

University of Arkansas at Monticello

Academic Unit Annual Report Academic Year: 2019 - 2020

Unit: University of Arkansas at Monticello College of Technology - Crossett

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

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

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

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions. Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
Student Success Expand academic and degree offerings (technical and associate) to meet regional, state, and national demands.	Modify the Hospitality Technology Certificate of Proficiency and Technical Certificate to increase completion.	Complete- The following changes were approved by C&S for the Hospitality Technology program: Reducing number of hours required for the CP in Hospitality from 18 to 15 by removing the 3 hour CFA 1103 Tech Computer Fundamentals requirement. Reducing the required number of hours will improve the one semester CP completion rate. Previously students	These curriculum changes should increase the number of students completing the Hospitality CP and TC, and ultimately provide more candidates for the Associate of Applied Science in Hospitality and Tourism Management.

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
	<p>Develop an associate degree program to expand the pathway in Hospitality Technology.</p> <p>Develop a Certificate of Proficiency in Phlebotomy utilizing existing classes.</p>	<p>were required to successfully complete 18 hours, which has proven difficult. Students often drop one course, causing a delay in the completion of the CP which impacts productivity. Also, many students enrolling in the Hospitality Technology program are required to complete DEVT 101 or DEV 101 which adds an additional hour of coursework to a full schedule. The course CFA 1103 is included as a requirement in the Technical Certificate in Hospitality Services.</p> <p>Reducing the required number of hours for the TC in Hospitality Services from 37 to 34 by removing the course HOSP 1073 Hospitality Management. This course is an advanced level course and is a better fit in the Associate of Applied Science in Hospitality and Tourism Management (AASHTM). Moving this course to the AASHTM builds a transition from the TC to the associate level program, and reduces the required number of courses for students to earn the TC supporting completion and improving productivity.</p> <p>Complete- The Associate of Applied Science in Hospitality and Tourism Management (AASHTM) was developed and approved by C&S. The AASHTM creates an additional exit point for students who wish to complete advanced studies in the hospitality and tourism field. Students who complete the Associate of Applied Science in Hospitality and Tourism Management will be eligible to enroll in the Bachelor of Applied Science degree program. Advanced classes in Hospitality Management, Catering and Events Management, Advanced Tourism and Recreation, Leisure & Gaming were created to enhance student knowledge and employability.</p> <p>Complete- The Certificate of Proficiency in Phlebotomy was developed and approved by C&S. The courses that are included in the Phlebotomy Certificate of Proficiency were being offered but were not part of an organized program. The creation of the Phlebotomy Certificate of Proficiency will allow students the option of receiving a program</p>	<p>Consideration will need to be given to the possible need for additional faculty to teach the three upper level courses that were created to complete this degree program. Since the courses are offered in different semesters adjunct instructors can be utilized currently. Scheduling consideration must be given as there is only one lab kitchen that can be utilized for all Hospitality courses. Scheduling will need to be staggered to ensure that adequate time for lab activities as well as special cleaning procedures in regard to COVID-19.</p> <p>Due to COVID-19 students enrolled in the Phlebotomy lab (Spring 2020) have been unable to complete the required needle sticks to fulfill the course requirements. These students have received an Incomplete (I) until such time that students can return to</p>

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
		specific certificate.	clinical sites safely. With concerns regarding potential continued/increased COVID-19 cases there may be continued delays in clinical support necessary for course/program requirements. This could impact CP completion numbers.
<p>Student Success Encourage and support engagement in academics, student life, and athletics for a well-rounded experience.</p>	<p>Continue to support student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Bass Club, UAM-CTC Student Success Luncheon, and other student activities and events.</p>	<p>Complete- Please note additional activities were scheduled, but later cancelled due to COVID-19.</p> <p>UAM-CTC inducted 25 new members into the National Technical Honor Society.</p> <p>The UAM-CTC Bass Club maintained 10 active members, and registered for two tournaments in Spring 2020; however due to COVID-19 students did not participate in the tournaments.</p> <p>Several Thursdays in the fall free sack lunches and snacks were provided by the Crossett Presbyterian Church. These lunches/snacks are placed in the Student Center, allowing students the opportunity to have a meal together and connect.</p> <p>A Student Success Luncheon was held in November 2019 to recognize students for their accomplishments. An additional luncheon was scheduled for April; however, due to COVID-19 this luncheon was cancelled.</p> <p>Practical Nursing students conducted a Flu Clinic and Blood Drive in Fall 2019. Due to COVID-19 other activities were cancelled.</p> <p>During the week of fall preregistration students were treated to free popcorn in the Student Center during lunch and class breaks.</p> <p>During November 2020 a special recognition was held to honor students, faculty and staff who were veterans, law enforcement officers and first responders. UAM-CTC staff, along with Northside Baptist Church, provided coffee</p>	<p>The COVID-19 Pandemic will be considered for future student activities. Due to requirements regarding social distancing, limited group sizes, travel restrictions, and other considerations student engagement activities will need to be considered on a case by case basis, with special care paid to student, faculty and staff safety.</p>

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
		<p>and light breakfast refreshments.</p> <p>During February 2020 UAM-CTC sponsored a “We Love Our Students” event, providing food and door prizes. Students participated by creating program specific posters. Posters were judged by local community members and prizes were given to the 1st and 2nd place poster.</p>	
<p>Enrollment and Retention Gains- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.</p>	<p>Continue offering concurrent courses to include Blueprint Reading, English, math, and computer courses necessary to provide high school students the opportunity to earn a Certificate of Proficiency in Welding, and work towards earning a Technical Certificate in Welding Technology before exiting high school.</p> <p>Utilize concurrent courses such as Technical</p>	<p>Complete/Continuing – The following concurrent courses were offered AY 19-20 to support CP/TC obtainment in Welding Technology:</p> <p>WELD 1103 Blue Print Reading (2 sections) 25 attempt/pass WELD 1215 Shielded Arc Welding (2 sections) 29 attempt/pass WELD 1115 Basic Welding (2 sections) 29 attempt/pass WELD 1315 Gas Tung Arc Welding (1 section) 15 attempt/pass WELD 1415 Gas Metal Arc Weld (2 sections) 15 attempt/pass MAT 1203 Tech Math (2 sections) 25 attempt/24 pass MAT 2213 Advanced Industrial Math (2 sections) 24 attempt/pass</p> <p>Tech Computer Fundamentals and Tech Communication were not offered in AY 19-20 due to the 51% enrollment requirement.</p> <p>CPs in Welding Technology awarded to concurrent students – 41 TCs in Welding Technology – 2 concurrent students who graduated from high school in May 2020 returned to UAM-CTC and will complete the TC in Welding Technology in August 2020. 2 concurrent students who graduated from high school in May 2020 returned to UAM-CTC and will complete the TC in Welding Technology in December 2020.</p> <p>MAT Concurrent Offerings: MAT 1203 Tech Math (2 sections) 25 attempt/24 pass</p>	<p>The COVID-19 Pandemic will be considered for future concurrent courses. In-class course work was halted when Arkansas public schools and the University of Arkansas at Monticello campuses moved to online/remote teaching/learning. MAT, HIT and COM courses were continued through Alternate Methods of Instruction (AMI) packets/teaching to complete course requirements.</p> <p>NA courses, which were yearlong courses, had completed hands-on skill and clinical requirements in the fall and early spring. Instructors utilized AMI packets/teachings to complete theory and testing requirements.</p> <p>Instructors in WELD 1103 Blue Print Reading courses, which were yearlong courses, utilized AMI packets/teachings to complete course requirements.</p> <p>Spring WELD courses were completed utilizing online video simulation/education course work. Through the www.ctecoalition.com website students completed the American Welding Society’s Best Practices in Welding Safety course. Students were required to complete 11 modules which included pre-testing, video content/simulations, and post-testing.</p>

