Seminar- Issues and Policies of Higher Education			√	UA System Legal Counsel Little Rock, AR	6
November 1, 2016	Using Data for Collaborative Strategies			√	ADHE Carl Perkins, Little Rock, AR	12
November 21, 2016	Fall 2016 Closure – Student Success 1st December Commencement	√		√	Linda Rushing, Vice Chancellor Lisa Riels, Counselor, UAM-CTC	1
December 12, 2016	U of A System Best Practices – CPI Directors		√		ADHE-CPI and U of A System, Little Rock, AR	4
December 12-14, '16	ACT Work Ready Academy WASA Grant		√		ACT Trainers, Dallas, TX	20
Week of December 12, '16	FANUC Material Handling Training	√			FANUC , Anniston, AL	40
January 31, 2017	Infant & Toddler Arkansas Child Development & Early Learning Standards (CDELS) Train-the-Trainer	√			University of Arkansas, Fayetteville	3

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Hours
February 2017	Nursing Educators' Seminar	√			Practical Nursing Counsel Assoc.	4
February 2017	Administrators of Nursing Education Programs Seminar				Arkansas NANEP Association	4
March 9-11, 2017	68th Annual Southern Early Childhood Assoc. Conference	√			Southern Early Childhood Assoc.	24
March 17, 2017	Pre-K Arkansas Child Development & Early Learning Standards (CDELS) Train-the-Trainer Workshop	√			University of Arkansas, Fayetteville	5
March 27, 2017	EAB Training: Overview and Setting up Campaigns			√	Brian Hairston, UAM CIS Dean Monticello, Arkansas	1
March 28-29, 2017	Pre-K Math & Science Train-the-Trainer, Early Childhood Ed Projects (ECEP) Workshop (Includes online)	√			University of Arkansas, Fayetteville	15
March 29, 2017	EAB Training: Overview and Setting up Campaigns	√		√	Michael Mixon, IT Director UAM-CTC, Crossett, AR	1
March 30-31, 2017	The Growing Brain Train-the-Trainer ECEP Workshop	√			University of Arkansas, Fayetteville	14
April 7, 2017	Judge for Business Presentations State Competition	√			Arkansas PBL State Conference	6
April 12, 2017	Child Development: Birth to 3, 3-5, & 5-8 Train-the-Trainer ECEP Workshop (Includes online)	√			University of Arkansas, Fayetteville	15
April 19, 2017	Annual Food Show	√			Performance Foodservice, Hot Springs Convention Center, AR	8
May 2017	Basic Life Support Certification Training	√			American Heart Association	8
May 2017	Advanced Cardiovascular Life Support Certification Training	√			American Heart Association	8
June 2017	Pediatric Advanced Life Support Certification Training				American Heart Association	
June 22, 2017	ECEP In-service Train-the-Trainer ECEP Workshop	√			University of Arkansas, Fayetteville	6

PROJECT & EQUIPMENT PURCHASES

In addition to program curricula changes and staff/faculty professional development, technical program instruction and delivery was enhanced at UAM-CTC by the purchasing of additional equipment and ADA projects which are noted on the following chart:

Quantity	Equipment	Department/Program	Total Amount
Operating Budget & Contingency Funds			
22	Computers	Health Information Technology -- Shared Lab	$ 15,261.38
22	Computer Desks & Printer Table	Health Information Technology -- Shared Lab	9,718.90
22	Chairs	Health Information Technology -- Shared Lab	4,632.98
20	Chairs	Administrative Office Technology – Lab	4,211.80
1	Computer	Practical Nursing - Office	733.89
1	Computer	General Studies - Office	824.15
1	Computer	Health Information Technology – Classroom	733.88
1	Handicap Ramp/Safety Fence	Building - Grounds	4,686.00
1	Printer	Administrative Office Technology - Classroom	329.65
			$ 41,132.63
General Improvement Funds (GIF) Grant Funds			
5	Welding Stands	Welding Technology Lab	$ 5,550.00
1	Cell Phone Booster	Student Services	563.00
			$ 6,113.00
Career Pathways Initiative (CPI) Grant Funds			
5	CPR Manikins (Little Anne & Baby)	Practical Nursing Lab	$ 1,143.59
1	Computer	Career Pathways – Career Facilitator	869.42
2	Venipuncture Arms	Practical Nursing - Lab	962.00
			$ 2,975.01
Workforce Alliance for Southeast Arkansas Grant Funds			
3	Robotic Arms	Electromechanical Technology-Instrumentation	$113,808.32
2	Hart Communicators	Electromechanical Technology-Instrumentation	9,060.03
1	i Pad	Business & Industry Liaison - Presentations	893.16
			$123,761.51
Carl Perkins Grant Funds			
10	HAAS CNC Simulator Trainers	Electromechanical Technology Lab	**$ 17,950.00**
	TOTAL EXPENDITURES FOR PROJECTS AND EQUIPMENT		**$191,932.15**

