

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: McGehee College of Technology

Academic Year: 2020 - 2021

McGehee' s Mission

The mission of UAM College of Technology-McGehee is:

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

Table 1: Assessment of Key Performance Indicators

Actions for Goal 1 Student Success	KPI	Assessment of Progress	Implications for Future Planning/Change
Enhance the research environment for faculty and students	Survey employers (advisory meetings, meetings, practicum, and internships) to determine specific employment needs.	Collaborated with SEACBEC for concurrent credit and nursing assistant offered due to a request from high school. We planned to offer auto & welding classes at Monticello OEC, but due to COVID and ADE adjustments, those classes were cancelled.	This goal will be continued.
	Increase/maintain student on campus employment opportunities.	Two work based student workers were hired by Career Pathways Initiative (CPI) to assist in Early Childhood and Student Services departments.	Goal met; this goal will be continued annually.

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

UAM College of Technology McGehee assesses 2-3 programs annually on a rotational basis so that every program is assessed every three years. The welding, and health information technology technical programs were assessed in 2020-2021. The results are listed below.

Table 2: Welding Student Learning Outcomes

<p align="center">University Student Learning Outcome</p>	<p align="center">Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p align="center">Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p align="center">Alignment with Unit Vision, Mission, and Strategic Plan</p>
<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>1. Interpret and practice industry safety codes and regulations to ensure safety of self and others.</p>	<ul style="list-style-type: none"> • This objective is closely related to UAMs mission of: “<i>Creating a synergistic culture of safety</i>”, by learning and applying what is safe for self and others in a welding practice/work setting. • This objective also offers to “<i>improve the quality of life as well as generate, enrich and sustain economic development</i>”, by allowing all students the opportunity to learn practices regarding safety which decreases the risk of accidents and the costs they have on human life and the economy. 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

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>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>2. Apply integrated knowledge with incremental skill improvement resulting in functional application of welding to meet industry standards and perform various welding projects, working independently and as a team member, including the use of Oxy-fuel cutting process (OFC), Shielded Metal Arc Welding (SMAW-1G, 2G, 3G, 4G positions), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW) and Pipe Welding (using SMAW and GTAW processes in the 2G, 5G, 6G positions).</p>	<ul style="list-style-type: none"> • This objective assures a <i>“quality, comprehensive, and seamless education for diverse learners to succeed in a global environment”</i> by training individuals in an integrated, incremental, approach regarding various welds utilizing various teaching methods related to each class’s needs. • Integrating knowledge with incremental skill improvement, fosters a <i>“quality, comprehensive, and seamless education”</i> for welding students. Meeting industry standards enables welding students to succeed in the welding industry and in a <i>“global environment”</i>. • This objective offers to <i>“improve the quality of life as well as generate, enrich and sustain economic development”</i>, by teaching students to 	<ul style="list-style-type: none"> • This objective ensures that we are meeting our mission by <i>providing the finest instructional resources and support services to enhance the growth and development of students.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs</i>

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
		work independently and as team members, while working in an industry that provides economic development for its workers and in the community.	
<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>3. Apply academic skills in reading, applied mathematics, communication, computerized technology, as well as teamwork, self-management skills, critical thinking, strategies for locating information independently and leadership amongst peers to the application of welding.</p>	<ul style="list-style-type: none"> • This student learning outcome assists in the mission of preparing our students to compete and <i>“succeed in a global environment</i> by instructing them in mathematics, communication and computer skills as well as how to critically think, manage self and work independently and as a team member or leader. • This SLO also meets the mission regarding a <i>“quality, comprehensive”</i> education for our students and it also <i>“promotes innovative leadership”</i> as well as encouraging <i>“research”</i> through strategies for locating 	<ul style="list-style-type: none"> • This objective meets the mission by <i>providing the finest instructional resources and support services to enhance the growth and development of students.</i> • It also addresses our strategic plan by <i>enhancing and increasing scholarly activity as well as creative endeavors encouraging and supporting engagement in academics for a well-rounded experience</i>

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
		information independently.	
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>4. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.</p> <p>5. Pass industry code testing certifications through American Welding Society (ASW) standards</p>	<ul style="list-style-type: none"> • Teaching students essential attributes such as good work ethics, integrity and leadership skills will lead to personal and professional success and “productivity” that will help them to serve the communities of Arkansas and improve the quality of life and generate economic development. • This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, this objective meets a student’s affect needs by teaching them appropriate personal attributes needed for professional success. 	<ul style="list-style-type: none"> • This objective assists in meeting the mission by providing the instructional and support services to enhance the growth and development of students as well as providing customized educational services to meet the needs of regional workforce. • It also addresses our strategic plan by enhancing and increasing scholarly activity as well as creative endeavors encouraging and supporting engagement in academics

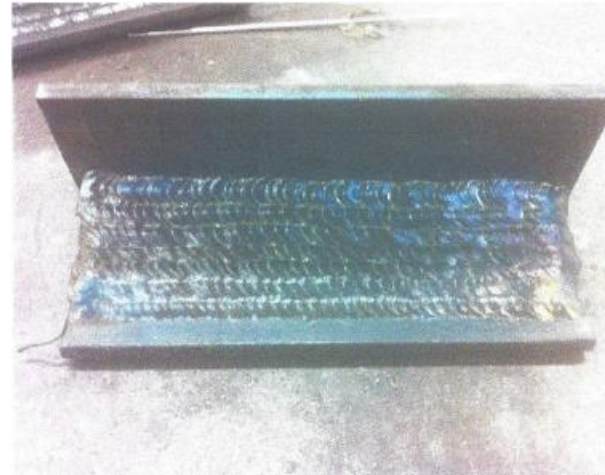
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		<ul style="list-style-type: none"> • Our students passing industry standards, validates the welding program and addresses UAM’s mission of <i>fostering a quality, comprehensive and seamless education for success in a global economy</i>. Being industry tested, one would assume that this welding program <i>serves Arkansas and beyond to improve quality of life and generates, sustains and enriches economic growth</i>. 	<ul style="list-style-type: none"> • By passing industry code testing certifications through the ASW, our students exhibit the <i>quality educational services to meet the needs of regional workforce</i>. Their success provides the evidence of their <i>growth and development assisted by a highly professional team working to support customer needs and provide a world-class quality workforce development</i>. • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs</i>

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

The students' performance in the Welding Program uses the classroom setting to measure student comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, homework scores, quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' performance in the shop is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the semester. Both of these tests are conducted utilizing actual hands-on application. The pictures below depict the pre and posttest results of a student's actual welds. The photo below on the left is an actual weld of a student at the beginning of the semester. This is utilized as the student's pre-test. The photo below on the right is an actual weld of a student at the end of the semester. This is utilized as the student's post-test. A distinct difference in the two welds is very apparent. Students' posttests clearly demonstrate better understanding of technique and proficiency of their welding skills. The instructor "grades" each weld utilizing a rubric. A copy of a blank rubric follows the pictures.



