

UAM
College of Technology
McGehee

Annual Report
2016-2017

UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

By August 1 of each year, deans will submit to the vice chancellor for academic affairs a succinct and focused annual report of significant achievements and changes in their units for the previous academic year. These reports will constitute a major source of information regarding institutional achievement and effectiveness throughout departments, offices and units, colleges, and schools. The report must be submitted in both paper and electronic file formats.

Unit Data

- Faculty
 - Faculty (full-time, adjuncts and part-time) qualifications, area(s) of responsibility, teaching loads, other assignments including any release time and stipends (* new faculty designation)
 - Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
 - Faculty and/or student service learning projects
 - Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.

Faculty Data:

Faculty	Status	Qualifications	Areas of Responsibility	Teaching Load per Semester	Other Assignments
Kenneth Curtsinger	8/12/2013 Full Time	High School Diploma; Automotive Certifications	Automotive Service Technology	Engine Repair, Electrical/Electronic System, Brakes, Suspension & Steering, Engine Performance, Transmission/Transaxles, Manual Drive Train and Axles, Heating and Air Conditioning	
Tara Coburn	8/12/2013 Full Time	BS in Communications	Communication, Business Technology	Technical Orientation, Technical Communication, Tech Keyboarding, Tech Administrative Support, Tech Business English	Retention Events, Academic Alerts
Tonya Loe	8/11/2014 Full Time	BS in Business Education, MS in Business Education	Business Technology, Gen Ed	Tech Computer Fundamentals, Tech Computer Applications for Business, Introduction to Computer Based Systems, Tech Business Practicum, Tech Accounting I, Tech Computerized Accounting, Tech Business Math, Tech Word, Administrative Support Procedures	
Elaine Hargraves	8/10/2015 Full Time	M.Ed in Education	Early Childhood Education	Introduction to Practicum, Child Care Practicum I & II, Curriculum Development for Infants and Toddlers, Child Development, Child Guidance, Methods & Materials, Observation & Assessment in Early Childhood Education, Child Care Program Planning, Children with Special Needs,	

Faculty	Status	Qualifications	Areas of Responsibility	Teaching Load per Semester	Other Assignments
				Environments of Early Childhood, Foundations of Early Childhood, Development and Curriculum in Early Childhood and non credit Early Childhood Classes	
Faith Hurd	5/9/2016 Full Time	BS in Biology	Early Childhood Education	Introduction to Practicum, Child Care Practicum I & II, Curriculum Development for Infants and Toddlers, Child Development, Child Guidance, Methods & Materials, Observation & Assessment in Early Childhood Education, Child Care Program Planning, Children with Special Needs, Environments of Early Childhood, Foundations of Early Childhood, Development and Curriculum in Early Childhood and non credit Early Childhood classes	
Gursarn Singh	12/20/1992 Full Time	BS in Science	EMT/ Paramedic	Paramedic I, II, III, IV, Paramedic Clinical I, II, Paramedic Field Internship I, II, Paramedic Human Anatomy and Physiology	Non-credit classes
David Carter	4/1/2006 Full Time	BA in Accounting	Heavy Equipment	Orientation, Basic Safety, Construction Equipment I & II Fieldwork, Introduction to Earth Moving, Timber Equipment I, Heavy Equipment Safety, Employability, Construction Equipment I & II, Timber Equipment I	Non-credit classes
Jay Harrod	9/8/2015 Full Time	Bachelors Degree, Certificates in Heavy Equipment Operations	Heavy Equipment	Orientation, Basic Safety, Construction Equipment I and II, Introduction to Earth Moving, Heavy Equipment Safety, Construction Equipment I & II Fieldwork, Employability	Non-credit classes
Renee Jones	8/13/2012 Full Time	MS in Business Administration	Health Information Technology	Vocabulary Development, Business English, Spreadsheet Applications, Electronic Health Records, Keyboarding, Keyboarding Applications, Small Business Management, Coding II, Reimbursement Methods, Procedural Coding	
Sarah Pambianchi	8/11/2014 Full Time	Technical Certificate, LPN	Health Professions/ Practical Nursing	Nursing Assistant	Paramedic Clinical Coordinator
Lisa Kelley	1/4/2010 Full Time	Master of Arts in Teaching	Hospitality Services	Safety & Sanitation, Hospitality Customer Service Relations, Culinary Preparation and Presentation, Principles of Lodging Operations, Supervision Concepts for Hospitality, Hospitality Services Internship, Principles of Baking, Employability Skills & Ethics, Introduction to Hospitality Operations, Culinary Fundamentals, Hospitality Travel and Tourism	Coordinator of Trotter House
Nikki Fitzgerald	2/17/2003 Full Time	Diploma RN	Practical Nursing	PN Nursing of Geriatrics, PN Pharmacology, PN Clinical I, II, & III, PN Adult Nursing I & II, PN Mental Health & Illness, PN Nursing of Mother and Infant, Nursing of Children	
Peggie Orrell	9/20/1998 Full Time	BSN	Practical Nursing	PN Clinical I, II & III and Director of Allied Health	
Kim Ray	5/12/2002 Full Time	Diploma RN; Associate Degree	Practical Nursing	PN Voc/Legal/Ethics, PN Nursing Principals and Skills, PN IV Therapy, PN Clinical I, II, & III	Nursing Clinical Coordinator