PROGRAM PRODUCTIVITY, EFFECTIVENESS, AFFORDABILITY, AND VIABILITY

Program Enrollment: The enrollment of each Technical Certificate program for the last three years (2014-2017) is shown on the SSCH and FTE Program chart on page 21 of this report. The following comments are based upon information gathered and an analysis of the program data:

- The **Administrative Office Technology (AOT)** program's enrollment has decreased considerably since 2014. Although the SSCH and FTE for the program indicated a three-year average of 10.6 full-time equivalent students, many of the SSCHs generated were not by students majoring in the program. Non-majors may take AOT courses to apply as electives toward their AAS degree. During the 2016-2017 year the headcount for the major was three.

  Because the college is constantly receiving requests from area employers for AOT graduate referrals for their job openings, recruitment efforts have been intensified each year for the AOT program. Area employers would like to see the college maintain the program. Therefore, in an effort to attract additional students, the program name is being changed to Business Technology to better represent the technological skills taught in the program and to change the image of the program in order to appeal to diversified populations. The one-semester Certificate of Proficiency is also being changed from Office Skills to Basic Business Principles. Additionally, based upon employers' input, the curriculum of the program has been updated to include Small Business Management, Marketing, software certifications, and other topics that are not only needed by area employers, but usually generate more student interest.

  Note: Although it is still early, the enrollment for the AOT program for Fall 2017 is up slightly (especially in one of the new courses that is being offered).

- The **Computer Maintenance/Networking and Correctional Law Enforcement** programs are not being offered at this time due to low enrollment. However, we are having many inquires that indicate that these programs may be viable again in the future. However, the input and support of advisory committees and area employers will be vital to future decisions concerning these programs.

- The **Early Childhood Education** program is also experiencing a decrease in enrollment. During 2016-2017 the FTE fell to 8.3; however, this data may be somewhat misleading since many of the required courses for the program are listed as non-technical courses and counted separately. (Please see the bottom section of the chart that gives non-technical data listed as ECED under education.) Although we are to receive the credit for these courses, there is no indication that the courses have been counted in the Early Childhood Education major where they are embedded in the program's curriculum. If the numbers and names of these courses were changed and identified as a technical course, it would greatly simplify billing and the compilation of data for the University that is vital to accurately determining program and student success.

  The Early Childhood Education instructor has taken a major role in recruiting for the program and developing partnerships with regional early childcare providers. Due to a recent development, her recruitment efforts should be evident with the Spring 2018 semester enrollment.

- The **Electromechanical Technology and Electromechanical Technology-Instrumentation** programs continue to be strong with above average enrollment as reflected on the SSCH & FTE chart. Although the 2016-2017 enrollment in this second-year program was slightly down from the previous year's enrollment, students who graduated from the first-year Electromechanical Technology program may not always continue on to this second year program. Employment is a very viable option for those who complete the one-year program. The number of graduates that went to work in the field at the end of the first year or decided to continue their education is reflected in the job placement report (which is conducted the year after graduation).

- The **Health Information Technology** program decreased in SSCH and FTEs during 2016-2017; however, the program remains with a three-year average FTE of 11.4. Due to the decrease in FTEs last year, the program curriculum was again revisited to assure that it was meeting the needs of area employers and to look for ways to make the program's training time more efficient for the student. Since many of the students coming into the program already have the level of typing and computer skills needed for the health field, course revisions were made to computer courses that would allow students with established skills to test out and move through the program more quickly. And, as previously noted in this report, course prerequisites were revisited and revisions made to allow greater flexibility in taking some courses and to provide student access to a full-time load regardless of starting in the fall or spring semester. Additional efforts to boost program enrollment include offering additional on-line courses and scheduling two courses per semester on the Monticello campus.