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
	<p>Math and Advanced Industrial Mathematics to assist students with mastery of necessary math skills in high school to succeed in technical courses in college.</p> <p>Offer additional courses that can lead to obtainment of CP/TC or advancement in UAM-CTC programs.</p>	<p>MAT 2213 Advanced Industrial Math (2 sections) 24 attempt/pass</p> <p>Additional Concurrent Offerings NA 1017 Nursing Assistant – (3 sections) – 35 attempt/pass – This resulted in the awarding of 35 Certificates of Proficiency in Nursing Assistant HIT 1113 Med Term (2 sections) 56 attempt/34 pass/1 withdraw COM 1102 Employability Skills/Ethics (1 section) – 64 attempt/pass</p>	<p>Considerations for the best way to implement concurrent courses in Academic Year 20-21 are currently being discussed. WELD and NA courses are the primary concern as students must complete hands on, clinical and certification testing requirements. Decreasing class sizes, practicing CDC guidelines, and utilizing additional venues for online/simulated practice skills are being considered.</p>
<p>Enrollment and Retention Gains- Develop systematic structures for first year and at-risk students.</p>	<p>Provide services for at-risk and provisional students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas and utilization Academic Alert system.</p>	<p>Complete/Continuing – Tutoring services were provided on the UAM-CTC campus during AY 2019-2020. Services were offered during days and evenings and were available both through appointments or “walk-in” times. Four (4) full time instructors and one (1) part time staff provided tutoring in the following areas: English, math, computer skills, and Blackboard usage. Other topic areas were assessed and referred to specialty faculty if identified.</p> <p>UAM-CTC utilized the EAB Academic Alert system to address concerns regarding student attendance, academic preparedness, etc. from August 2019 – March 26, 2020. During these months approximately 200 Academic Alerts were filed for UAM-CTC students. After March 24, 2020 the University began utilizing the Maxient System for filing Academic Alerts. Currently data from Maxient is not available for the period of March 26, 2020-July 2020. Alerts were followed up by the UAM Director of Academic Advising, professional advisors, UAM-CTC program advisors/faculty, the UAM-CTC Dean of Students, the Assistant Vice Chancellor for UAM-CTC, and the Conditional Prep/At Risk counselor. Students were contacted by emails, phone calls, texts and one-on-</p>	<p>Most face-to-face tutoring services were halted due to COVID-19 during Spring 2020. Instructors did offer to tutor students online, on the phone and in one-on-one settings following social distancing guidelines. This type of tutoring will need to be continued through the Fall 2020 semester as the majority of courses will be online or hybrid.</p> <p>Utilization of Academic Alerts were impacted by COVID-19 and by the switch from EAB to Maxient. The faculty will receive training on the use of the Maxient system for Academic Alerts during Professional Development Week 2020.</p>

Goal/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
		<p>one visits. Student interactions were documented and follow-up with instructors occurred.</p> <p>Intensive services were provided to 34 students identified as Conditional Prep July 2019-June 2020. Services included academic counseling, registration, referral for tutoring, or other academic assistance, follow-up on Academic Alerts for attendance or academic issues, etc. Seven (7) of the identified Conditional Prep students received a total of 12 certificates or degrees in the following programs between July 2019-June 2020.</p> <p>AASGT – 2 Electromechanical-Instrumentation Advanced TC – 2 Electromechanical Technology - 4 Welding Technology TC – 1 Child Development Associate CP – 2 Industrial Equipment Repair CP – 1</p> <p>Sixteen (16) of the students identified as Conditional Prep have been registered for courses in Summer II or Fall 2020 semesters.</p> <p>Support services were also provided to twenty nine (29) students identified as “at-risk” at UAM-CTC. These students meet one or more of the following criteria: returning student who was previously not successful; low test scores; single parents; displaced workers; non-traditional students; economically depressed; students with mental and/or physical disabilities, veterans, first generation college students, GED, and home schooled students who are not accustomed to a traditional classroom. Students were provided with one-on-one support with admissions, registration, attendance, grades, and referrals to other support services as needed.</p>	<p>Changes in personnel may impact this goal. UAM-CTC hired a new full time counselor in July 2020. The Conditional Prep advisor’s role is a part time, extra help role and will not be available full time.</p>

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

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “<i>fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment</i>”</p> <p>Strategic Plan Actions: Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands. Expand accessibility to academic programs.</p>	<p>This SLO supports the efforts of UAM-CTC to educate individuals who wish to pursue certificates and degrees in technical fields by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “<i>promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities.</i>”</p> <p>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.</p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education; as well as provide students with guidance and direction in an area of their interest that leads to various high-skill, high wage technical fields.</p>

<p style="text-align: center;">University Student Learning Outcome</p>	<p style="text-align: center;">Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p style="text-align: center;">Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p style="text-align: center;">Alignment with Unit Vision, Mission, and Strategic Plan</p>
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>These Unit SLOs support the mission element, “<i>fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</i>”</p> <p>Strategic Plan Actions: Encourage and support engagement in academics, student life, and athletics for a well-rounded experience. Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.</p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education by providing students a foundation of learning that can be utilized for advancement through an 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.</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO is directly linked to upholding the mission element, “<i>serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</i>”</p> <p>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.</p>	<p>This SLO aligns directly with the efforts of UAM-CTC to provide students with resources and support to develop the academic and technical skills necessary to enter in a wide range of technical careers.</p>

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

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

This SLO is evaluated utilizing the Completer/Graduate Follow-up Survey. Graduates are surveyed approximately 6 months after graduation by phone. Students are asked questions regarding employment in field of study, continued education, and satisfaction with program. Information from the survey is utilized during program assessments to identify necessary revisions. The Graduate Job Placement and Licensure rate for **2018-2019** is provided below.