Student weld (pre-test)



Student weld (post-test)

Welding Rubric Type of Weld/Project: _____ **Student's Name:** _____ **Date:** _____

Characteristics	Exceptional 5 Points	Advanced 4 Points	Proficient 3 Points	Basic 2 Points	Below Basic or Unacceptable 0-1 Point	Points Earned
Slag:	100% removed. All slag chipped. Weld bead is clean.	Bead is clean; has been chipped and wire brushed.	Bead is somewhat clean. Minimal slag at the edges of the bead.	Bead needs major chipping and brushing.	Shows little care about quality.	
Weld Width & Height:	100% uniform width and thickness throughout the entire length of each weld.	Bead is uniform width all along the length of each weld. Has a smooth appearance.	Bead maintains width and length. Shows some small blemishes along the weld.	Not a uniform thickness throughout the weld. Thickness goes to extremes.	Weld is cut off in places; not uniform along the weld. Shows bare spots.	
Appearance:	100% smooth with uniform dense ripples; doesn't show the bead traveling too fast or slow.	Weld shows a constant speed and uniformity the entire length.	Weld shows a constant speed with some blemishes that are minimal.	Weld shows definite areas of speeding up and slowing down. Ripples tend to be coarse.	Weld has been performed too fast or too slow. Weld is not complete. Impurities are trapped in the weld.	
Face of Bead:	100% good fusion; no overlapping or undercutting.	Has a nice rounded look. Is not overly high or low. Bead covers a wide area of each weld.	Bead is well rounded; mostly uniform over the length of the weld. Shows some high spots and low spots.	Bead shows many high and low areas. Total lack of uniformity throughout the weld.	Weld does not blend into one single bead.	
Edge of Bead:	100% good fusion; no overlapping or undercutting.	Sides and edges are smooth blending into each weld. Undercutting kept to a minimum. Weld does not float on surface.	Moderately smooth blending. Undercutting and float are present. Strength of the weld is still strong.	Float and undercut are very apparent. Weld lacks strength and flow.	Metal is burned through. Weld has no connection to metal.	
Beginning and Ending Full Size:	100% crater well filled.	End of each weld is complete, the line does not taper off.	Weld ending is full but shows some tapering and a crater present.	Crater distinctly present at the end of the bead.	Metal is burned through at the end.	
Surrounding Plate/Pipe:	100% welding surface free of spatter.	Spatter is kept to a minimum.	Some spatter is present but not displeasing.	Spatter is in large amounts.	Splatter takes away from the integrity of the weld.	
Penetration:	100% complete without burn through.	Weld penetrates deeply into the metal and adds strength and fusion to the edges and depth.	Weld penetrates deeply but does not re-surface through the bottom of jointed welds.	Weld is uneven in depth; lacks uniformity along weld length.	Weld floats on top of the metal; has no strength.	

Total Points Earned

The welding students construct picnic tables to demonstrate competence in all welding positions. The picnic tables are constructed in the welding shop, through a team approach, whereas each student is afforded the opportunity to apply the knowledge they gained in the classroom to a real world event. The students draw the blue print, cut all of the metal, and weld all pieces to build the picnic table. Each process had to be reviewed and approved by the instructor prior to advancing to the next step of the build. All welds were held to the American Welding Society standards. The picture below depicts a picnic table constructed by the welding students.



Students are given the opportunity to certify their welds through the American Welding Society (AWS) based on the regulations and codes set by AWS standards. Students in the welding program are given the opportunity to demonstrate their knowledge gained in the classroom and the shop by certifying with the CWI, Certified Welding Inspector. The AWS certification is not a required component of passing the program. These certifications are channels students can utilize by demonstrating the skills they have learned to gain a national certification based on their advanced knowledge. The number of students earning their certifications each year is depicted in the chart below.

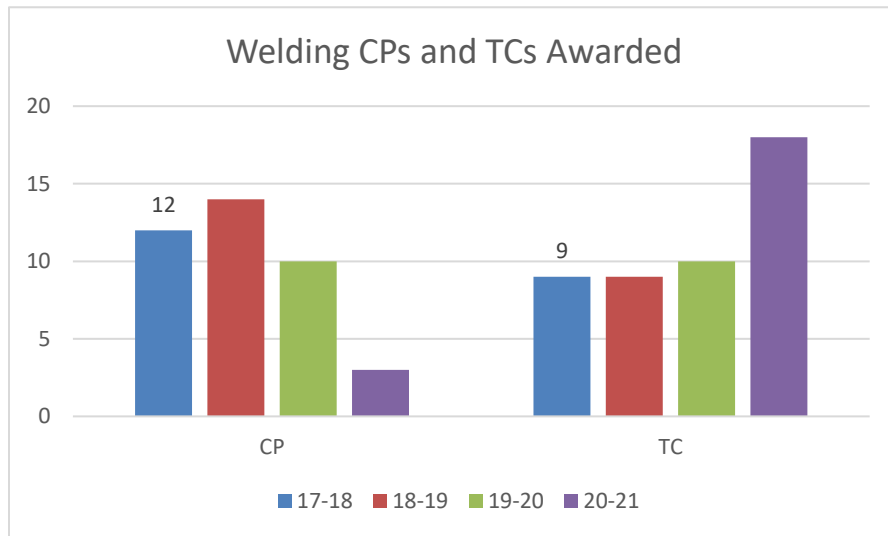
Program Year	16-17	17-18	18-19	19-20	20-21
Students Obtaining AWS Certifications	12	9	8	10	10

Data from the UAM - CTM Welding Technology Program is displayed on the University's Gainful Employment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning as successful completion of the program increases the likelihood of obtaining employment in the welding industry. During the last three years the welding program has achieved a 100% on-time completion rate. In addition, every graduate, over the past three years, is either working in the welding industry or continuing his/her education resulting in a 100% placement rate for the welding program.

For School Year	# of Student Graduating	# of Student Completing On-Time	On-Time Graduation Rate	# of Students Employed in Related Field or Continuing Education	Job Placement Rate
2017-2018	10	10	100%	10 grads - 0 CE - 1 not in labor force = 9 eligibles; 9 working in field/ 9 eligibles = 100%	100%
2018-2019	10	10	100%	10 grads - 0 CE = 10 eligibles; 10 working in field/10 eligibles = 100%	100%
2019-2020	12	12	100%	12 grads - 1 CE = 11 eligibles; 11 working in field/11 eligibles = 100%	100%
2020-2021	18	18	100%	Data will be collected December 2021	

Data from the UAM - CTM Welding Technology Program is displayed on the University's Viability Report. The information from this report is depicted in the chart below and is also an indicator of student learning as completion of the awards indicates that students have successfully completed the requirements of the program. The Certificate of Proficiency (CP) is awarded after a student successfully completes the first 3 courses for a total of 11 credit hours obtained during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program for a total of 37 credit hours.

Award	Degree Code	Program Name	17-18	18-19	19-20	20-21
CP	4905	Welding Technology	12	12	10	3
TC	4900	Welding Technology	9		9	18



The welding program is designed to measure student learning and understanding of concepts taught in each course. The variety of performance measures limit students' ability to memorize textbook content to earn grades. Methods such as class projects, and completed tasks require students to demonstrate the understanding of the concepts in hands on application in the shop setting. Students are more likely to retain the material if they have the opportunity to put the concepts into action. Working in small groups seem to work better for the students as far as learning the manual techniques. Random questioning of the material helps them to stay on task and reinforce their knowledge. A shop grading system was incorporated in the fall of 2012 as a measure of performance including safety awareness, appearance, work ethic, attitude, attendance, etc.

By purchasing better equipment such as a Lincoln torchmate plasma cutter, a Millermatic 252 mig welder, a saddle machine pipe cutter, a Janitor 2 floor sweeper, and numerous welding accessories, as well as researching the latest technology in the welding industry and staying up to date with the latest changes in regulations and codes according to AWS standards, the welding program will continue to improve student learning outcomes by following these standards and continuing to research data on a monthly basis. We will continue to evaluate equipment bi-annually. We will also continue the advisory board meetings each year whereas representatives from local welding businesses and industries meet at UAMCTM to offer ideas and suggestions based on their expertise.

The National Center for Construction Education and Research (NCCER) curriculum has proven to be very viable for developing welding skills; therefore, the welding department will continue its use over the next assessment period. The delivery of this standard of training has improved as the instructor has gained more experience in using the NCCER program curriculum to teach the welding students.