- The **Health Professions** program was established as an alternative Technical Certificate program for those students who completed the Practical Nursing pre-requisites but did not get into the PN program, and/or students who have completed Certificates of Proficiency in Nursing Assistant, Phlebotomy, and/or Emergency Medical Technician and wanted to pursue a technical certificate to enhance their chances of employment in the health field. The CIP Code assigned to the Health Professions program is not eligible for financial aid which has literally made the program not an option to interested students. This Technical Certificate program is very much needed so that students who have many hours in health-related courses have the option (when their first goal is not reached) to exit with a technical certificate and go to work in one of several medical jobs. Currently students not selected to enter the PN program are counted as drops—which decreases the students' and University's success. During the 2017-2018 academic year, the Colleges of Technology need to prioritize the issues surrounding the Health Professions program by revising the program's curriculum and receive a new CIP Code that is financial aid eligible.

- The **Hospitality Services** program's SSCH and FTE continues to decline in spite of the program's exceptional reputation with businesses, industries, and communities in the region. As indicated on the chart, during 2016-2017 the program had 3.5 FTEs, making a three-year average of 5.5 FTEs. The instructor continues to work very hard to build the program's enrollment by being very visible in the communities and volunteering for events that provide recruitment opportunities. Due to low enrollment last year, the instructor moved from a 10.5-month position to a 9-month position in order to reduce the cost of the program. Currently new strategies are being considered that could revive the interest in the Hospitality Services program that is geared to meeting the workforce needs of Southeast Arkansas' top industry—tourism. Among the issues affecting enrollment continues to be low wages in the hospitality field. Employer support for the program with wages that reward training and professionalism are a key factor to being able to attract and graduate students from the Hospitality Services program.

- The **Practical Nursing** program continues to have a strong enrollment. Because in this one-year program the credit hours taken each semester is 18 and 6 in the summer term, the calculated FTEs for the program each year may exceed the actual headcount in the program. Twenty students are enrolled in the program each year. Since there are more program applicants than class openings, students are selected for the program based on their test ranking, completed prerequisites, and satisfactorily meeting other enrollment requirements. In addition

to satisfactory completion of the program prerequisites, mandatory attendance of several retention activities (study skill classes, two orientations, etc.) are conditions of acceptance into the program.

- The **Welding Technology** program classes are usually always full, with the exception of the final course requirement of Pipe Welding which has all the welding courses as prerequisites and is currently only offered in the summer. Implementing the new 8-week multiple class offerings each semester has aided in keeping the welding course full by allowing students to enter the program any semester that there is an opening in the program. Also, if a student should fail one of the welding courses, the student does not have to wait until the next semester the course is offered. The student can take the course over immediately in the following 8-weeks. Plans are underway to also make the summer Pipe Welding course available throughout the year like the other welding courses.

SSCH & FTE BY PROGRAM MAJORS

CIP CODE	TECHNICAL CERTIFICATES	2014-2015		2015-2016		2016-2017		3-Year Average 2014-2017	
		SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
52.0401	Administrative Office Technology	471	16	294	10	189	6.3	318	10.6
15.1202	Computer Maintenance/Networking	94	3						
43.0102	Correctional Law Enforcement								
19.0708	Early Childhood Education	420	14	315	11	243	8.1	326	10.8
15.0403	Electromechanical Technology	861	29	740	25	1,080	36	893.6	29.8
15.0499	Electromechanical Tech.- Instrumentation	964	32	646	22	539	18	716.3	23.9
51.0707	Health Information Technology	378	12	401	13	248	8.3	342.3	11.4
51.0000	Health Professions	58	2	48	1	38	1.3	48	1.6
52.0901	Hospitality Services	280	9	154	5	105	3.5	179.6	6
51.1614	Nursing Assistant	364	12	322	11	385	12.8	357	12
51.1613	Practical Nursing	600	20	742	25	786	26.2	709.3	23.6
48.0508	Welding Technology	427	14	419	14	570	19	472	15.7
	Related Instruction	694	24	526	17	615	20.5	611.6	20.4
	Technical Concurrent	232	7	307	10	461	15.3	333.3	11.1
	TOTAL TECHNICAL SSCH/FTE	**5,843**	**194**	**4,914**	**164**	**5,259**	**175.3**	**5,307**	**176.9**
	NON-TECHNICAL COURSES								
	Arts & Humanities	42	1						
	Education (Nutrition and ECED)	324	11	257	9	231	7.7	812	27
	Math	63	2						
	Social Behavior	0	0						
	CIS	0	0						
	TOTAL NON-TECHNICAL	**429**	**14**	**257**	**9**	**231**	**7.7**	**812**	**27**
	TOTAL TECHNICAL & NON-TECHNICAL	**6,272**	**209**	**5,171**	**172**	**5,490**	**183**	**6,119**	**203.9**