Faculty	Status	Qualifications	Areas of Responsibility	Teaching Load per Semester	Other Assignments
Gary Burt	8/22/2012 Full Time	High School Diploma; Welding Certifications	Welding Technology	Basic Welding, SMAW – Shielded Metal Arc Welding, Blueprint Reading, GTAW – Gas Tungsten Arc Welding, GMAW – Gas Metal Arc Welding, Welding Lab I & II, Pipe Welding	
Katie Cobb	8/17/2009 Full Time	Master of Science	General Education	Anatomy & Physiology I & II; Anatomy & Physiology I & II Lab; Paramedic Human Anatomy and Physiology, PN A & P, Nutrition	
Elizabeth Jones	8/12/2013 Full Time	Master of Arts in Teaching	General Education	Technical Math, Introduction to Algebra, Intermediate Algebra	
Rachel Nicholson	8/11/2014 Full Time	Masters in Creative Writing	General Education	Fundamentals of English, Composition I & II, Technical Communications, Business English	
Rebecca Newton	1/2/2007 Full Time	Master of Arts in Teaching	General Education	Nutrition, Tech Medical Terminology	
Elizabeth Coakley	Part Time	Master Degree	Early Childhood Education	Tech Curriculum Infants	
Alan Goodding	Part Time	Master Degree	General Education/Related	Technical Math, Introduction to Algebra	
Lora Medina (Cooper)	Part Time	Master Degree	Early Childhood Education	Foundations of Early Childhood Education	
Toma Lee	Part Time	Master Degree	General Education/Related	Introduction to Psychology, Introduction to Sociology	
Laura Leek	Part Time	Bachelor Degree	General Education/Related	Introduction to Algebra, Introduction to Intermediate Algebra	
Holly McDonald	Part Time	Master Degree	Related	Tech Communication	
Misty Paschall	Part Time	Master Degree	Related	Tech Communication	
Paul Outlaw	Part Time	Associate Degree	EMT/Paramedic	EMT Basic	
Lura Sandlin	Part Time	Master Degree	General Education/Related	College Algebra	

- Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
 - Mrs. Hargraves received UAM CT McGehee’s Faculty Member of the Year Award recognized by the McGehee Chamber of Commerce. Each year, the Vice Chancellor and Assistant Vice Chancellor nominate a faculty member who exemplifies outstanding service to the community, as well as to UAM CTM.
 - Mr. Burt received McGehee’s Faculty Member of the Year. Each year, the Vice Chancellor and Assistant Vice Chancellor recognize a faculty member who exemplifies outstanding service.
- Faculty and/or student service learning projects
 - N/A
- Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.

- Mrs. Hargraves received UAM CT McGehee’s Faculty Member of the Year Award recognized by the McGehee Chamber of Commerce. Each year, the Vice Chancellor and Assistant Vice Chancellor nominate a faculty member who exemplifies outstanding service to the community, as well as to UAM CTM.
- Mr. Burt received McGehee’s Faculty Member of the Year. Each year, the Vice Chancellor and Assistant Vice Chancellor recognize a faculty member who exemplifies outstanding service.