A restriction on absenteeism has been implemented and will continue. When students miss classes, it becomes tremendously difficult (if not impossible) to make up the laboratory work. The UAM-CTM unit attendance policy reduces the average by a letter grade on students who miss 12 class hours. If a student's absences reach 30% of the total class hours, he/she will receive an "F" in the course, unless the student withdraws by the allowable date to receive a "W." To further strengthen the positive effects of the policy, this year our part-time Career Coach began alerting students when they had been absent for 10% of the total class hours.

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

The welding instructor intends to keep the same format and guidelines that he is teaching now --because it works. In his professional estimation, the reason it works is because students must work with intensity and persistence to successfully complete the steps in the program process, and that completion of those steps produce good welders. The instructor has intentions to look at ways to improve classroom lecture/theory, to include integrating technology such as PowerPoint® presentations and online videos to grab students' attention and keep them engaged through available digital avenues.

Ensuring shared responsibility of student learning outcomes achievement is a continuous activity. Each course has its own syllabus that specifically states what activities must be performed and that breaks down the grading scale and the percent rating of the laboratory, exam/quiz scores, and final exam. Instructors cover the syllabi content and make clear the expectations at the beginning of each semester for each course. Feedback from the students is solicited to ensure that the students know the rules and content of each class.

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

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

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

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

Our placement rates in the field (evidence of student learning and productive assessment) have remained at 100% over the past seven years. The Welding Technology Program has developed a very positive reputation in the community and particularly among contractors and industry representatives – both of which are evidences of success with our stakeholders.

Table 2: Health Information Technology 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>1. Review and analyze patient’s records, demonstrated by the ability to assign diagnosis and procedure codes, based on the documentation of the healthcare provider.</p>	<ul style="list-style-type: none"> • This objective is closely related to UAMs mission of: “<i>Creating a synergistic culture of safety</i>”, in the healthcare setting working with individuals, healthcare facilities and insurance companies to provide safe, cost-effective care. • This outcome is necessary in providing a “<i>quality, comprehensive, and seamless education for diverse learners to succeed in a global environment</i>” and the healthcare community. 	<ul style="list-style-type: none"> • This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i> • Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

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>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>2. Compiling and interpreting information necessary to complete an insurance claim form for billing purposes</p>	<ul style="list-style-type: none"> This objective assures a <i>“serves the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development”</i> by ensuring that individuals are billed appropriately for medical care and healthcare facilities are reimbursed appropriately for services given. Therefore, this objective demonstrates UAM’s mission by improving the quality of life for the individual and assisting to sustain economic development and growth in healthcare. 	<ul style="list-style-type: none"> This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>

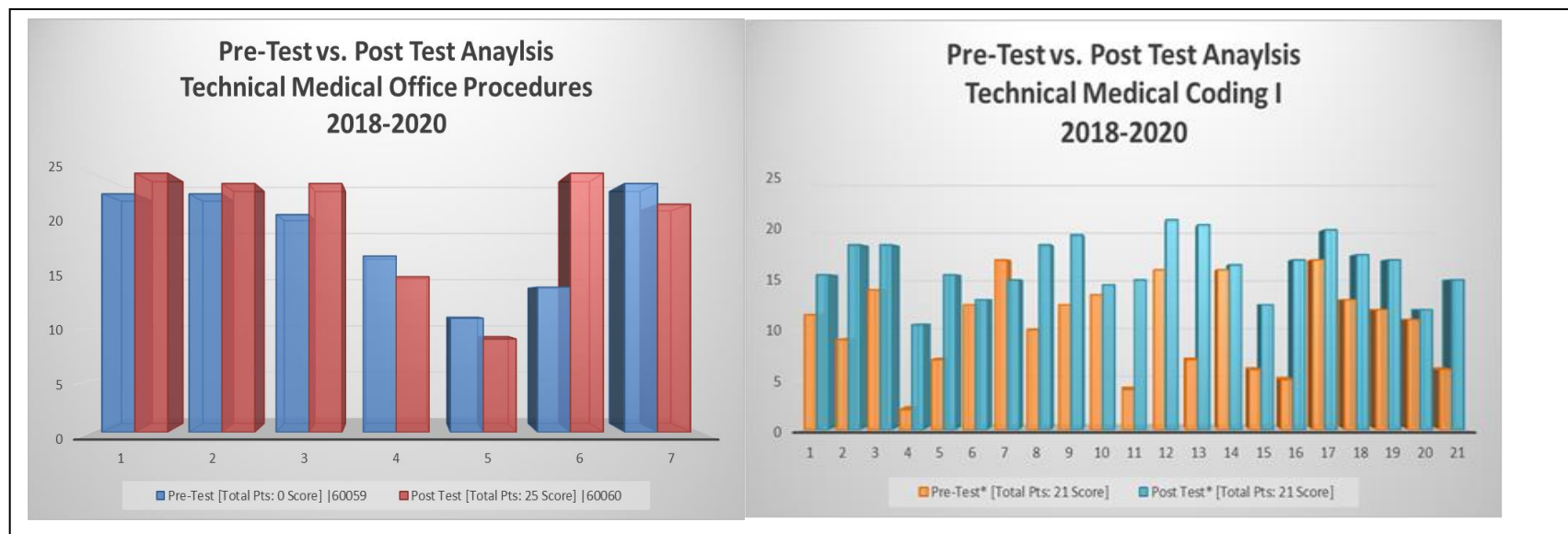
University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Global Learning:</i> Students 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>3. Adhere to the principles of HIPAA</p>	<ul style="list-style-type: none"> This student learning outcome requires working with patients, family members and healthcare professions in a "<i>synergistic culture of safety, collegiality, and productivity</i>" to maintain individual's rights of privacy. 	<ul style="list-style-type: none"> This objective is congruent with our mission and provides <i>customized educational services to meet the needs of regional workforce.</i> Addresses our strategic plan by <i>ensuring the development, delivery and maintenance of quality academic programs.</i>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>4. Use technology, including both hardware and software, to compile, organize, and analyze patient information.</p>	<ul style="list-style-type: none"> This student learning objective provides a <i>quality, comprehensive, and seamless education for diverse learners to succeed in a global environment.</i> 	<ul style="list-style-type: none"> This objective ensures that we are meeting our mission by <i>providing the finest instructional resources and support services to enhance the growth and development of students.</i> It also addresses our strategic plan by <i>ensuring the development, delivery and maintenance of</i>

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
			<i>quality academic programs.</i>

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

Health Information Technology students are assessed throughout the program by both written and hands-on exams. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within that unit. The course Technical Medical Office Procedures gives students the knowledge to submit medical insurance claims, reinforcing SLO #1. It is stressed to the students that while accuracy is very important, they must also be able to produce sufficient claim volume in order to be effective in the field. Students are given the opportunity through production pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines. Comparison of the scores from the pretest and the post-test indicates that students are scoring, on average, 19% better on the post-test than the pre-test.