PROGRAM VIABILITY

The program graduates and viability average for the last three years (2014-2017) for Certificates of Proficiency, Technical Certificates and Associate of Applied Science degrees offered at UAM-CTC are listed in a chart on page 24 of this report. The established viability standards, based on a three-year average, are as follows: An average of four graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS). The following comments are based upon information gathered and an analysis of the graduate data to determine if the program meets viability guidelines.

Technical Certificates

- CIP 52.0401 Administrative Office Technology: *Standard – 3.3 Graduate Average*. However, when the graduates of the UAM College of Technology- McGehee campus are combined with the Crossett campus, the program does meet viability standards for UAM.
- CIP 15.1202 Computer Maintenance/Networking: Not Applicable - Program was not offered during the 2015-2016 or 2016-2017 academic years due to low enrollment.
- CIP 43.0102 Correctional Law Enforcement: Not Applicable - Program began Spring 2011 and due to low enrollment, the offering of the program was discontinued effective June 30, 2013.
- CIP 19.0708 Early Childhood Education: Meets Standard – 11.3 Graduate Average
- CIP 15.0403 Electromechanical Technology: Meets Standard – 22.7 Graduate Average
- CIP 51.0707 Health Information Technology: Meets Standard - 10.3 Graduate Average
- CIP 51.000 Health Professions: *Below Standard – 0 Graduate Average.* The Health Professions program has never been approved for financial aid due to the CIP Code number. Both the Crossett and McGehee campuses have only had one graduate each since the program's approval.
- CIP 52.0901 Hospitality Services: Meets Standard – 5.3 Graduate Average
- CIP 51.1613 Practical Nursing: Meets Standard – 9.3 Graduate Average
- CIP 48.0508 Welding Technology: Meets Standard – 6.3 Graduate Average

Advanced Technical Certificates

- CIP 15.0499 Electromechanical Technology-Instrumentation: Meets Standard – 22.3 Graduate Average

Associate of Applied Science Degrees

- CIP 47.0303 Industrial Technology: Meets Standard - 16 Graduate Average
- CIP 30.999 General Technology: Meets Standard - 27 Graduate Average

Certificates of Proficiency

The Arkansas Higher Education Coordinating Board (AHECB) does not review and hold specific viability standards for Certificates of Proficiency (CP). However, all of the CP offerings at UAM-CTC are reviewed to determine if there is a justified number of enrollees and completers to continue future offerings. The same viability criteria established for technical programs (a three-year completer average minimum of 4) has been applied to the CP offerings. Following is a list of the CP offerings at UAM-CTC and the 3-year average number of completers for each CP:

- CIP 52.0408 Office Support: Justified Offering - 5.5 Completer Average
- CIP 47.0104 Computer Repair and Networking: Not Applicable - Program was not offered during the 2015-2016 and 2016-2017 academic years due to low enrollment.
- CIP 43.0102 Correctional Law Enforcement: Not Applicable - Program began Spring 2011 and due to low enrollment the offering of the program was discontinued effective June 30, 2013.
- CIP 19.0709 Child Development Associate (CDA): 11.7 Completer Average
- CIP 11.0101 Cisco Network Associate: Not Applicable - There has not been sufficient demand each year to justify the offering of all four Cisco courses that are required for this Certificate of Proficiency each year. Additionally, the administration has been unable to secure an instructor that is certified to teach all of the Cisco courses required for the Cisco Network Associate. Therefore a new Cisco Certificate of Proficiency has been developed and will be processed for approval during the new academic year.
- CIP 51.0904 Emergency Medical Technician-Basic: Not Applicable - This course is offered based on demand. There has not been sufficient demand each year to justify the offering of this course specifically at the Crossett campus. A few applicants each year are referred to the McGehee campus for enrollment. However, based upon very recent demand for the program by business and industry, the EMT will be reestablished and approved.
- CIP 51.0712 Healthcare Office Skills: 10.5 Completer Average
- CIP 52.0901 Hospitality Skills: 6.7 Completer Average
- CIP 47.0303 Industrial Equipment Repair: 27 Completer Average
- CIP 51.1614 Nursing Assistant: 61 Completer Average
- CIP 48.0508 Welding: 11.5 Completer Average