Graduate Follow-up	Advanced Manufacturing Technology	Business Technology	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	Hospitality	Industrial Production Technology	Practical Nursing	Welding	Total
Total Graduates	6	0	3	41	37	8	2	11	15	9	132
Graduates Employed – Related Field	2	0	2	16	28	4	1	2	15	6	76
Graduates Employed – Unrelated Field	1	0	-	3	5	1	-	1	-	1	12
Not in Labor Force *1 Continuing Education *2 Military *3 Health/Family Care	1 (*1)	0	1 (*1)	17 (*1)	-	3 (*3)	1 (*1)	6 (*1)	-		29
Unemployed	1	0	-	1	1	-	-	1	-		4
Unknown	1	0	-	4	3	-	-	1	-	1	10
Total Graduates Available for Placement	5	0	2	24	37	5	1	5	15	9	103
Total Placement Rate – Related Field	40%	0	100%	67%	76%	80%	100%	40%	100%	67%	74%
Total Placement Rate – Related and Unrelated Fields	60%	0	100%	79%	89%	100%	100%	60%	100%	78%	86%
Graduate Completers who	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	15	n/a	15

Graduate Follow-up	Advanced Manufacturing Technology	Business Technology	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	Hospitality	Industrial Production Technology	Practical Nursing	Welding	Total
took Licensure Exam											
Graduate Completers who Passed Licensure Exam	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	15	n/a	15
Licensure Pass Rate	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%

* Please Note: The following programs had no graduates in 2018-2019 and are not reflected in this chart: Computer Maintenance/Networking, Health Professions, and HVAC/R.

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

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

Year	AASGT	AASIT	AASMT	AA	AAN	BA/BS/BAS	TOTAL
2019-2020	61	31	5	4	1	2	104
2018-2019	68	34	3	4	2	2	113
2017-2018	32	15	n/a	4	1	3	55
Total	161	80	8	12	4	7	272

Public/Stakeholder/Student Notification of SLOs

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

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

Enrollment

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

ADVANCED MANUFACTURING TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Manufacturing Principles CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman			2	n/a	n/a
Sophomore					
Junior			1	n/a	n/a
Senior					
Post Bach					
Total			3	n/a	n/a

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

UNDERGRADUATE PROGRAM MAJOR: Industrial Production Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		9	2	n/a	n/a
Sophomore		1		n/a	n/a
Junior		1	1	n/a	n/a
Senior					
Post Bach					
Total		11	3	n/a	n/a

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

UNDERGRADUATE PROGRAM MAJOR: Advanced Manufacturing Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		12	5	n/a	n/a
Sophomore		2	2	n/a	n/a
Junior		1	1	n/a	n/a
Senior		1		n/a	n/a
Post Bach					
Total		16	8	n/a	n/a

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

BUSINESS TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Basic Business Principles CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman			7	7 / 2.3	9 / .9
Sophomore			1	1 / .33	2 / .2
Junior			1	1 / .33	2 / .2
Senior					
Post Bach					
Total			9	9 / 3	13 / 1.3

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

UNDERGRADUATE PROGRAM MAJOR: Business Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	2		8	10 / 3.3	86 / 8.6
Sophomore	2		1	3 / 1	13 / 1.3
Junior			1	1 / .33	4 / .4
Senior					2 / .2
Post Bach					1 / .1
Total	4		10	14 / 4.7	106 / 10.6

EARLY CHILDHOOD EDUCATION PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		6	9	15 / 5	22 / 2.2
Sophomore		1	2	3 / 1	5 / .5
Junior					1 / .1
Senior					
Post Bach					
Total		7	11	18 / 6	28 / 2.8

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

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	3	9	7	19 / 6.3	149 / 14.9
Sophomore	5	1	3	9 / 3	63 / 6.3
Junior	2	2		4 / 1.3	11 / 1.1
Senior					5 / .5
Post Bach					
Total	10	12	10	32 / 10.7	228 / 22.8

ELECTROMECHANICAL TECHNOLOGY-INSTRUMENTATION PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Industrial Equipment Repair CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		10	34	44 / 14.67	
Sophomore		6	6	12 / 4	
Junior		1	3	4 / 1.33	
Senior		1		1 / .33	
Post Bach					
Total		18	43	61 / 20.3	

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

UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	43	39	44	126 / 42	353 / 35.3
Sophomore	17	14	15	46 / 15.3	83 / 8.3
Junior		2	3	5 / 1.7	10 / 1.0
Senior		1		1 / .33	2 / .2
Post Bach					
Total	60	56	62	178 / 59.3	448 / 44.8

UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology-Instrumentation TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		3	46	49 / 16.3	54 / 5.4
Sophomore	11	1	26	38 / 12.7	107 / 10.7
Junior	5		4	9 / 3	23 / .3
Senior			2	2 / .67	5 / .5
Post Bach					
Total	16	4	78	98 / 32.7	189 / 16.9

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

HEALTH INFORMATION TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Healthcare Office Skills CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		1	9	10 / 3.3	16 / 1.6
Sophomore	1	1	3	5 / 1.67	6 / .6
Junior					
Senior			1	1 / .33	1 / 1.1
Post Bach					
Total	1	2	13	16 / 5.3	23 / 3.3

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

UNDERGRADUATE PROGRAM MAJOR: Health Information Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	9	1	11	21 / 7	81 / 8.1
Sophomore	3	2	6	11 / 3.67	28 / 2.8
Junior		1		1 / .33	13 / 1.3
Senior			2	2 / .67	6 / .6
Post Bach					1 / .1
Total	12	4	19	35 / 11.7	129 / 12.9

HOSPITALITY TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Hospitality Skills CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		1	7	8 / 2.7	2 / .2
Sophomore			2	2 / .67	2 / .2
Junior					
Senior					
Post Bach					
Total		1	9	10 / 3.4	4 / .4

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

UNDERGRADUATE PROGRAM MAJOR: Hospitality Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	3	9	7	19 / 3.3	64 / 6.4
Sophomore	1	3	2	6 / 2	22 / 2.2
Junior					4 / .4
Senior					
Post Bach					
Total	4	12	9	25 / 5.3	90 / 9

HVAC/R TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: HVACR CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	n/a	n/a	n/a	n/a	n/a
Sophomore	n/a	n/a	n/a	n/a	n/a
Junior	n/a	n/a	n/a	n/a	n/a
Senior	n/a	n/a	n/a	n/a	n/a
Post Bach	n/a	n/a	n/a	n/a	n/a
Total	n/a	n/a	n/a	n/a	n/a

UNDERGRADUATE PROGRAM MAJOR: HVACR Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	n/a	n/a	n/a	n/a	n/a
Sophomore	n/a	n/a	2	n/a	n/a
Junior	n/a	n/a	n/a	n/a	n/a
Senior	n/a	n/a	n/a	n/a	n/a
Post Bach	n/a	n/a	n/a	n/a	n/a
Total	n/a	n/a	2	n/a	n/a

NOTE: The HVACR program was not offered until Spring 2020, so no enrollment is expected for 2017 and 2018. Two students did enroll in Fall 2019 but did not start the program till Spring 2020. Data is not available to provide 3-year total/average and 10-year total/average.