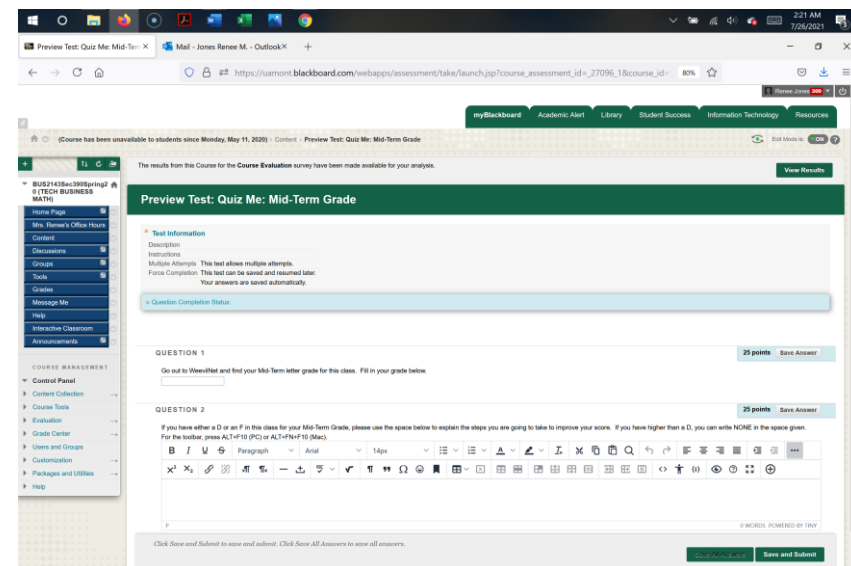
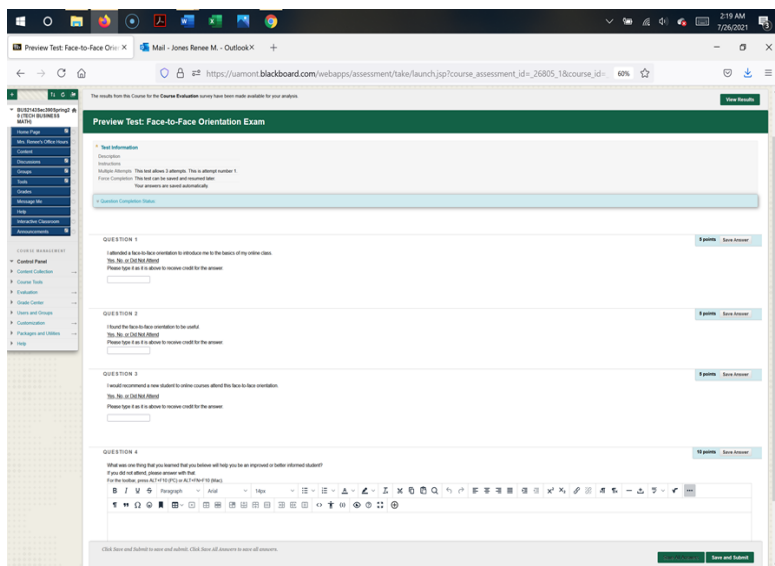


Throughout the UAM - CTM Health Information Technology Program, courses build upon one another and continually work to reinforce prior learning. For example, Technical Medical Coding I requires knowledge of Medical Terminology, another required course in the program. Not only are students orally reviewed over medical terms in conjunction with each chapter of Coding coursework, they are also assigned terms throughout Technical Medical Coding I to challenge them to use the knowledge they have attained regarding prefixes, roots, and suffixes. This is to reinforce their previous coursework and encourage proper usage of Medical Terminology throughout their studies, thus supporting SLO #1, 2, 3, and 5. This continuous use of knowledge that should be acquired in previous coursework is evidence of learning.

The majority of the program has a technical element, combining elements of theory through lecture and production through hands-on

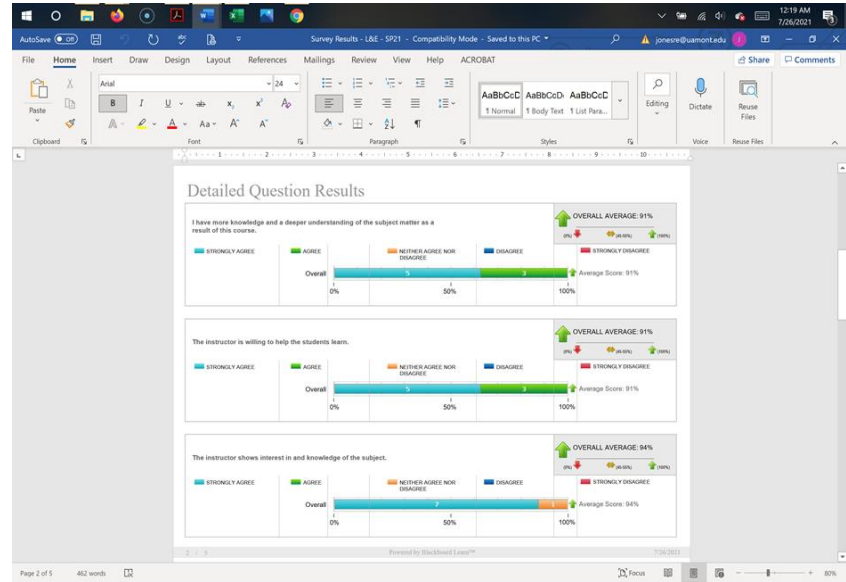
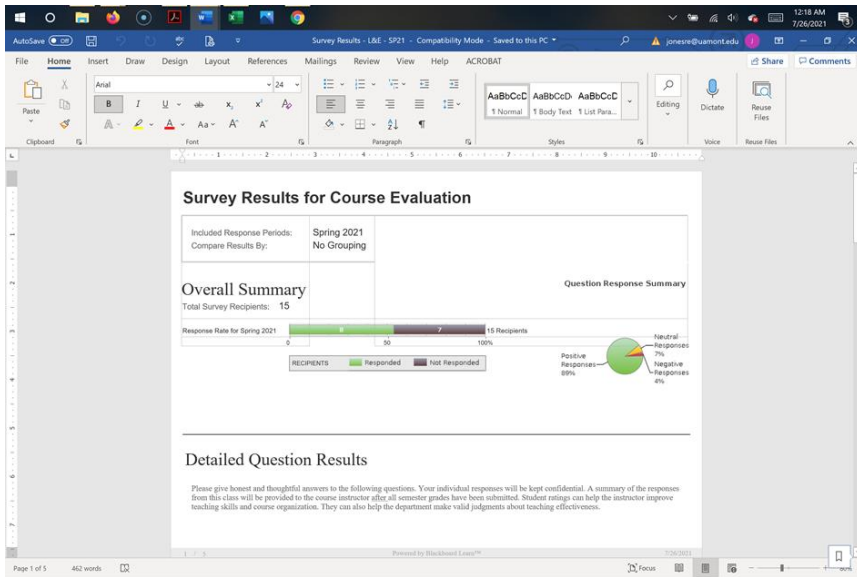
assessment allows for a balanced approach to student assessment. Students who do not perform well on written tests also have the opportunity to display their knowledge through practical assessments. This balanced approach helps students through both lecture and “hands on” lessons that supplement the learning objectives.

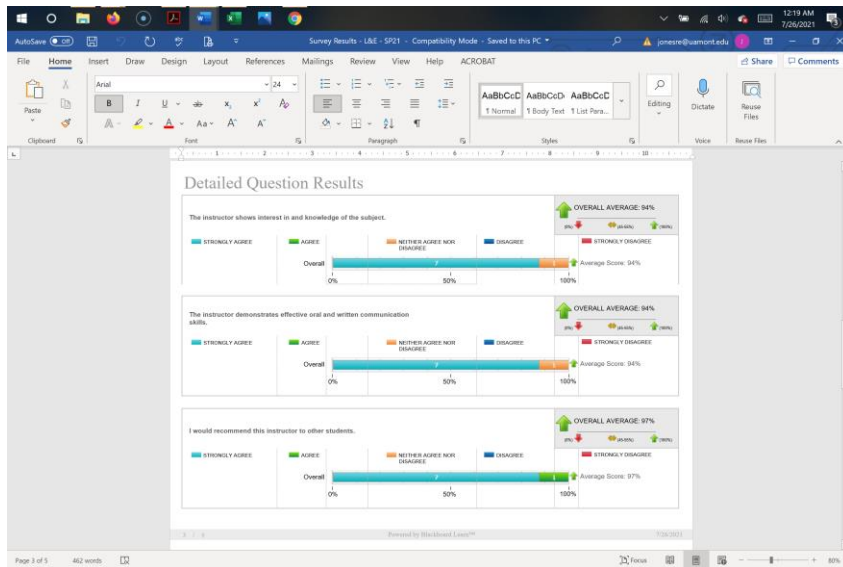
Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. See picture below:



In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Student evaluations also assist in improving student learning. Students express what is / is not working for them in the classroom setting, giving faculty some basis from which to improve teaching methods, course offerings, and course content.