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT/ CLOCK HOURS	FY 2015	FY 2016	FY 2017	GRADUATE 3-YR. AVERAGE 2014-2017
	TECHNICAL CERTIFICATES							
52.0401	Administrative Office Technology	Technical Certificate	09-12-2003	39—645	6	3	1	**3.5**
15.1202	Computer Maintenance/Networking	Technical Certificate	09-12-2003	40—810	4	-	-	**-**
43.0102	Correctional Law Enforcement	Technical Certificate	01-14-2011	34—570	-	-	-	**-**
19.0708	Early Childhood Education	Technical Certificate	08-25-2010	45—825	13	19	2	**11.5**
15.0403	Electromechanical Technology	Technical Certificate	09-12-2003	38/39—870	28	20	20	**22.7**
15.0499	Electromechanical Tech.- Instrumentation	Advanced Technical Certificate	09-12-2003	28—690	32	22	13	**22.5**
51.0707	Health Information Technology	Technical Certificate	07-25-2008	39—600	7	17	7	**10.5**
51.0000	Health Professions	Technical Certificate	04-30-2010	35	-	-	-	**-**
52.0901	Hospitality Services	Technical Certificate	10-04-2007	35—705	9	3	4	**5.5**
51.1613	Practical Nursing	Technical Certificate	09-12-2003	42—1,358	7	12	9	**9.5**
48.0508	Welding Technology	Technical Certificate	08-01-2006	37—1,035	6	3	11	**6.7**
				Total Technical Certificates	**112**	**99**	**67**	**92.6**
	ASSOCIATE OF APPLIED SCIENCE DEGREES							
47.0303	Industrial Technology	Assoc. Applied Science	09-12-003	72	18	17	13	**16**
30.999	General Technology	Assoc. Applied Science	08-15-2005	60	33	28	21	**27**
				Total Associate of Applied Science Degrees	**51**	**45**	**34**	**43**
	CERTIFICATES OF PROFICENCY							
52.0408	Office Support	Certificate of Proficiency	10-23-2008	15—225	8	6	2	**5.5**
47.0104	Computer Repair and Networking	Certificate of Proficiency	10-23-2008	18—360	3	-	-	**-**
43.0102	Correctional Law Enforcement	Certificate of Proficiency	01-14-2011	17—315	-	-	-	**-**
19.0709	Child Development Associate (CDA)	Certificate of Proficiency	08-01-2006	12—240	18	13	4	**11.7**
11.0101	Cisco Network Associate	Certificate of Proficiency	09-12-2003	16—360	-	-	-	**-**
51.0904	Basic Emergency Medical Technician	Certificate of Proficiency	09-12-2003	8—176	-	-	-	**-**
51.0712	Healthcare Office Skills	Certificate of Proficiency	07-25-2008	18—285	6	18	7	**10.5**
52.0901	Hospitality Skills	Certificate of Proficiency	10-04-2007	15—255	11	6	3	**6.7**
47.0303	Industrial Equipment Repair	Certificate of Proficiency	10-23-2008	16/17—390	29	21	31	**27.0**
51.1614	Nursing Assistant	Certificate of Proficiency	09-12-2003	7—150	58	46	79	**61.0**
48.0508	Welding	Certificate of Proficiency	08-01-2006	11—375	11	10	13	**11.5**
				Total Certificates of Proficiency	**144**	**120**	**139**	**134.3**
	GRAND TOTAL AWARDS				**307**	**264**	**240**	**270.3**

Program Graduates: The Graduate and Viability chart on the previous page provides the graduate data for the UAM-CTC certificate and AAS programs for the last three years. Following are comments concerning the fluctuation of graduate data for the various programs for the 2016-2017 academic year.

Technical Certificate Programs: There was an overall decrease of 32% in the number of technical certificates awarded for 2016-2017 in comparison with the previous year. The major reason for the decrease in graduates is the decrease in enrollment; however, other factors have affected this decrease in graduates which are noted as follows:

- **Administrative Office Technology (AOT):** The reduction in graduates for the Administrative Office Technology program was directly related to the low enrollment in the program which has been discussed in the Enrollment portion of this report. The program's FTE of 6.3 resulted in one graduate for the last academic year. An analysis of the data reveals that two potential graduates withdrew to balance their academic load/responsibilities with their employment. By withdrawing, these students are eligible to return with advice to take a more manageable course load with their employment. Another potential graduate had attendance problems. And, the remaining students contributing to the SSCH were students taking electives to count toward their Associate of Applied Science degree.