➤ List of grants, source, purpose and total dollars for the academic year

Grant Title	Source of Funding	Purpose	Amount	Grant date	Principal Investigator(s)
McGehee Adult Education	U.S. Department of Education	To provide adult learners with the tools to improve and refine their academic skills, attain the General Educational Development® Credential, and the life skills that prepare the citizen for self-sufficiency and improvement in the quality of life. For more information: http://aalrc.org/about-arkansas-adult-education/	By Category: C&I-201309; \$277.15 ABE-211310; \$379,492.28 D&E-201311; \$129,414.64 GAE-211312; \$469,280.91	July 1- June 30 annually	Dorissa Kaufman
McGehee Carl Perkins	U.S. Department of Education	The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. For more information: http://www.adhe.edu/about-adhe/staff-directory/carl-d.-perkins/	By Category: Equip/Tech-201350; \$47,408.00 Intensive Advisor-201354; \$27,000.00 Third Party Testing-201355; \$6,000.00 Professional Dev-201356; \$6,000.00	July 1- June 30 annually	Seth Bryant
McGehee Career Pathways Initiatives	Department of Health and Human Services	Career Pathways Initiatives (CPI) seeks to improve the earnings through postsecondary education attainment of Arkansas' low-income "TANF-eligible" adults by enabling them to work in industries of regional importance. Administered by the Arkansas Department of Higher Education (ADHE), with funding	\$299,300.00		

Grant Title	Source of Funding	Purpose	Amount	Grant date	Principal Investigator(s)
		from the Department of Workforce Services (DWS), ADHE/CPI provides an opportunity for 25 campuses to develop Career Pathways Initiatives. For more information: http://www.adhe.edu/about-adhe/staff-directory/career-pathways/			
<u>McGehee Early Care and Education Projects</u>	Department of Health and Human Services	ECEP, in conjunction with the Division of Child Care Early Childhood Education, provides statewide training programs for early educators. Under the combined leadership of Dr. Bobbie Biggs and Dr. Deniece Honeycutt, the staff strives to provide the most up-to-date training possible to early educators. More than 200 trainers around the state deliver courses in a variety of locations including child care centers, public schools, vocational centers, technical institutes, community colleges, and other postsecondary education facilities. For more information: https://ecep.uark.edu/	\$9,536.72	July 1 – June 30 annually	
<u>McGehee Electrical Apprenticeship</u>	Arkansas Department of Career Education	For improving and enhancing traditional apprenticeship programs in Arkansas. For more information: http://arcareereducation.org/services/skills-development/apprenticeship	\$5,306.86		

- McGehee EMS & Trauma (Arkansas Department of Health) Purpose: The trauma fund was made available by the 87th General Assembly in Act 393; the fund was established to offer scholarships to future EMT and Paramedics in the state of Arkansas and to provide professional development opportunities for EMT and Paramedic Instructors. For more

information: <https://www.healthy.arkansas.gov/programs-services/topics/trauma-grants>
<http://www.healthy.arkansas.gov/programs-Services/injuryPreventionControl/TraumaticSystems/Pages/TraumaGrants.aspx>

Total Dollars by Category:
211369 \$6,752.00

- Greater Delta Alliance-EMT (Greater Delta Alliance for Health) Purpose: Tuition assistance for firefighters in the Delta to become EMTs. For more information: <http://www.gdaharkansas.com/>