NURSING PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		8	10	18 / 6	24 / 2.4
Sophomore			1	1 / .33	4 / .4
Junior					
Senior					
Post Bach					
Total	n/a	8	11	19 / 6.3	28 / 2.8

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

UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	23	31	33	87 / 29	391 / 39.1
Sophomore	15	9	5	29 / 9.67	135 / 13.5
Junior	4	7	8	19 / 6.3	56 / 5.6
Senior		4	5	9 / 3	25 / 2.5
Post Bach					4 / .4
*Special Student					1 / .1
Total	42	51	51	144 / 48	612 / 61.2

WELDING TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Welding Technology CP

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman		5	8	13 / 4.33	18 / 1.8
Sophomore		1		1 / .33	1 / .1
Junior					
Senior			1	1 / .33	1 / .1
Post Bach					
Total		6	9	15 / 5	20 / 2

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

UNDERGRADUATE PROGRAM MAJOR: Welding Technology TC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	18	15	14	47 / 15.67	169 / 16.9
Sophomore	2		1	3 / 1	14 / 1.4
Junior					2 / .2
Senior			1	1 / .33	3 / .3
Post Bach					
Total	20	15	16	51 / 17	188 / 18.8

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

Strengths

- Enrollment continues to be strong in the Electromechanical Technology and Electromechanical Technology-Instrumentation programs. This program reaches capacity enrollment each semester with additional students being placed on a program waiting list.
- Enrollment continues to be strong in the Pending Practical Nursing and Practical Nursing programs. The Practical Nursing Program has reached enrollment capacity each year with additional students being placed on a program waiting list.
- The Nursing Assistant Certificate of Proficiency program is strong, and with new efforts to show program enrollment before census date, shows enrollment growth.

- The Business Technology program has shown an increase in both enrollment and completion numbers in the past year. As the instructor continues to work with community partners for recruitment efforts we plan to see continued growth.

Weaknesses

- Enrollment has dropped significantly in the Advanced Manufacturing Technology programs. Industry sponsorship of students was a large drawing factor for the program. Changes in management, economic downturns and COVID-19 have all caused industry partners to limit or end sponsorships. It is unclear what changes may occur in upcoming semesters.
- CP, Advanced TC, and AAS program enrollment numbers are consistently low due to requirements regarding TC/CP enrollment and financial aid. Students are initially enrolled in the TC program, with the CP, Advanced TC, and AAS related degrees being added later. If these certificates and degrees are not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data. This is reflected in data for AYs 14-18.

Opportunities for Growth

- The offering of an online HIT program is expected to create additional growth. While some course work has always be available in the online format, in fall 2020 all program courses will be offered in traditional and online format. It is expected that the program enrollment numbers will grow for those wanting to seek a degree in a completely online format.
- Partnership with the Arkansas Early Childhood Association TEACH program will support an increase in the Child Development Associate Certificate of Proficiency and Early Childhood Education Technical Certificate. This program provides early childhood centers funding to support current employees' efforts to enroll in and complete classes. As faculty continues to promote this opportunity to community partners and surrounding childcare centers it is expected that program enrollment numbers will grow.
- Spring implementation of the HVACR program is an opportunity for additional growth. In 19-20 Academic Year five HVACR certificates of proficiency were awarded, with four students registered to return to complete the HVACR.

Threats to Effectiveness

- All programs face issues with the continued COVID-19 pandemic. While some technical programs can utilize online learning formats, many programs must have in-person, hands on skill based training. Welding, HVACR, Electromechanical, Electromechanical-Instrumentation, Practical Nursing, Nursing Assistant and Phlebotomy all have required skill based training and testing. Students who are not able to complete those elements of classwork and testing may find they are unprepared for state, national and industry required

testing for required credentials. While computer simulated training does provide some options it does not replace the need for hands on instruction under a skilled, knowledgeable instructor. In order to continue to graduate trained, competent students who are ready to compete in today's markets for high pay technical jobs we continue to develop plans to provide hands on training to students while maintaining highest regard for the safety of our students, faculty and staff.

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Major: Business Technology TC	Number	Percentage
Number enrolled Fall 2017	4	100%
Number and percentage graduated in that major during 17-18 academic year	3	75%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	-	-

Major: Early Childhood TC	Number	Percentage
Number enrolled Fall 2017	10	100%
Number and percentage graduated in that major during 17-18 academic year	6	60%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	1	10%

Major: Electromechanical Technology TC	Number	Percentage
Number enrolled Fall 2017	60	100%
Number and percentage graduated in that major during 17-18 academic year	22	37%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	9	15%

Major: Health Information Technology TC	Number	Percentage
Number enrolled Fall 2017	12	100%
Number and percentage graduated in that major during 17-18 academic year	6	50%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	5	42%

Major: Hospitality Services TC	Number	Percentage
Number enrolled Fall 2017	4	100%
Number and percentage graduated in that major during 17-18 academic year	2	50%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)		

Major: Practical Nursing TC	Number	Percentage
Number enrolled Fall 2017	17	100%
Number and percentage graduated in that major during 17-18 academic year	12	71%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	N/A	N/A

Major: Welding Technology TC	Number	Percentage
Number enrolled Fall 2017	20	100%
Number and percentage graduated in that major during 17-18 academic year	9	45%
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	-	-

Major: Electromechanical-Instrumentation Advanced TC	Number	Percentage
Number enrolled Fall 2017 <i>*The Advanced TC enrollment data is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the Advanced TC degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data</i>	16*	100%
Number and percentage graduated in that major during 17-18 academic year	27	* Percentage not applicable.
Number and percentage that graduated in that major in Summer II and Fall 2018 (2185 and 2186)	-	-

Please note the following programs were not active and have no data to present for 2017-2018: Advanced Manufacturing Technology Technical Certificate; HVACR Technical Certificate; Industrial Production Technology Technical Certificate.