- **Early Childhood Education (ECED):** The reduction in graduates for the Early Childhood Education program was largely due to the decreased enrollment in the program. A FTE of 8.1 yielded two graduates for the 2016-2017 year. A large majority of the students in this program are working (several in the field) and are not taking all courses as recommended to complete on time. Due to the variance of credit hours taken by working students each semester that may span over several years, it is difficult to maintain a consistent graduation rate. The number of graduates in 2015-2016 was 19 (an increase of 46% over the previous year) even though the FTE for that same year was only 13.

  (Note: As previously pointed out under the Enrollment section of this report, the FTE information may be skewed if the ECED courses embedded in the Early Childhood Education program are not being credited toward the FTE count for the technical program, but instead applied to the UAM Education department.)

- **Electromechanical Technology (ET):** The graduates in this program remained the same as the previous year; however, the number graduating should have been higher due to the increased enrollment in the program and the number of full-time students taking the required semester credit-hour load. The FTE enrollment was 36 with 20 graduates. The decreased graduates was anticipated because some students chose not to take the Technical Math, English, and computer courses required for the technical certificate; but, instead take the Composition I and College Algebra courses that will count toward both the Technical Certificate and Associate of Applied Science degree. Because most of the students choosing this option have to first take the developmental courses (Fundamentals of English, Intermediate Algebra, or others) before enrolling in the Composition I and College Algebra, some students reach the end of the one-year program and do not have their math and English requirements for the Technical Certificate or Associate of Applied Science. Currently at least three students have been identified that did not graduate from the program in June 2017 due to this issue.

- **Electromechanical Technology-Instrumentation (ET/I):** Although the graduates of this program have remained strong over the last three years, with an average of 22.7 graduates, there was a decrease in the number of graduates for the 2016-2017 academic year. The program had 18 FTEs and a total of 13 graduates. A partial reason for the decreased number of FTEs and graduates was due to fewer students

- returning to this second year program. Some graduates of the first year Electromechanical Technology decided to enter the workforce in the high-demand, high-wage jobs as millwrights and industrial mechanics. (The number of first-year graduates that went to work and did not continue to this second-year program will be reflected in the Job Placement report that will be completed in six months.) An analysis of the graduate data also reflected that two students met graduation requirements but did not apply for graduation.

- **Health Information Technology (HIT):** The reduction in graduates for the Health Information Technology program was largely due to the decreased enrollment in the program. In the 2016-2017 academic year the program had a FTE of 8.3 with seven graduates for the 2016-2017 year. However, in the previous year, the program had 17 graduates with a FTE enrollment of 13. An analysis of the data indicates that some students are not taking all of the recommended classes to graduate on time but instead in the next academic year.

- **Hospitality Services (HOSP):** The reason for reduction in graduates for the Hospitality program continues to be low enrollment. An analysis of the data for the last three years reflects that a large majority of the students who major in this program do graduate. In 2016-2017 the FTEs were 3.5 with four graduates (one carry-over completer). In 2015-2016, the FTEs were 5 with three graduates. In 2014-2015 the FTEs were 9 with nine graduates. Offering the internship in the fall and spring semesters (instead of just the summer term) has helped with the graduation rate. Some FTEs are also generated from those who have no intention of graduating but are only interested in taking the culinary courses for an elective or personal growth.

- **Practical Nursing (PN):** The Practical Nursing program had a decrease in graduates over the previous year although the enrollment was the same. Twenty students are admitted into the PN program each year. In addition to satisfactorily completing all prerequisite course to be eligible to enter the program, other activities and requirements that support student retention are mandated as a condition of enrollment In spite of these efforts, the graduation rate varies each year and is not predictable. Following are statistics of the Practical Nursing program's enrollment, graduation, and NCLEX exam pass rates (first-time takers) for the past 5 years:

Years	Enrolled	Graduated		Passed NCLEX	Employed	
2011-2012	20	10	50%	100%	100%	10
2012-2013	20	10	50%	100%	100%	10
2013-2014	20	11	55%	100%	100%	11
2014-2015	15	7	47%	86%	100%	6
2015-2016	20	12	60%	100%	100%	12
2016-2017	20	9	45%	Pending	Pending	Pending