Total Dollars by Category:
221801 \$61,980.00

- List partnerships, MOUs or other special agreements with brief description

McGehee's 2016-2017 MOU's and Partnerships	
Partner	Purpose
Aramark	Uniforms, Mats (Uniforms are on UAM Contract)
Arkansas Copiers	Copier Leases
Arkansas Department of Health	Clinical Site for Allied Health Students
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non credit training
AT & T	Bandwidth Circuit (100 meg)
Bradley County Economic Development Corporation (BCEDC)	Training Sites for AHEOTA
Bradley County Medical Center	Clinical Site for Allied Health Students
C.B. King Memorial School	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways
Cash and Sons of McGehee, Arkansas	Student Transportation Vouchers through Career Pathways
Chicot Memorial Medical Center	Clinical Site for Allied Health Students
Delta Memorial Hospital	Clinical/Internship Site for Allied Health & Business Students
Discovery Children's Center	Practicum site for Early Childhood Students
Drew Central Pre-K	Practicum site for Early Childhood Students
Drew County Properties, LLC.	Lease agreement(for Diesel Academy Location)
Drew Memorial Hospital	Clinical/Internship Site for Allied Health & Business Students
Dumas E M S	Clinical Site for Allied Health Students
Dumas High School	High School Concurrent Credit
Dumas Housing Authority	Internship site for Business Technology Students
East Carroll Parish Ambulance Service	Clinical Site for Allied Health Students
Emergency Ambulance Services, Inc. (EASI)	Clinical Site for Allied Health Students
ESA Monticello	Internship site for Business Technology Students
FAST Ambulance Service and Transport	Clinical Site for Allied Health Students
First Presbyterian Child Care Center	Practicum site for Early Childhood Students

Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students
Greater Delta Health Alliance	Grant for tuition assistance for firefighters seeking an EMT certification
Grenada – UMMC	Clinical Site for Allied Health Students
Head of the Class Childcare and Learning	Practicum site for Early Childhood Students
Hermitage Pre-K Center	Practicum site for Early Childhood Students
James Janitorial Service	Janitorial (By bid)
Jellybean Junction Preschool	Practicum site for Early Childhood Students
Lake Village Clinic	Clinical Site for Allied Health Students
Lake Village High School	High School Concurrent Credit
Lake Village Pre-K	Practicum site for Early Childhood Students
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students
McGehee Fire and Ambulance	Clinical Site for Allied Health Students
McGehee Health & Rehabilitation Center	Clinical Site for Allied Health Students
McGehee High School	High School Concurrent Credit
McGehee Hospital, Inc.	Clinical Site for Allied Health Students
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students
Monticello Economic Development Commission (MEDC)	Training Sites for AHEOTA
Monticello Medical Clinic	Clinical Site for Allied Health Students
Monticello OEC - Occupational Education Center	High School Concurrent Credit
Monticello Pre-K	Practicum site for Early Childhood Students
Pafford Emergency Medical Services	Clinical Site for Allied Health Students
Pauline Baptist Church Child Care Center	Practicum site for Early Childhood Students
Pine Bluff High School	High School Concurrent Credit
SEACBEC - Southeast Arkansas Community Based Education Center	High School Concurrent Credit
Simplex-Grinnell	Fire Alarm Monitoring
Southeast Arkansas Community Action Corp.	Practicum site for Early Childhood Students
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students
Southeast Arkansas Regional Intermodal Authority (SEARIA)	Training Sites for AHEOTA
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students
Terminix	Pest Control

The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students
Tom Smith Pest Control	Termite Protection (on the mobile homes)
Trinity's Treasures Childcare & Learning Center	Practicum site for Early Childhood Students
Warren ABC Preschool	Practicum site for Early Childhood Students
Warren School District	Facility usage at SEACBEC
WEE Care First Baptist Church Dumas	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways
West Carol Parish Ambulance	Clinical Site for Allied Health Students
West Carrol Memorial Hospital	Clinical Site for Allied Health Students
WIOA of Southeast Arkansas	Adult Education satellite centers in Lake Village and Crossett.
Wound Healing Institute of Southeast Arkansas	Clinical Site for Allied Health Students
York W. Williams Jr. Child Development Center	Practicum site for Early Childhood Students & Childcare vouchers through Career Pathways