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

Strengths

- Making all skill based Welding Technology courses available as 8W courses allows for more timely progression through coursework, contributing to completion rates.
- If students adhere to the suggested schedule all TC programs can be completed within one year.

Weaknesses

- Many Early Childhood Education students are unable to attend as full time students. This causes a delay in completion of the required coursework for the TC. We are hopeful offering courses online and continued promotion of the TEACH program will provide funding and flexibility for students to attempt more courses per semester.
- The Hospitality program required students to successfully complete 18 hours the first semester. This proved difficult for students. Students often drop one course, causing a delay in the completion of the CP which impacts productivity. Also, many students enrolling in the Hospitality Technology program are required to complete DEVT 101 or DEV 101 which adds an additional hour of coursework to a full schedule.

Opportunities for Growth

- Changes in the Hospitality Program will now create a more streamlined schedule for students and improve

- chances of completion within the one year time frame.
- Offering additional courses in online or hybrid format provide working students flexibility of completing more courses per semester, increasing chances of timely completion.

Threats to Effectiveness

- All programs face issues with the continued COVID-19 pandemic. Many students face employment and childcare issues related to the pandemic. Many programs were delayed or unable to complete clinical and certification trainings. There is great consideration for the need for qualified program completers while maintaining the safety of our students, faculty and staff.

Gateway Course Success - N/A

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Associates of Applied Science					
AAS Advanced Manufacturing Technology * not available during this time	*	6	5	11	N/A Only available 2 of the 3 years)
AAS General Technology (CROSS Students Only)	32	68	61	161	54
AAS Industrial Technology	15	33	32	80	27
Advanced Technical Certificate					
Advanced Technical Certificate Electromechanical Instrumentation Technology	27	37	35	99	33
Technical Certificates					
Advanced Manufacturing Technology *not available during this time	*	6	5	11	4
Business Technology	3	-	4	7	2
Early Childhood Education	6	3	1	10	3
Electromechanical Technology	22	41	48	111	37

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Health Information Technology	6	8	9	23	8
Hospitality Services	2	2	1	5	2
HVACR Technology * not available during this time	*	*	*	*	* N/A Only available 1 of 3 years.
Industrial Production Technology * not available during this time	*	11	2	13	* N/A Only available 2 of 3 years.
Practical Nursing	12	15	14	41	13.6
Welding Technology	9	9	5	23	8
Certificates of Proficiency					
Basic Business Principles	5	-	7	12	4
Child Development Associate	5	3	3	11	4
Healthcare Office Skills	10	5	9	24	8
Hospitality Skills	2	2	2	6	2
HVACR Fundamentals	n/a	n/a	5	5	N/A Only available 1 of 3 years.
Industrial Equipment Repair	39	42	45	126	42
Manufacturing Principles * not available during this time	*	11	3	14	*N/A Only available 2 of 3 years.
Nursing Assistant	71	59	60	190	63.3
Welding Technology	13	33	48	94	31

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

- Advanced Manufacturing Technology Program** (Manufacturing Principles CP, Industrial Production Technology TC, Advanced Manufacturing Technology TC and AAS Advanced Manufacturing Technology) – Only 2 years of data is available for this program (approval date 4/2018). Data indicates that students are completing the full pathway for the Advanced Manufacturing Technology program. However, enrollment in the program decreased in 2019-2020. Limited employment

partners has played a role in this decrease. Economic and safety concerns related to COVID-19 may have continued impacts on future enrollment. Currently the TCs and AAS would be considered as meeting viability standards.

- **Business Technology Program** (Basic Business Principles CP and Business Technology TC) – Analysis of 3-year data indicates after a decrease in 18-19 the program experienced an increase in enrollment and completion. While the current 3-year completion numbers do not meet viability standards. It is expected that this program will see some enrollment growth in 2020-2021 in relation to the Guided Pathways Initiative and the offering of courses at UAM-CTC online, and on the UAM Monticello campus. It remains to be seen if completion numbers will grow in relation to projected enrollment increases. Area employers are expressing a strong need for the program as evidenced by several calls requesting graduate referrals for available jobs.
- **Early Childhood Education Program** (Child Development Associate CP, Early Childhood Education TC) – Analysis of 3-year data averages indicate the TC does not currently meet viability standards. Due to the closing of daycares and early childhood centers in relation to COVID-19 students were not able to complete all required practicum hours in the 19-20 academic year. Options are being explored for alternatives to current practicum requirements. Additional considerations include few Early Childhood Education students are full time students. Often students take 1-2 classes per semester as they are often working full time. The Guided Pathway initiative, along with the availability of additional courses being offered online, may increase enrollment numbers.
- **Electromechanical Technology Program/Electromechanical Technology-Instrumentation** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical Technology-Instrumentation Advanced TC) – Analysis of 3-year data indicates strong enrollment and completion in all three programs. All programs far exceed the viability standards. This program is strong and continues to grow; however, this growth has resulted in increased resource need (equipment, space, instructors). This is a consideration for future resource allocation.
- **Health Information Technology** (Health Information Technology TC, Healthcare Office Skills CP) – Analysis of 3-year data indicates strong enrollment and completion and meeting viability standards. The Guided Pathways initiative, which steers some students who do not qualify to enter the nursing program toward HIT as an employment option in the field of healthcare, may increase enrollment numbers. Efforts have been made to offer multiple courses online to increase flexibility and availability for students outside of the Crossett area which may also increase enrollment numbers.
- **Hospitality Technology** (Hospitality Services TC, Hospitality Skills CP) – Analysis of 3-year data indicates moderate enrollment with low completion numbers. This program TC does not meet viability standards. In 2017 the Hospitality Technology program was relocated to the Monticello campus, and in 2018 the program received a grant to begin the process of creating a permanent classroom/lab space. Addition of the AASHTM, completion of new classroom with kitchen/lab facilities, and curriculum/program changes in hours/courses required to complete the CP and TC should result in increased enrollment numbers.
- **Practical Nursing** (Nursing Assistant CP, *Practical Nurse TC PENDING, Practical Nursing TC) –
 - An important distinction should be made prior to discussions related to this program. The UAM-CTC Practical Nursing TC program (PN) has a limited enrollment of 20 students per year. Students must successfully complete all prerequisite course work to apply for enrollment in the PN program. In order to complete the required prerequisites students are enrolled in the PENDING Practical Nursing program (PENDING). There is no

differential between the PENDING program and the PN program in enrollment data numbers. Therefore there appears to be a large gap between enrollment and completion.