- **Welding Technology (WLD):** The Welding program was the only UAM-CTC Technical Certificate program that had an increase in the number of graduates in 2016-2017. During the previous two years the graduates were as follows: 2015-16, three graduates and 2014-15, six graduates. It is not difficult to keep the students in the welding classes; but, it is difficult to get them to take the math, technical communication, and computer courses needed for graduation. With the shortage of welders and the high-wage jobs available to students, many students will earn their welding certifications and leave without completing the other courses required for graduation. In the 2016-2017 academic year, a major business made a visit to our welding class and emphasized the benefits of graduating from the program which would increase their job classification and earnings. Also, the new scheduling of 8-week classes assisted greatly with retaining students and moving them through the program with no time gaps.

Associate of Applied Science Degrees (AAS): There was an overall decrease of 24% in the number of Associate of Applied Science degrees awarded for 2016-2017 in comparison with the previous year. A total of 34 AAS degrees were earned by UAM-CTC students. One reason for the decrease in graduates is the decrease in enrollment; however, a major factor contributing to the decrease is the requirement of College Algebra. Many students not only find the course to not be relevant to their career field, but it may require them to take several developmental courses before being able to enroll in the course. This is additional time and expense for the student. The College Algebra requirement for an AAS degree has been in effect for the past two years. Previously Intermediate Algebra was a requirement for the AAS degree. In the previous two years (2014-2015 with 51 AAS graduates, and 2015-2016, 45) the students had entered into a two-year program under a catalog that only required Intermediate Algebra (which would only require one or no developmental courses depending on their placement scores). These factors apply both to the Industrial Technology and General Technology AAS degrees. The Graduate and Viability Chart in this report provides the following data for these two AAS degrees earned by students on the Crossett campus:

- **Industrial Technology:** The Industrial Technology AAS degree is 72 credit hours. There were 13 graduates receiving this AAS degree.
- **General Technology:** The General Technology AAS degree is 60 credit hours. There were 21 graduates receiving this AAS degree.

CAREER PATHWAYS PROGRESSION – CP,TC, & AAS

Graduate data showing the progression within Career Pathways for the various program certificates and degrees offered at UAM-CTC for 2016-2017 is shown on the following chart:

Program	Enrollment FTEs	Certificate of Proficiency	Technical Certificate	Advanced Technical Certificate	AAS Industrial Technology	AAS General Technology
Administrative Information Technology	6.3	2	1			*
Early Childhood Education	8.1	4	2			*
Electromechanical Technology (1st Year)	36	31	20			*
Electromechanical Technology (2nd Year)	18	-	-	13	13	13
Health Information Technology	8.3	7	7			*
Health Professions	1.3	-	-			*
Hospitality Services	3.5	3	4			*
Nursing Assistant – CP	*	79	-			-
Practical Nursing	26.2		9			*
Welding Technology	19	13	11			*
* Data not available						
TOTALS		**139**	**54**	**13**	**13**	**21**

GRADUATE JOB PLACEMENT AND LICENSURE RATES

The graduate follow-up survey is done six months following graduation. The follow-up on the 2016-2017 graduates will not be conducted until December 2017. Therefore, the graduate follow-up data provided in this report will be for the previous three years. The overall job placement rate for graduates of the Technical Certificate programs for 2013-2016 is summarized as follows:

JOB PLACEMENT CATEGORY	2013-2014	2014-2015	2015-2016
Job Placement Rate in Related Field (All technical programs)	72%	75%	87%
Job Placement Rate - Related and Unrelated (All technical programs)	90%	83%	94%
Graduates Who Took Licensure Exam (Practical Nursing)	11	7	12
Graduates Who Passed Licensure Exam (Practical Nursing	11	6	12
Licensure Pass Rate (Practical Nursing)	100%	85.7%	100%

The following pages provide a breakdown of the job placement data for each Technical Certificate program for each of the three years listed in the summary above.