The screenshot displays a survey results document showing a list of comments for two Likert scale questions. The comments are organized into two sections: 'List one or more parts of the course instruction that you liked' and 'List any parts of the course instruction that you disliked'.

List one or more parts of the course instruction that you liked. (8 Comments)

Comments: Overall (8)

- Class assignments are easy to access and submit
- I liked Learning About The Law & How They Work.
- I liked that most of the class is online.
- I liked the subject material.
- I liked that the instructor work with you & try to make up work.
- I liked that everything was online.
- I liked that the course is online.
- The Blackboards were a big help and ease the studies were very challenging and exciting.

List any parts of the course instruction that you disliked. (8 Comments)

Comments: Overall (8)

- I did not like how wordy some the reading was. Some of the reading was difficult for me to understand.
- It difficult that sometimes its hard to get the correct understanding of terms related to law and ethics.
- Its nothing about the course I disliked.
- Nothing
- None
- did not dislike anything about the class.
- nothing

The curriculum was re-vamped in 2017 to improve content through real-world applications and textbook adoption. Within the new curriculum, a new practicum course was added that will allow students to understand and experience the capabilities needed by working in the Health Information Technology field. It helped with job placement by allowing the students to get some needed real-world experience. This course was then redesigned during the summer of 2020 when the world was experiencing lock-down and social distancing due to the COVID-19 epidemic. The course was changed to completely online and I believe, even with the social distancing rule and regulations changing now in 2021 that this course will most likely remain, in part, online. We received very good reviews from our students, and we were able to make the contents of the course reflect and test every aspect of our program.

Administration and faculty worked together to enable our students to enroll in the program with a lower ACT score with the understanding that the instructors will be available to help students who are struggling to better understand the material. This enables a wider variety and scope of students who may want to work in the healthcare field but may not want to work in the clinical side, to be able to enter a flourishing industry. We are also trying to get our Certificate of Proficiency down to 15 credit hours by allowing students to have a choice of courses; they can choose to complete either HIT1043 Tech Essential of the Human body or HIT1133 Tech Medical Terminology which will allow students to finish their CP in one semester even if they have to take a developmental class like DEVT101 Tech Orientation. Proposals were submitted in Spring 2021 but were not approved by the administration of both Technical campuses within the time limits given with regards to the General Assembly Meeting and will be re-submitted Fall 2021.

Efforts will be made by faculty and administration to continue to align curriculum with AHIMA / CAHIM standards in order to move forward with plans to incorporate an Associate's Degree in Business with an emphasis in Health Information Technology. This project is on-going with the proposals having been submitted to administration during the spring 2021 semester and are now awaiting approval or recommendations for change.

Because the jobs our graduates are obtaining all require a vast degree of computer-based knowledge due to the laws that require all medical records to be electronic, our course material has been available in an online learning format for the past few years. We were able to still reach all our students with very little interruption caused by the COVID-19 epidemic. We are constantly analyzing our courses and the interactions with students within the courses to determine if we are doing the best we can for them. During the time when students were required to stay home and when most students opted to stay home, the instructor had a weekly non-mandatory lecture session in which students can interact with me face-to-face to ask questions and get a better understanding of the material.

The curriculum has been aligned to reflect the standards of American Health Information Management Association (AHIMA). This program prepares students to sit for the Certified Coding Associate and / or the Certified Coding Specialist exam(s). This certification is very desirable in the healthcare industry increases the value of our completing students and the program.

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
- Course syllabi
- Program brochures
- Advisory Board meetings
- Program Reviews

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: Automotive Service Technology Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	8	8	12	28/9.33	64/6.4
Sophomore	1	1	1	3/1	7/0.7
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	9	9	13	31/10.33	71/7.1

UNDERGRADUATE PROGRAM MAJOR: Basic Business Principles Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	8	28	36/12	37/3.7
Sophomore	0	0	1	1/0.33	2/0.2
Junior	0	0	1	1/0.33	3/0.3
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	8	30	38/12.66	42/4.2

UNDERGRADUATE PROGRAM MAJOR: Business Technology Technical Certificate (formerly Administrative Office)

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	10	37	47/15.6	113/11.3
Sophomore	0	0	2	2/0.66	18/1.8
Junior	0	0	1	1/0.33	10/1
Senior	0	0	0	0	5/0.5
Post Bach	0	0	0	0	0
Total	0	10	40	50/16.66	146/14.6

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	1	11	22	34/11.33	38/3.8
Sophomore	1	0	2	3/1	3/0.3
Junior	1	0	1	2/0.66	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	3	11	25	39/13	43/4.3

UNDERGRADUATE PROGRAM MAJOR: Correctional Law Enforcement Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	-	-	3/0.3
Sophomore	-	-	-	-	4/0.4
Junior	-	-	-	-	2/0.2
Senior	-	-	-	-	1/0.1
Post Bach	-	-	-	-	0
Total					10/1

UNDERGRADUATE PROGRAM MAJOR: Diesel Technology Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	13	6	10	29/9.66	36/3.6
Sophomore	0	2	3	5/1.66	5/0.5
Junior	0	0	1	1/0.33	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	13	8	14	35/11.66	43/4.3

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	29	32	42	103/34.33	383/38.3
Sophomore	20	12	9	41/13.66	145/14.5
Junior	7	3	5	15/5	36/3.6
Senior	3	2	2	7/2.33	13/1.3
Post Bach	0	1	1	2/0.66	3/0.3
Total	59	50	59	168/56	580/58

UNDERGRADUATE PROGRAM MAJOR: EMT Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	3	1	6	10/3.33	13/1.3
Sophomore	0	0	0	0	0
Junior	0	0	0	0	0
Senior	0	0	0	0	1/0.1
Post Bach	0	0	0	0	0
Total	3	1	6	10/3.33	14/1.4

UNDERGRADUATE PROGRAM MAJOR: EMT Paramedic Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	12	5	6	23/7.66	122/12.2
Sophomore	4	6	0	10/3.33	50/5.0
Junior	0	2	0	2/0.66	24/2.4
Senior	5	3	0	8/2.66	27/2.7
Post Bach	0	2	0	2/0.66	5/0.5
Total	21	18	6	45/15	228/22.8

UNDERGRADUATE PROGRAM MAJOR: Health Professions Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	1	1/0.33	6/0.6
Sophomore	0	0	0	0	0
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	0	0	0	6/0.6

UNDERGRADUATE PROGRAM MAJOR: Heavy Equipment Operator Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	9	20	6	35/11.66	144/14.4
Sophomore	0	0	0	0	11/1.1
Junior	0	0	0	0	2/0.2
Senior	0	0	0	0	4/0.4
Post Bach	0	0	0	0	1/0.1
Total	9	20	6	35/11.66	162/16.2