- Significant changes of college/school/programs/departments both positive and negative
 1. Change program name from Administrative Office Technology to Business Technology
 2. Add the new course Tech Introduction to Marketing Add the new course Tech Electronic Presentations Add the new course Tech MS Office Prep and Certification
 3. Change Hospitality Customer Service Relations to Customer Service Relations that can be utilized by other programs
 4. Update the Computer Fundamentals course description. Remove Windows XP
 5. Remove the Co-requisites to the Introduction to Law course
 6. Change the name of the Certificate of Proficiency from Office Support to Basic Business Principles and allow two electives to accommodate the local business and industry needs of each CT
 7. Change the Certificate of Proficiency requirements to reflect elective choices that reflect local business and industry needs
 8. Remove prerequisite to the Medical Office Procedure course (Keyboarding and Medical Terminology)
 9. Change the prerequisites to the Reimbursement Methodologies course (require Medical Office Procedures remove Keyboarding and Medical Terminology.
 10. Add a Health Information Technology Practicum Course to provide students with industry exposure and increase their opportunities for potential employment
 11. Delete the Tech Procedural Coding course. An Advanced Medical Coding class will be added to align the curriculum with AHIMA's requirement for national coding certification
 12. Add a Tech Advanced Medical Coding to align our curriculum with AHIMA's requirements for national coding program certification
 13. Change the prerequisites Tech Electronic Health Records by removing the co-requisites of Keyboarding and Medical Terminology (incorrect in catalog) and add the CFA 1103 Computer Fundamentals to insure students have the required computer skills.
 14. Removed the prerequisites for Tech Medical Transcription (Keyboarding and Medical Terminology) and added Computer Fundamentals
 15. Modify the course requirements for the Healthcare Office Skills Certificate of Proficiency to reflect the course changes and course progression required for entry-level employment and certification.
 16. Modify the Technical Certificate course requirements for the Health Information Technology program due to course additions, deletions, and modification
 17. Add a new technical course Principles of Nutrition. This course would be geared to nutrition in health and illness with additional content pertaining to the nursing professions and dietary technicians in the food industry.
 18. Began the Diesel Technology Training Academy in Monticello in Fall 2017

- Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.
 - The nursing department recognizes an Outstanding Student each year, as well as awards a student the Florence Nightingale Award during the annual Practical Nursing Pinning Ceremony.

- Students are recognized for perfect attendance and highest grade in each class at the annual Practical Nursing Pinning Ceremony
 - Each year the Phi Beta Lambda (PBL) coordinator accompanies students to the state PBL competition. Our students have placed in the state competition and advanced to nationals.
 - Each year, outstanding students are nominated by faculty and recognized quarterly. Their pictures are placed in the hallway or student center.
 - The National Technical Honor Society is reactivated on our campus. These students will be recognized McGehee’s commencement ceremony.
 - Three Adult Education students were among those across the state who were recognized for achieving the “Top 25 Score” on the GED exam.
- Attach a listing, where applicable, of chairs, professorships, distinguished professorships, and lectureships and faculty awards given by the college/school.
- Outstanding Faculty by Vice Chancellor
 - McGehee Chamber of Commerce Faculty Member of the Year

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

UAM College of Technology McGehee assesses 2-3 programs annually on a rotational basis so that every program is assessed every 3 years. The heavy equipment operator training academy and the EMT paramedic program were assessed in 2016-2017. The results are listed below.

Heavy Equipment Operator Training Academy:

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**
Progress related to strategic plans and university priorities for the academic year
 - Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
1. Use of technology for training and recruitment: The Heavy Equipment program purchased a motor grader simulator in 2015 to train students on its use. Teaching the operations of a motor grader is a training requirement and part of our National Center for Construction Education and Research

(NCCER) curriculum. In 2016, a trailer was purchased to transport the simulator to various recruitment sites. Exhibiting and allowing individuals to use the motor grader simulator seems to draw potential students to the Heavy Equipment recruiting area and also creates interest in the industry and the program.

2. Heavy Equipment Operator Training Academy NCCER Certification Rates are depicted in the chart below: (*Instructor created chart)

Class Year	Beginning Enrollment	Received NCCER Certifications	Successful Completion Rate
2016 Spring/Fall	6	4	66.7%
2015 Spring/Fall	19	13	68.4%
2014 Spring/Fall	17	13	76.5%
2013 Fall	11	7	64%
2013 Spring	14	7	50%
2012 Fall	10	5	50%
2012 Spring	8	6	75%
Fall 2011	27	13	48.15%
Spring 2011	12	5	41.67%
Fall 2010	20	12	60%
Spring 2010	15	8	53.34%
Fall 2009	24	13	54.17%