- It is also important to recognize that the Nursing Assistant CP enrollment data is not reflective of actual students completing the program. Due to requirements regarding enrollment and financial aid students are initially enrolled in the PENDING, with the NA CP being added to their stack later. If the certificate is not added to the student's stack by census, the fall enrollment data appears low.

With these considerations in mind, analysis of three year data indicates strong enrollment in the PENDING program. Considering a maximum of 20 class openings per year for the PN program, completion data is strong. The program is meeting viability standards.

- Welding Technology** (Welding CP, Welding Technology TC) – It is important to mention that Welding class size is dictated by the number of welding machines. Since AY 2016-2017 a maximum of 22 students could be enrolled in the program per semester. Prior to this, only 10 students per semester could be enrolled in the advanced courses due to equipment availability and course offerings. Analysis of 3-year data indicates strong enrollment and a strong completion rate. This program does meet viability standards.

Faculty

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

Teaching Load								
Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Ballard, Susanne	Instructor 10.5	BA, BS	Business Technology		19	16	6	UAM-CTC Academic Appeals Chair; UAM-CTC Faculty Equity and Grievance
Bryant, Donald (8/2019-10/2019)	Instructor 9.0	Corporate Training	Electromechanical & Instrumentation		17			
Caldwell, Michael (Began 8/2019)	Instructor 10.5	Corporate Training	Electromechanical & Instrumentation		14	17	6	
Campbell, Jr., William (Began 1/2020)	Instructor 10.5	Corporate Training	HVACR Technology			13	3	
Dubose, James	Instructor 10.5	Corporate Training	Welding Technology		14	15	8	UAM-CTC Academic Appeals; UAM-CTC Faculty Equity and Grievance; UAM-CTC Student Affairs
Dubose, Donnie	Instructor 9.0	TC	Welding Technology		14	16		UAM-CTC Faculty Equity and Grievance
Fairris, Jerry (Fall Semester)	Instructor 9.0	EdD	Mathematics		17			UAM-CTC Faculty Equity and Grievance; Library Committee

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Only)								
Hart, Carolyn	Instructor 10.5	MSE	English		15	15		UAM-CTC Academic Appeals; National Technical Honor Society Co-Chair; UAM-CTC Curriculum and Standards
Jenkins, James	Instructor 10.5	Corporate Training	Electromechanical & Instrumentation		15	14	6	UAM-CTC Academic Appeals; UAM-CTC Faculty Equity and Grievance
Kemp, Kirk (1/2020 – 5/2020)	Visiting Instructor	BS	Electromechanical & Instrumentation			14		
Lindsey, Alice	Instructor 9.0	BS	Hospitality Technology		14	12		UAM-CTC Academic Appeals; UAM-CTC Student Affairs
Long, Keith	Instructor 10.5	Corporate Training	Manufacturing		7	15	6	FAME Program Director
Noble, Kayla	Instructor & Other 10.5	AASN	Practical Nursing		4	6	4	UAM-CTC Academic Appeals
Owens, Richard	Instructor 10.5	BS	Electromechanical & Instrumentation		11	15	3	UAM-CTC Academic Appeals; UAM-CTC Curriculum and Standards
Upshaw, Shela	Instructor 10.5	BSN	Practical Nursing		18	18	6	UAM-CTC Academic Appeals; UAM Curriculum and Standards
Wallis, Kim	Instructor 10.5	MBA	Health Information Technology, Computer Information Systems		15	18	6	UAM-CTC Academic Appeals; National Technical Honor Society Co-Chair
White, Alisa	Instructor 10.5	MEd, Ed Specialist	Early Childhood Education		16	15	6	UAM-CTC Academic Appeals; UAM-CTC Student Affairs
ADJUNCT								
Adams, Nick	Adjunct	MA	History		3	3		
Andrews, Jennifer	Adjunct	ASN	Certified Nursing Assistant		7	7		
Bayliss, Jerry	Adjunct	MAT	Math			3		
Beavers, Karon	Adjunct	ASN	Health Information Technology		6	6		
Culpepper, Landon	Adjunct	MAS	Manufacturing		3			
Davis, Lonni	Adjunct	MS	Math			3		
Goyne, Krista	Adjunct	MAT	Nutrition		3			
Halley, Karen	Adjunct	BS/PN TC	Phlebotomy		4	2		

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Harper, Barbara	Adjunct	ADN	Practical Nursing		4	5		
Lafferty, Dennis	Adjunct	DPM	Nutrition		6	6		
Loe Hocking, Tonya	Adjunct	MAT	Business Technology and Communications		3			
Polk, Cynthia	Adjunct	MSW	Psychology, Sociology		3	3		

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

New Hires – Donald Bryant, Electromechanical Technology-Instrumentation (8/2019)
Michael Caldwell, Electromechanical Technology-Instrumentation (8/2019)
William Campbell, Jr., HVACR Technology (1/2020)

Resignations- Donald Bryant resigned 10/2019 to accept a job out of state. Kirk Kemp, former Electromechanical Technology-Instrumentation instructor, returned in the position of Visiting Instructor for the spring semester to fill this vacancy.

Retirements- Jeff Fairris, Mathematics (12/2019)
Carolyn Hart, English (7/2020)

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	5,533		Baseline
2010-11	5,957	+ 7.6 %	Increase
2011-12	9,843	+ 65.2%	Increase – Offering more General Education courses & Electromechanical
2012-13	10,815	+ 9.8%	Increase
2013-14	10,738	-.07%	Financial aid was unavailable for Summer I term; decreased enrollment in Summer I term.
2014-15	6,272	-58%	Financial aid was unavailable for Summer II term; decreased enrollment in Summer II term. Institutional change to require all non-technical courses to be counted in UAM Monticello numbers instead of UAM-CTC; change in tuition for non-technical courses resulted in students transferring to less expensive programs (33% decrease in technical enrollment and 82% decrease in non-technical enrollment); decline in enrollment similar to other Arkansas institutions of higher education.
2015-16	5,171	-21.2%	Continued impacts from policy changes and overall higher education decline in enrollment as stated in 2014-2015

Academic Year	Total SSCH Production	Percentage Change	Comment
			comments.
2016-17	5,490	+6.1%	Implementation 8-week classes in Welding Technology courses allowed multiple class offerings each semester allowing students to enter the program at different times/semesters. Increased number of welding machines allowed for increase from 10 to 22 students per classes. Increased enrollment in Electromechanical Technology and Practical Nursing.
2017-18	6,183	+ 12.6	Increases in enrollment in Electromechanical Technology, Practical Nursing, and Welding. Addition of Advanced Manufacturing Technology Program.
2018-19	7,761	+ 25,5	Increased enrollment in CP programs, continued max enrollment in Electromechanical and Nursing programs. Increased enrollment in Hospitality Technology.
2019-20	7,977	+2.78	Initial enrollment in HVACR Technology and Phlebotomy Technology programs. Decreased enrollment in Welding Technology.