UNDERGRADUATE PROGRAM MAJOR: Health Information Technology Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	8	3	4	15/5	95/9.5
Sophomore	1	2	2	5/1.66	45/4.5
Junior	0	1	2	3/1	19/1.9
Senior	0	0	2	2/0.66	10/1
Post Bach	0	0	2	2/0.66	2/0.2
Total	9	6	12	27/9	171/17.1

UNDERGRADUATE PROGRAM MAJOR: Health Office Skills Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	1	1	2/0.66	10/1
Sophomore	0	1	0	1/0.33	4/0.4
Junior	0	0	0	0	1/0.1
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	2	1	3/1	15/1.5

UNDERGRADUATE PROGRAM MAJOR: Hospitality Service Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	5	5/1.66	138/13.8
Sophomore	1	0	2	3/1	23/2.3
Junior	0	0	0	0	9/0.9
Senior	0	0	0	0	2/0.2
Post Bach	0	0	0	0	0
Total	1	0	7	8/2.66	172/17.2

UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	1	1/0.33	2/0.2
Sophomore	1	0	0	1/0.33	7/0.7
Junior	1	0	0	1/0.33	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	3/0.3
Total	2	0	1	3/1	14/1.4

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	3	10	13/4.33	15/1.5
Sophomore	1	3	1	5/1.66	6/0.6
Junior	1	1	0	2/0.66	3/0.3
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	2	7	11	20/6.66	24/2.4

UNDERGRADUATE PROGRAM MAJOR: Practical Nursing Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	29	33	22	84/28	347/34.7
Sophomore	15	9	8	32/10.66	139/13.9
Junior	7	8	3	18/6	80/8
Senior	3	3	3	9/3	28/2.8
Post Bach	0	0	0	0	19/1.9
Total	54	53	36	143/47.66	613/61.3

UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing AAS Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	3	3	6	12/4	20/2
Sophomore	2	4	1	7/2.33	17/1.7
Junior	2	1	1	4/1.33	8/0.8
Senior	0	0	1	1/0.33	3/0.3
Post Bach	0	0	0	0	0
Total	7	8	9	24/8	48/4.8

UNDERGRADUATE PROGRAM MAJOR: Tractor Trailer Operations Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	6	6/2	6/0.6
Sophomore	0	2	0	2/0.66	2/0.2
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	2	6	8/2.66	8/0.8

UNDERGRADUATE PROGRAM MAJOR: Welding Certificate of Proficiency

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	1	4	2	7/1.33	11/1.1
Sophomore	0	0	1	1/0.33	1/0.1
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	1	4	3	8/2.66	12/1.2

UNDERGRADUATE PROGRAM MAJOR: Welding Technical Certificate

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	15	19	17	51/17	180/18
Sophomore	0	0	1	1/0.33	11/1.1
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	15	19	18	52/17.33	191/19.1

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

Progression/Retention Data

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

Major: Administrative Office Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	1	
Number of majors classified as sophomore in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	1	50%
Number and percentage that graduated in that major during 20-21 academic year	1	50%

Major: Automotive Service Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	8	
Number of majors classified as sophomore in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	1	12.5%
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Child Development Associate Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	1	
Number of majors classified as sophomore in fall 2019	15	
Number and percentage graduated in that major during 19-20 academic year	11	69%
Number and percentage that graduated in that major during 20-21 academic year	4	25%

Major: Correctional Law Enforcement Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomore in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Diesel Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	1	
Number of majors classified as sophomore in fall 2019	5	
Number and percentage graduated in that major during 19-20 academic year	1	17%
Number and percentage that graduated in that major during 20-21 academic year	5	83%

Major: Early Childhood Education Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	14	
Number of majors classified as sophomore in fall 2019	8	
Number and percentage graduated in that major during 19-20 academic year	4	18%
Number and percentage that graduated in that major during 20-21 academic year	5	23%

Major: EMT Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	1	100%

Major: EMT Paramedic Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Health Professions Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Heavy Equipment Operator Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	3	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	1	33%

Major: Health Information Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Health Office Skills Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Hospitality Services Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	1	100%

Major: Hospitality Services Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	1	100%

Major: Nursing Assistant Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	1	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	1	100%
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Office Support Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	0	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Pending Practical Nursing AAS Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	5	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Welding Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2019	1	
Number of majors classified as sophomores in fall 2019	0	
Number and percentage graduated in that major during 19-20 academic year	1	100%
Number and percentage that graduated in that major during 20-21 academic year	0	

Major: Welding Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2019	11	
Number of majors classified as sophomores in fall 2019	1	
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage that graduated in that major during 20-21 academic year	8	73%

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

Strengths

- The Automotive Technology program's has a new instructor and enrollment is increasing with projected enrollment improving.
- The Business Technology experienced an increase in enrollment, due courses being offered on the Monticello campus and expanded online/hybrid course offerings.
- The Diesel Technology program's enrollment is increasing each semester.
- The Early Childhood Education program has a 3-year average of 56 students.
- The Heavy Equipment Operator Training Academy had an increase in enrollment the previous year.
- The Hospitality program experienced an increase in enrollment
- The Paramedic program has a 3-year average of 45 students.
- The McGehee Practical Nursing program is the only nursing program in the state with an eight-year 100% pass rate on the NCLEX exam. This status is an excellent recruitment toll to attract potential students.
- The Nursing Assistant program has a 3-year average of 25 students.
- The Welding program's program enrollment is increasing each year.

Weaknesses

- The Health Professions program is not financial aid eligible; therefore, students are not selecting it as a major.
- McGehee and Crossett campus are discussing the rewriting of the program.

Opportunities for Growth

- The Heavy Equipment Operator Training Academy experienced an increase in enrollment, during the fall 2020 semester. With one full time instructors, we made the decision to apply for additional funding. In 2020, UAMCTM was awarded \$85,000.00 from the Division of Higher education, to offer backhoe and bulldozer training to enrolled individuals.
- The possibility of the creation of an Agricultural Management Technical Certificate (TC) or an Agriculture Apprenticeship Program for the agriculture and farming industry.
- The possibility of the creation of a Waste Water/Water Quality Technical Certificate (TC) for the area water management industry.

Threats to Effectiveness

- The Certificate of Proficiency (CP) major cannot be added until after the Technical Certificate major is added initially during the admission process. We are not capturing all CP majors at census, because we request the major be added several weeks into the semester. The CP attainments are captured in Table 6.

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social

Behavioral (Data Source: Institutional Research)

Table 5: Gateway Course Success* Not Applicable

Completion (Graduation/Program Viability)

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

Undergraduate Program Major	Number of Degrees Award				
Technical Certificate (TC)	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average
Administrative Office Technology TC	4	3	0	7	2.33
Automotive Technology TC	6	3	1	10	3.33
Business Technology TC	-	1	8	9	3
Diesel Technology TC	7	7	3	17	5.66
Early Childhood Education TC	21	15	13	49	16.33
Health Information Technology TC	3	1	3	7	2.33
Heavy Equipment Operator TC	6	11	3	20	6.67
Hospitality Services TC	1	0	2	3	1
Paramedic TC	7	6	5	18	6
Practical Nursing TC	4	6	5	15	5
Welding Technology TC	9	10	10	29	13
Total	68	63	53	184	61.33
Certificates of Proficiency (CP)					
Automotive Diagnostics CP	7	18	8	33	11
Basic Business Principles CP	-	3	12	15	5
Child Development Associate CP	18	11	19	48	16
EMT Basic CP	9	4	2	15	5
Heavy Equipment Safety and Basic Maint. (CP)	3	10	4	17	5.66
Health Office CP	5	1	3	9	3
Hospitality Services CP	3	0	1	4	1.33
Nursing Assistant CP	56	42	45	143	47.66
Office Support CP	5	0	1	6	2
Phlebotomy CP	-	-	9	9	3
Tractor Trailer Operations CP	8	6	5	19	6.33
Welding Technology	21	22	6	49	16.33
Total	135	117	115	367	118