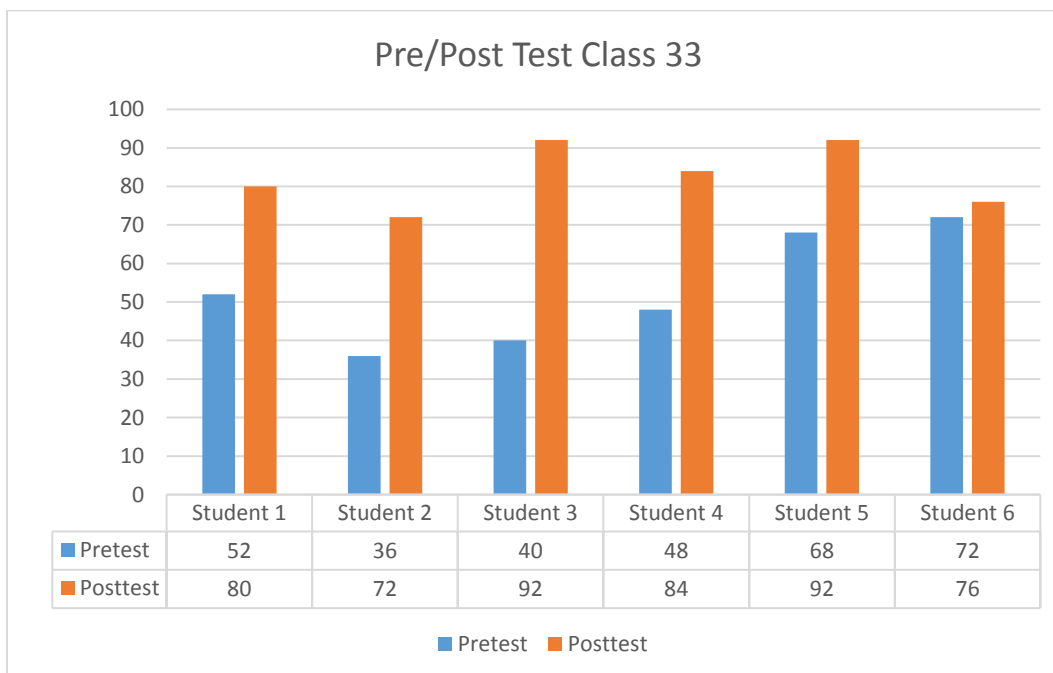
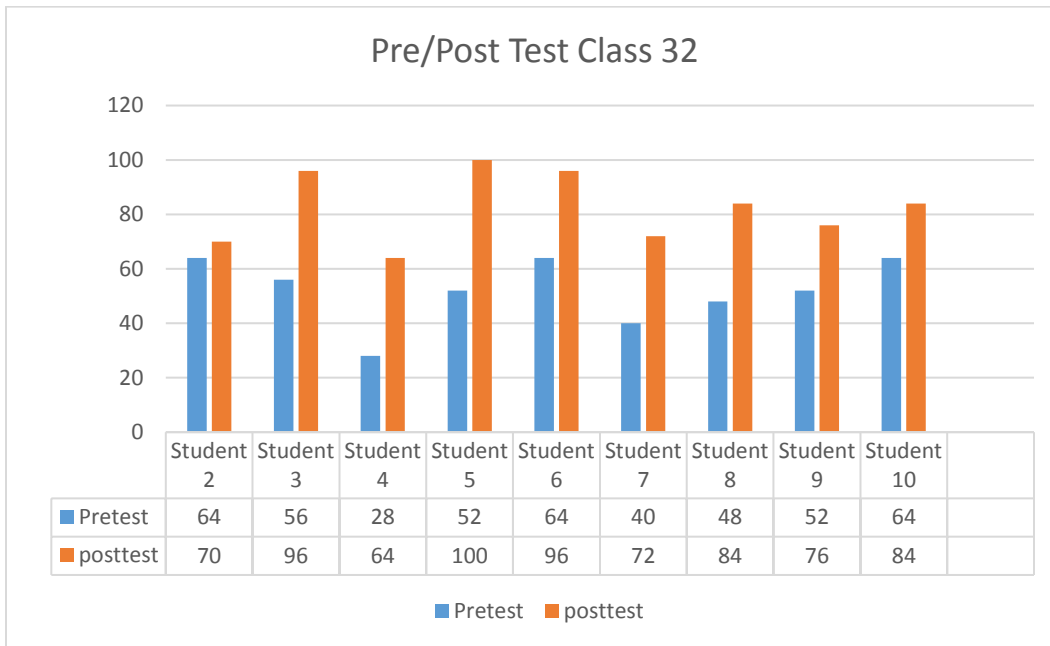
3. Heavy Equipment Operator Training Academy –