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

- Addition of initial student enrollment in HVACR and Phlebotomy Technology programs.
- Slight decrease in enrollment in Welding Technology.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
ACT/Agreement	Assessment to assist with Career Readiness certificates	9/9/2016	Review Annually	7/1/2020
Area Agency on Aging, Crossett/MOU	Internship site for Health Information Technology students	5/29/2018	1 term	7/1/2020
Arkansas Department of Health/Agreement	Clinical education for Practical Nursing students	8/1/2016	No end date	7/1/2020
Arkansas Department of Higher Education/MOU	Regional Workforce Grant Program	7/1/2018	6 months	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Department of Higher Education/MOU	Career Pathways Initiative Grant	6/25/2018	1 year	7/1/2020
Arkansas Department of Higher Education/MOU	College and Career Coach	7/1/2018	1 year	7/1/2020
Ashley County Medical Center/MOU	Internship site for Health Information Technology	5/29/2018	1 term	7/1/2020
Ashley County Medical Center/MOU	Clinical education for Practical Nursing students	3/5/2013	No end date	7/1/2020
Ashley County Medical Center/MOU	Clinical site for Phlebotomy students	8/21/2019	No end date	7/1/2020
Belle View Estates Rehabilitation and Career Center/MOU	Clinical facility for Practical Nursing & Nursing Assistant students	9/1/2017	No end date	7/1/2020
Computer Works of Chicago, Inc.	Bookstore (Textbooks Sales)	7/1/2018	Review Annually	7/1/2020
Carousel School, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	
Cisco/MOU	Cisco Training Academy	7/1/2018	Automatic annual renewal	7/1/2020
Crossett High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2020
Crossett Learning Center/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2020
Crossett Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2020
Discovery Children's Center/Agreement	Internship site for Early Childhood Education students	2/26/2019	1 semester	7/1/2020
Drew Memorial Hospital/MOU	Clinical education for Practical Nursing students	4/1/2017	No end date	
First Baptist Church Wee School/MOU	Clinical facility for Practical Nursing students	10/30/2017	5 years	7/1/2020
First Step of Hamburg	Internship site for Early Childhood Education students	1/22/2019	1 semester	7/1/2020
Hamburg High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2020

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Hamburg Pre-K/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2020
Hamburg Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2020
Kid's Academy, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2020
Kid's Korner, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2020
Mainline Health Systems, Inc./MOU Portland	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2020
Mainline Health Systems, Inc./MOU Wilmot	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2020
Monticello Occupational Education Center/Agreement	Secondary Center Satellite Agreement	7/1/2018	1 year	7/1/2020
Monticello Occupational Education Center/Concurrent	Secondary Center Satellite Concurrent	7/1/2018	1 year	7/1/2020
Morehouse General Hospital/MOU	Clinical education for Practical Nursing	8/21/2013	No end date	7/1/2020
Oak Wods Rehab & Wellness	Clinical education for Practical Nursing	8/22/2019	No end date	7/1/2020
SEACAC/Head Start	Internship site for Early Childhood Education	1/9/2019	1 semester	7/1/2020
SEACBEC-Warren	Concurrent Credit	7/1/2018	1 year	7/1/2020
Stonegate Villa Health & Rehabilitation/Cooperative Agreement of Affiliation/MOU	Clinical facility for Nursing Assistant	3/4/2016	No end date	7/1/2020
The Woods of Monticello Health and Rehabilitation Center	Clinical facility for Nursing Assistant students	5/24/2018	No end date	7/1/2020
Trotter House/MOU	Internship site for Hospitality students	1/1/2018	1 semester	Will end 6-30-2020
UAM Missionary Baptist Student Fellowship/Agreement	Rental of commercial kitchen for Hospitality Services program	8/15/2018	1 year	Will end 6-30-2020

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

**PROFESSIONAL DEVELOPMENT ACTIVITIES
UAM College of Technology-Crossett
2019-2020**

Date	Topic	Faculty	Staff	Admin.	Presenter/Location	Training Hours
7/8-9/19	CPI Director's Meeting			X	Willie Murdock Little Rock, AR	12
7/16-18/19	Career Conference		X	X	Sonya Wright-McMurray Little Rock, AR	28
7/24-25/19	ECEP Coaching Training	X			Hudson Coaching Institute Little Rock, AR	15
9/16-19/19	Career Coach Training		X		Sonya Wright-McMurray Little Rock, AR	8
9/30/19	EC Cohort Meeting	X			Mindy Shaw Little Rock	3
10/16-17/19	ACT WorkKeys Admin and Curriculum Training			X	Rick Harris Little Rock, AR	12
10/24/19	No Small Matter	X			Geania Dickey Little Rock	1.5
10/24/19	Successful Strategies for ECE	X			Dr. Clara Carroll Little Rock	1.5
10/25/19	Maternal Depression, Effects on Children	X			Jenni Smith Little Rock	1.5
10/25/19	DAP & Child Development	X			Janice Carter Little Rock	1.5
10/25/19	Using Giggles to De-Stress	X			Rita Neve Little Rock	1.5
10/25/19	Preschool Behaviors	X			Joanna Blocker Little Rock	1.5
10/25/19	TEACH Opportunities	X			Jeff Dyer Little Rock	1.5
10/25/19	Family Involvement Impact	X			Donia Timby Little Rock	1.5
10/26/19	General Session Arkansas EC Association	X			Tara Wright Little Rock	1.5
10/28-30/19	ACT Workforce Summit 2019			X	Fred McConnell Charlotte, NC	20
11/12/19	ECEP Regional Meeting	X			Elizabeth Scudder Little Rock	2.5
11/14-15/19	Arkansas Prescription Drug Abuse Summit	X			State Attorney General's Office Monticello, AR	8

Date	Topic	Faculty	Staff	Admin.	Presenter/Location	Training Hours
12/5/19	Work Ready Community Meeting for Drew County			X	Eddie Thomas Monticello, AR	2
12/6/19	Dawson Coop Annual Meeting	X			Jenny Williams/Stephanie Eddy Little Rock	5
1/16-17/20	Observation & Assessment: Arkansas Child Development Standards	X			Jenny Dura/Natasha Crosby Fayetteville, AR	12
3/3/20	ACT Arkansas Summit 2020			X	Cheri Tune, Steve Sparks, Eddie Thomas, Kelli Cypert Arkadelphia, AR	6
4/2/20	Arkansas Apprenticeship Coordination Meeting			X	Karen Breashears Little Rock, AR	2
5/7/20	Arkansas Apprenticeship Coordination Meeting			X	Karen Breashears Little Rock, AR	2
6/4/20	Arkansas Apprenticeship Coordination Meeting			X	Karen Breashears Little Rock, AR	2