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

Four technical certificate programs are not meeting the minimum standards for viability, Administrative Office, Automotive Technology, Business Technology, and Hospitality Services. The Arkansas Higher Education Coordinating Board (AHECB) define productivity standards as the following: an average of four (4) graduates per year for career and technical education certificates. The *Administrative Office Technology* program, now *Business Technology* program was redesigned in fall 2017. Graduates are being captured under both programs. The *Automotive Technology* program was redesigned in 2017-2108 and was offered to college students. In 2020, the instructor resigned in the middle of the spring 2020, during the onset of the COVID-19 pandemic. We hired a new instructor and enrollment has increased. We are still projecting an increase of enrollment, as well as the number of students graduating from the program beginning with 2020-2021. The *Health Information Technology* program has experienced an increase in enrollment during the spring 2021 semester. The *Hospitality Services* Program has also experienced an increase in enrollment; however, a full-time instructor has not been hired, due to unstable enrollment. Classes are also currently being offered by UAMCTC on the Monticello campus. Students, who were slated to graduate, were encouraged to enroll in classes to complete this program. We are hopeful that enrollment and interest in this program will continue to increase, so that additional courses can be offered on the McGehee campus.

Faculty

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

Teaching Load							
Faculty Name	Statis/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Allen, Monica	Full-time 2019 12 months	M. S. Counseling	Developmental	2	11	3	Vocational Counseling
Brown, Taliah	Part time		Hospitality	11	13	8	
Burt, Gary	Full-Time 2012 10 ½ months	High School Diploma; Welding Certifications	Welding	14	11	3	
Carter, David	Full-time 2006	BS in Accounting	Heavy Equipment	9	0	0	Teach non-credit classes
Carbage, Justin	Adjunct	M. A. English	Business Technology	5	5	1	Career Pathways

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Coburn, Tara	Full-Time 2015 9 month	BA in Speech Communications/Journalism	Communication, Business Technology	17	17	0	
Cooper, Lora	Part time	M.Ed. Early Childhood/Special Ed.	Early Childhood	3	0	0	
Goodding, Alan	Adjunct	M.S. Mathematics	Mathematics	3	3	0	Shared faculty with Monticello
Groves, Emily	Full-Time 2020	Bachelors of Applied Science	Early Childhood	10	18	0	
Harrod, Susan	Part time	BSN Nursing	Practical Nursing	7	7	0	This instructor also taught a concurrent credit class.
Hurd, Faith	No rank	M.Ed. Early Childhood/Special Ed.	Early Childhood	18	18	6	
Jones, Renee	No rank	MBA/BBA-Marketing	Health Information	18	14	6	
Lee, Toma	Adjunct	MS Psychology	General Education/Related	3	3	0	
McGehee, Robert	Full-Time 2019 12 months	Diploma	Commercial Driver's License	9	9	9	
Nicholson, Rachel	Full-Time 2014 9 months	M.A. Creative Writing/B.A. English	General Education	9	9	0	Shared faculty with Monticello and Crossett
Pambianchi, Sarah	Full-Time 2014 10 ½ months	Associate Degree-Nursing	Nursing Assistant, Paramedic	18	11	7	Clinical Coordinator for EMT and Paramedic
Reep, Kasey	Part Time	Bachelor	Concurrent Credit	15	0	0	This instructor is employed by area high school.
Sandlin, Lura	Full-Time 2020 9 months	M S Mathematics	General Education/Related	18	15	3	
Scales, Anna	Full-Time 2020 10 ½ months	BSN Nursing	Practical Nursing	30	18	7.5	
Singh, Gursarn	Full-Time 2007 12 months	BS in Biology	Paramedic	25	22	11	Fall 2018 adjunct was hired for 8 hours EMT & 8 of the 25 were clinical with a clinical coordinator
Smith, Cortez	Adjunct	MA Higher Education & Student Affairs	Developmental	1	1	0	Career Pathways
Snow, Kelby	Part time	ADE	Concurrent Credit	3	0	0	This instructor is employed by area high school.
Turner, Zedric	Full-Time 2020	Associate Degree-Heavy Equipment/Diesel	Automotive	20	18	5	

Faculty Name	Statis/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
	10 ½ months						
Vail, Jamie	Part time	ADE	Concurrent Credit	21	0	0	This instructor is employed by area high school.
Venable, George	Full-Time 2016 12 months	High School Diploma	Diesel	17	10	2	
Walker, Anita	Full-Time 2019 10 ½ months	AAS	Practical Nursing, Nursing Assistant	11	9	7	
Walker, Randall	Full-Time 2019 10 ½ months	M.P.H./B.S. Biology	General Education	11			Shared faculty with Monticello
Watson, Estella	Adjunct	B.S.M.T	Phlebotomy		9		
Whipple, Johnathon	Adjunct	EMT Certificate of Proficiency	EMT	8			
Zieman, Jane	Part time	ADE	Concurrent Credit				This instructor is employed by area high school.

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

Three instructor resignations; two new hires; one reassignment; several faculty members who are teaching general education classes on the McGehee campus were shared by Monticello and McGehee.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	7783	5.26	
2012-13	7297	-6.24	
2013-14	6203	-14.99	
2014-15	5555	-10.45	
2015-16	4548	-18.13	
2016-17	4322	-4.97	
2017-18	4079	-5.62	
2018-19	5345	31.04	
2019-20	5552	3.87	
2020-21	4931	-1.13	

McGehee Non-Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	3640	3.67	
2012-13	3429	-5.80	
2013-14	3060	-10.76	
2014-15	711	-76.76	All non-technical SSCH were moved to Monticello SSCH
2015-16	795	-11.81	
2016-17	405	-49.06	
2017-18	177	-56.30	
2018-19	1023	477.97	
2019-20	923	-9.78	
2020-21	669	-13.79	

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

McGehee experienced a 77% decrease in SSCH during the 2014-15 academic year due the majority of the non-technical courses being moved to Monticello's SSCH. According to the data, the campus experienced a slight decrease in the 2019-2020 year.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Department of Health	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	6/3/2021
Arkansas Department of Parks, Heritage and Tourism-Lake Village	Internship site for Hospitality students	4/21/2021	one semester	
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit Training	12/6/2019	1 year	1/1/2021
Belleview Estates of Monticello	Clinical Site for Allied Health Students	11/1/2018	reviewed annually	7/1/2020
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
C.B. King Memorial Schools, Inc.	Practicum Site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2018	reviewed annually	
Café' Dat Taste of New Orleans	Internship site for Hospitality students	4/27/2021	one semester	
CDI Head Start	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Chicot Memorial Ambulance Service	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Chicot Memorial Hospital	Internship site for Health Information Technology Students	6/1/2018	one semester	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
City of Dumas/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2020
Cornerstone Christian Academy	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Delta Memorial Hospital	Internship site for Health Information Technology Students	1/1/2018	one semester	7/1/2020
Dermott High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
Discovery Children's Center	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Drew Central ABC Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Drew County Properties, LLC.	Lease agreement (for Diesel Academy)	7/1/2018	reviewed annually	
Drew Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Dumas E M S	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Dumas High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2020
East Carroll Parish Ambulance Service	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
East Carroll Parish Hospital	Clinical Site for Allied Health Students	9/6/2018	reviewed annually	
Emergency Ambulance Service, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
ESA Monticello	Internship for Business Technology Students	1/1/2018	one semester	
First Presbyterian Child Care Center-Warren	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Good Shepard	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Grenada – UMMC	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Head of the Class	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Hermitage ABC	Practicum Site for Early Childhood Students	5/5/2021	reviewed annually	
Jefferson Regional Medical Center	Clinical Site for Allied Health Students	7/29/2018	reviewed annually	
Jellybean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Kid's First	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Ladders for Learning, LLC	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Lakeside ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Lakeside High School	Concurrent Enrollment	7/1/2018	reviewed annually	
Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Lipsomb Oil Company, Inc.	Student Transportation Vouchers through Career Pathways	7/1/2019	1 year	
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
McGehee Health & Rehabilitation Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
McGehee High School/MOU	Concurrent Enrollment	7/1/2018	1 year	
McGehee Hospital, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Economic Development/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2020
Monticello High School/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Mother Goose Child Care	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Pauline Baptist Church Child Care	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Shep's Farmhouse	Internship site for Hospitality students	5/6/2021		
Portland Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Southeast Arkansas Community Based Education Center (SEACBEC/MOU)	Concurrent Enrollment	7/1/2018	1 year	7/1/2020
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
The Owl	Internship site for Hospitality students	4/22/2021		
The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Trinity Treasures	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
UAMCTC/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2020
Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
Wee Care Child Development	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
West Carroll Parish Ambulance	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
West Carroll Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Western Sizzlin of Monticello	Internship site for Hospitality students	5/19/2021	one semester	
Workforce Innovation and Opportunity Act/MOU	Facility for Adult Education	7/1/2018	1 year	7/1/2020
Wound Healing Institute of Southeast Arkansas	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	