Gainful Employment is defined as follows: The total number of graduates who are working in their field is divided by the number of eligibles to determine the percentage. The number of graduates who are continuing their education, not in labor force, are disabled or are deceased is subtracted from the total number of graduates. This number becomes the number of eligibles.

i.e. 10 graduates - 1 Continuing Education = 9 eligibles; 5 working in field/ 9 eligibles = 56 %

Year	Students Graduating	Students Completing on time	On Time Graduation	Calculation	Gainful Employment
2015-16	11	11	100%	11 grads = 11 eligibles; 9 working in field/11 eligibles = 82%	82%
2014-15	13	13	100%	13 grads - 2 CE = 11 eligibles; 5 working in field/ 11 eligibles = 45%	45%
2013-14	14	14	100%	14 grads - 1 not in labor force = 13 eligibles; 7 working in field/ 13 eligibles = 54%	54%
2012-13	10	10	100%	10 grads - 1 CE = 9 eligibles; 5 working in field/ 9 eligibles = 56 %	56%
2011-12	17	17	100%	17 grads - 2 CE - 2 not in labor force = 13 eligibles; 7 working in field/13 eligibles = 53%	53%
2010-11	13	13	100%	13 grads - 1 CE = 12 eligibles; 4 working in field/12 elig = 33%	33%
2009-10	17	16	94%	17 grads - 6 CE - 1 not in labor force = 10 eligibles; 4 working in field/10 eligibles = 53%	40%

4. Heavy Equipment Operator Training Academy - Pretests and posttests are used to guide classroom teaching. Test analysis by the instructor is also used to guide teaching in particular content areas. Test analysis allows the instructor to gauge whether students are understanding specific content areas and gives the instructor and students the opportunity to review if necessary. This should be considered as a change in teaching strategies related to data collected. A sample of students' pre and post tests are depicted in the chart below:



5. Heavy Equipment Operator Training Academy - A Partnership with the Arkansas Highway and Transportation Department (AHTD) in the program T2. The director of the Heavy Equipment Program teaches several non-credit classes. These classes assist the AHTD to train their employees at a minimal cost in a specifically, county/state individualized manner. This partnership also benefits the college and its students by allowing exposure of the program's instructors which could increase retention and placement rates and also serves as a recruiting tool for those employees who want to educate themselves.
- Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.
 - Instructional technology tools: The program purchased a motor grader simulator in 2015 to use as an instructional tool. This purchase was necessary to remain current with industry's technology and ensure student success in the heavy equipment arena.
 - Initiatives/action steps to promote student success and persistence
 - With every class the instructors schedule a day for students to visit the Arkansas 1-Call Center in Conway, AR. This visit is an educational opportunity as well as a professional opportunity. The students learn why you "Call First" before you dig anywhere! This center is a locator center, they have the equipment to locate electric lines, water and gas pipes and other underground obstacles that you would not want to disturb and would be dangerous to the heavy equipment operator, other workers and the public. This visit is also professional; the students may be recruited into this company and industry.
 - In 2016 the program began leasing an off-road articulating dump truck. This is a curriculum requirement of the NCCER. The off-road articulating dump truck is being used quite often in the construction industry and students need training to meet the industry's needs as heavy equipment operators. Students are given the opportunity to practice maneuvers and particular skills before being tested in the field.
 -
 - List any addition/deletion/modification of degrees
 - None
 - List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)
 - There were additions to the content of the curriculum including an optional CDL (Commercial Driver's License) component; however, no new courses were added and none were deleted.

- List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options
 - The classes are scheduled two days per week. i.e. Monday and Tuesday to accommodate students who are driving from out of town. The related class is scheduled during the evening.
 - Students receive hands-on training on specific equipment during the summer session.