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

- Reducing number of hours required for the CP in Hospitality from 18 to 15 by removing the 3 hour CFA 1103 Tech Computer Fundamentals requirement. - Reducing the required number of hours will improve the one semester CP completion rate. Previously students were required to successfully complete 18 hours, which has proven difficult. Students often drop one course, causing a delay in the completion of the CP which impacts productivity. Also, many students enrolling in the Hospitality Technology program are required to complete DEVT 101 or DEV 101 which adds an additional hour of coursework to a full schedule. The course CFA 1103 is included as a requirement in the Technical Certificate in Hospitality Services.
- Reducing the required number of hours for the TC in Hospitality Services from 37 to 34 by removing the course HOSP 1073 Hospitality Management. - This course is an advanced level course and is a better fit in the Associate of Applied Science in Hospitality and Tourism Management (AASHTM). Moving this course to the AASHTM builds a transition from the TC to the associate level program, and reduces the required number of courses for students to earn the TC supporting completion and improving productivity.
- The Associate of Applied Science in Hospitality and Tourism Management (AASHTM) was developed and approved by C&S. - The AASHTM creates an additional exit point for students who wish to complete advanced studies in the hospitality and tourism field. Students who complete the Associate of Applied Science in Hospitality and Tourism Management will be eligible to enroll in the Bachelor of Applied Science degree program. Advanced classes in Hospitality Management, Catering and Events Management, Advanced Tourism and Recreation, Leisure & Gaming were created to enhance student knowledge and employability.
- The Certificate of Proficiency in Phlebotomy was developed and approved by C&S. - The courses that are included in the Phlebotomy Certificate of Proficiency were being offered but were not part of an organized program. The creation of the Phlebotomy Certificate of Proficiency will allow students the option of receiving a program specific certificate.

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

- Reducing number of hours required for the CP in Hospitality from 18 to 15 by removing the 3 hour CFA 1103 Tech Computer Fundamentals requirement. - Reducing the required number of hours will improve the one semester CP completion rate. Previously students

were required to successfully complete 18 hours, which has proven difficult. Students often drop one course, causing a delay in the completion of the CP which impacts productivity. Also, many students enrolling in the Hospitality Technology program are required to complete DEVT 101 or DEV 101 which adds an additional hour of coursework to a full schedule. The course CFA 1103 is included as a requirement in the Technical Certificate in Hospitality Services.

- Reducing the required number of hours for the TC in Hospitality Services from 37 to 34 by removing the course HOSP 1073 Hospitality Management. - This course is an advanced level course and is a better fit in the Associate of Applied Science in Hospitality and Tourism Management (AASHTM). Moving this course to the AASHTM builds a transition from the TC to the associate level program, and reduces the required number of courses for students to earn the TC supporting completion and improving productivity.
- The Associate of Applied Science in Hospitality and Tourism Management (AASHTM) was developed and approved by C&S. - The AASHTM creates an additional exit point for students who wish to complete advanced studies in the hospitality and tourism field. Students who complete the Associate of Applied Science in Hospitality and Tourism Management will be eligible to enroll in the Bachelor of Applied Science degree program. Advanced classes in Hospitality Management, Catering and Events Management, Advanced Tourism and Recreation, Leisure & Gaming were created to enhance student knowledge and employability.
- The Certificate of Proficiency in Phlebotomy was developed and approved by C&S. - The courses that are included in the Phlebotomy Certificate of Proficiency were being offered but were not part of an organized program. The creation of the Phlebotomy Certificate of Proficiency will allow students the option of receiving a program specific certificate.

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

Encouraged and supported engagement in academics, student life, and athletics for a well-rounded experience by supporting student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Bass Club, UAM-CTC Student Success Luncheon, and other student activities and events.

Developed systematic structures for first year and at-risk students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas and utilization Academic Alert system.

Other Unit Student Success Data

NCCER Core Curriculum Certifications – 48

National Council Licensed Practical Nurse Examination – 15

American Welding Society WPS B.1-1-022-94 Certifications (2G, 3G and 4G) – 24

Career Readiness Certificate – 14

FANUC Certification Handling Tool Operations and Programming – 6

Grants – See listing on page 33

UAM COLLEGE OF TECHNOLOGY-CROSSETT - GRANTS: 2019-2020

Grant	Granting Agency	Awarded Amount	Grant Purpose
Career Pathways Initiative	Arkansas Dept. of Higher Education	\$ 192,786.93	The Career Pathways Initiative (CPI) provides low income individuals with the higher education skills and credentials they need to gain immediate entry into targeted occupations ultimately leading these individuals to economic self-sufficiency. The CPI program provides financial assistance to eligible students by covering the costs of books, tuition, fees, supplies, and childcare and/or gas vouchers as allowed.
Early Childcare & Education Projects	University of Arkansas at Fayetteville	33,214.64	The purpose of these childcare grants is to provide a variety of free early childcare classes to regional childcare center/agencies and individuals interested in the childcare field. The grants assist with covering the costs of instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Office of Skills Development Arkansas Department of Commerce	5,424.02	All employees working in the electrical field who are not licensed are mandated by legislation to be enrolled in an electrical apprenticeship program approved by the Bureau of Apprenticeship Training. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant is utilized to pay the salary and benefits of a master electrician to teach the electrical apprenticeship classes.
Regional Workforce Implementation	Arkansas Dept. of Higher Education	347,091.46	The demand for a skilled and responsive workforce is intensified by the number of "aging" individuals exiting the workforce through retirement of the largest generation in American history. The partnerships established and/or strengthened during this project will prepare current and future workers for existing and emerging jobs and strengthen economic development in Southeast Arkansas
Delta Regional Authority	Delta Regional Authority	150,000.00	The purpose of the DRA grant is to expand the welding shop to provide up to eight (8) additional welding booths. The grant covers engineering fees and facility renovation.
Arkansas Career and College Coach	Career and Technical Education Arkansas Department of Education	33,973.10 3,000.00	The purpose of this grant is to ensure that students attending area middle and high schools have the guidance/counseling support needed to increase their knowledge, skills, and educational attainment necessary for continued education/training beyond high school and/or entering the workforce.
TOTAL		\$765,490.15	