PROGRAMS	AOT	CM/N	CLE	ECE	ET	ET/I	HIT	HOSP	HP	PN	WLD	TOTAL
Total Graduates	**5**	**3**	**1**	**10**	**31**	**20**	**10**	**6**	**1**	**11**	**7**	**105**
Graduates Employed - Related Field	2	0	1	3	5	15	4	2	0	11	5	48
Graduates Employed - Unrelated Field	0	1	0	4	1	3	2	1	0	0	0	12
Not in Labor Force (Continuing Education, Health, etc.)	2	2	0	2	25	1	3	1	0	0	1	37
Unemployed	0	0	1	0	0	1	1	2	1	0	1	6
Unknown	1	0	0	1	0	0	0	0	0	0	0	2
Total Graduates Available for Placement	**3**	**1**	**1**	**8**	**6**	**19**	**7**	**5**	**1**	**11**	**6**	**67**
Total Placement Rate – Related Field	67%	0%	0%	38%	83%	84%	57%	40%	0%	100%	83%	72%
Total Placement Rate - Related & Unrelated)	67%	100%	0%	88%	100%	95%	86%	60%	0%	100%	83%	90%

	Total Placement Rate in Related Field	**72%**
	Total Placement Rate (Related and Unrelated)	**90%**
	Graduate Completers Who Took Licensure Exam	**11**
	Graduate Completers Who Passed Licensure Exam	**11**
	Licensure Pass Rate	**100%**

AOT – Administrative Office Technology, CLE – Correctional Law Enforcement, CM/N – Computer Maintenance/Networking, ECE – Early Childhood ,Education ET - Electromechanical Technology, ET/I – Electromechanical Technology-Instrumentation, HIT - Health Information Technology, HOSP - Hospitality Services, HP-Health Professions (no student majors), PN - Practical Nursing, WLD - Welding Technology

PROGRAMS	AOT	CMN	ECE	ET	ET/I	HIT	HOSP	PN	WLD	TOTAL
Total Graduates	**6**	**4**	**13**	**28**	**32**	**7**	**9**	**7**	**6**	**112**
Graduates Employed - Related Field	3	2	4	5	25	5	2	6	2	57
Graduates Employed - Unrelated Field	1	-	3	2	2	-	1	-	-	9
Not in Labor Force (Continuing Education, Health, etc.)	-	2	4	19	3	1	5	1	1	36
Unemployed	1	-	2	2	2	1	1	-	-	9
Unknown	1	-	-	-	-	-	-	-	-	1
Total Graduates Available for Placement	**6**	**2**	**9**	**9**	**29**	**6**	**4**	**6**	**5**	**76**
Total Placement Rate – Related Field	50%	100%	44%	56%	86%	83%	50%	100%	100%	75%
Total Placement Rate - Related & Unrelated)	67%	100%	75%	78%	93%	83%	75%	100%	100%	83%

	Total Placement Rate in Related Field	**75%**
	Total Placement Rate (Related and Unrelated)	**83%**
	Graduate Completers Who Took Licensure Exam	**7**
	Graduate Completers Who Passed Licensure Exam	**6**
	Licensure Pass Rate	**85.7%**

Administrative Office Technology; CMN – Computer Maintenance/Networking; ECE – Early Childhood Education; ET – Electromechanical Technology; ET/I – Electromechanical Technology – Instrumentation; HIT – Health Information Technology; HOSP – Hospitality Services; PN – Practical Nursing; and WLD – Welding Technology.

Graduate Follow-up	AOT	CMN	ECE	ET	ET/I	HIT	HOSP	PN	WLD	TOTAL
Total Graduates	**3**	**0**	**19**	**20**	**22**	**17**	**3**	**12**	**3**	**99**
Graduates Employed - Related Field			8	5	20	10	2	12	2	59
Graduates Employed - Unrelated Field				1	2	1			1	5
Not in Labor Force (Continuing Education, Health, etc.)	2		9	14		5	1			31
Unemployed	1		1							2
Unknown			1			1				2
Total Graduates Available for Placement	**1**		**10**	**6**	**22**	**12**	**2**	**12**	**3**	**68**
Total Placement Rate – Related Field	0%	0%	80%	83%	91%	83%	100%	100%	67%	87%
Total Placement Rate - Related & Unrelated)	0%	0%	80%	100%	100%	92%	100%	100%	100%	94%

	Total Placement Rate in Related Field	**87%**
	Total Placement Rate (Related and Unrelated)	**94%**
	Graduate Completers Who Took Licensure Exam	**12**
	Graduate Completers Who Passed Licensure Exam	**12**
	Licensure Pass Rate	**100%**

AOT – Administrative Office Technology; CMN – Computer Maintenance/Networking; ECE – Early Childhood Education; ET – Electromechanical Technology; ET/I – Electromechanical Technology – Instrumentation; HIT – Health Information Technology; HOSP – Hospitality Services; PN – Practical Nursing; and WLD – Welding Technology.