All partnerships listed in the table above have been renewed.

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

Faculty Scholarly Activity

- None-Due to Covid-19

Notable Faculty or Faculty/Service Projects

-

Faculty Grant Awards

-

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

The Business Office Technology and Early Childhood programs offered additional courses on the Monticello campus and increased enrollment. All coursework transitioned to online instruction format, due to COVID-19. The Vice Chancellor and the Assistant Vice Chancellor reviewed the spring 2021 course evaluations. All of the student feedback was positive; however several students did not like the transition to online instruction.

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

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

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

1. All students enrolling in online course were given an informational handout and a special orientation opportunity.
2. All technical programs have a hands-on component including lab, shop, internship, preceptorship, clinical, practicum, etc.
3. Several instructors required Pre and Post testing of students using the Test of Adult Basic Education (TABE). Students with identified deficits were referred to the academic learning center/adult education.
4. Each program created a wish list of new technology/equipment to be purchased as funding allowed. The following were examples of technology/equipment purchased; various tools for automotive diagnosis, diesel technology including the donation of a tanker, a medical cabinet for nursing and paramedic, and welders for welding.

5. The early childhood instructors have incorporated additional hands-on activities by embedding the U of A Early Care and Education Projects (ECEP) courses into the existing coursework. They have implemented outside learning activities such as visiting the public library, child care facilities, and the public school. They utilize manipulatives, group activities, research projects, writing assignments, and article reviews. They are implemented assignments that require students to seek related information from the internet, professional journals, professionals in the field and other teacher resources.
6. The health information technology instructor incorporated more web-based activities through Blackboard, learning games such as crossword puzzles and problem-solving activities such as “googling” to increase students’ problem solving skills. She has also initiated a new curriculum online, which allows students to obtain a technical certificate by enrolling in online course offerings.
7. The business technology instructors implemented assignments including requiring students to attend community meetings and write a report on their experience. They also implemented “Mystery Shopping” where students were required to observe customer service at a variety of local stores. In addition, supplemental in-class web based material such as iCEV, money instructor, canva.com and mindtap were utilized.
8. The welding instructor implemented hands-on activities in the shop setting, visual aids, and interactive learning. He incorporated outside assignments and group projects. The welding students constructed picnic tables to demonstrate competence in all welding positions. The picnic tables were constructed in the welding shop, using the team work approach, whereas each student was afforded the opportunity to apply knowledge they gained in the classroom to a real world event. The students drew the blue print, cut all of the metal, and welded all pieces to build the picnic table. Each process was reviewed and approved by the instructor prior to advancing to the next step of the build. All welds were held to the American Welding Society standards.
9. Expert Guest Speakers presented in several departments (i.e. Dr. Scott in Paramedic, Aurora in Practical Nursing, Department of Human Services in Early Childhood, Drug Task Force agent in Paramedic)
10. The heavy equipment instructors have incorporated education in a variety of ways including field trips, community projects, educational dvds and simulation activities. Students are afforded the opportunity to certify in a variety of areas while completing a technical certificate. In addition to the NCCER (The National Center for Construction Education and Research) certifications gained through the curriculum, students are eligible to receive a variety of additional certifications such as CPR/First Aid, forklift certifications, OSHA 10-hours and CDL licensure.
11. The practical nursing instructors incorporated field trips throughout the year including attending disciplinary hearings at the State Board of Nursing. They include numerous student projects including a natural disaster presentation, poster creations depicting pictures of “bad” IV’s and sexually transmitted disease. Students are engage in “games”; one example includes a ball that is tossed from student to student seated in a circular format. When the instructor says, “stop”, the student holding the ball must select a question from the question box. She reads the question aloud and provides an explanation of the answer. Other students have the opportunity to interject additional information. The question ends with a component where the student asks another student of her choosing, a question that she creates related to the topic. These instructors include several outdoor lectures where they literally take their game or lecture to the lawn. Following an exam, one instructor allowed a very short (timed) period for the students to collaborate on the questions of which they are unsure. She did not offer any answer on their exam. This proved to be a pivotal moment for this instructor to hear some of the rationales and thought processes; once the exams were submitted and graded, she

utilized this activity as an additional opportunity to discuss concepts. A smart board was purchased and used to enhance instruction.

12. The paramedic instructor schedules an annual field trip to the state crime lab where the students observe an autopsy, but the students were unable to attend this year, due to COVID-19. The students observe actual body parts, as well as injuries and disease process which caused the death. He also creates oral communication practice stations where students are given scenarios to treat and transport pre hospital patients. The instructor plays a role of the patient; the student then gives the verbal report to the receiving hospital and the instructor plays the role of the hospital personnel. This instructor also requires flash cards to be made during class for cardiac circulation. A smart board was purchased and used to enhance instruction.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised 05/14/2021

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution 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.

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

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

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

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

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

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
 - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - Revitalize general education curriculum.
 - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.
- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - Develop an emerging student leadership program under direction of Chancellor's Office.
 - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.
- Retain and recruit high achieving faculty and staff.
 - Invest in quality technology and library resources and services.
 - Provide opportunities for faculty and staff professional development.
 - Invest in quality classroom and research space.
 - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - Create an Institute for Teaching and Learning Effectiveness.
- Expand accessibility to academic programs.
 - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - Create a summer academic enrichment plan to ensure growth and sustainability.
 - Develop a model program for college readiness.
 - Revitalize general education.
 - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan.
- Partner with system and state legislators to maximize funding.
- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - Increased efforts to earn research and grant funds.
 - Creation of philanthropic culture among incoming students, graduates and community.
 - Collaborating with Athletics Fundraising to maximize synergies.
 - Create a Growing our Alumni Base Campaign.
 - Encourage entrepreneurial opportunities where appropriate.
 - Participation in articulation agreements to capitalize on academic and economic resources.
 - Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
 - What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none">• Credentials• Progression• Transfer Success• Gateway Course Success	<ul style="list-style-type: none">• Time to Degree• Credits at Completion	<ul style="list-style-type: none">• Research (4-year only)	<ul style="list-style-type: none">• Core Expense Ratio• Faculty to Administrator Salary