Heavy Equipment Operator Training Academy - List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

- The instructors of the Heavy Equipment Program teaches non-credit classes throughout the year through a partnership with the Arkansas Highway and Transportation Department (AHTD) in the program TSquared (T2.) These classes assist the AHTD in the training of their employees at a minimal cost in a specifically, county/state individualized manner. This partnership also benefits the college and its students by allowing exposure of the program's instructors which could increase retention and placement rates and also serves as a recruiting tool for those AHTD employees who want to educate themselves. This allows the instructors to stay up-to-date on current practices.

- The following chart depicts professional development attended throughout the academic year

Workshop Title	Date
OSHA 510 training	February 18--21, 2014
OSHA 500 training	April 1-4, 2014
County Judges meeting-Hot Springs	June 18--20, 2014
Professional Development at UAM and CTM	August 12--15, 2014
Faculty meeting, McGehee	August 5, 2014
County Judges meeting-N. Little Rock	September 24-26, 2014
Faculty meeting, McGehee	October 10, 2014
Class field trip to Ark. One-Call Center, Conway	November 25, 2014
County Judges meeting-N. Little Rock	February 8-10, 2015
Faculty meeting, McGehee	March 3, 2015
County Judges meeting-Texarkana	June 10-12, 2015
ATPA In-Woods Expo, Hot Springs area	June 18-19, 2015
Professional Development at UAM and CTM	August 11-14, 2015
County Judges Meeting-N. Little Rock	Sept 30-October 2, 2015
Class field trip to Ark. One-Call Center, Conway	October 12, 2015
Language Acquisition and Literature Exhibition, MCB Auditorium	December 2, 2015
County Judges meeting-N. Little Rock	February 10-12, 2016
Speaker at Ark. Assoc. of Counties Safety Conference	May 18, 2016
Professional Development at UAM and CTM	August 16-19, 2016
Faculty meeting, McGehee	September 9, 2016
County Judges meeting-N. Little Rock	September 28-30, 2016
Class field trip to Ark. One-Call Center, Conway	November 8, 2016
Ark. Municipal League Meeting, Little Rock	January 11-13, 2017
Student Success Symposium, Conway	March 14, 2017
County Judges meeting-N. Little Rock	June 28-30, 2017

EMT Paramedic 2017

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**

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

- Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
- **EMT Paramedic**
 - Retention: The class that graduated in December 2016 had a retention rate of 58%. (7 out of 12 = 58%). The current class has a retention rate of 4/5=80%.
 - Gainful Employment with on time graduation rates is depicted in the chart below:

Year	Students Graduating	Students Completing on time	On Time Graduation	Calculation	Gainful Employment
2015-16	3	3	100%	3 grads - 0 CE = 3 eligible; 3 working in field/ 3 eligibles = 100%	100%
2014-15	0	0	0	A new class did not start in 2013-2014 due to low enrollment	N/A
2013-14	2	2	100%	2 grads - 0 CE = 2 eligible; 2 working in field/ 2 eligibles = 100%	100%
2012-13	9	9	100%	9 grads - 0 CE = 9 eligible; 9 working in field/ 9 eligibles = 100%	100%
2011-12	7	7	100%	7 grads - 0 CE = 7 eligible; 7 working in field/7eligibles = 100%	100%
2010-11	9	9	100%	9 grads - 0 CE = 9 eligible; 8* working in field/ 9 eligibles = 89%	89%
				*Could not reach one student so we reported her as not working in the field	
2009-10	7	7	100%	7 grads - 0 CE = 7 eligible; 6* working in field/7eligibles = 100%	86%
				*Could not reach one student so we reported him as not working in the field.	

- Teaching strategy changes: January 2017, The National Skill Exam changed to 6 stations compared to 11 stations in previous years. One of the new stations is simulation of an actual ambulance run scenario
 - Advanced Cardiac Life Support and Basic Life Support American Heart Association guidelines adopted 2015 recommendations.
 - National Registry implemented Skill Lab Portfolio starting January 2017. Each skill must be checked off a minimum of three times to accomplish competency.
- Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.
- Annually, the class visits the Crime Lab in Mississippi where they observe a live autopsy being performed. The students see the actual body parts. Some injury and disease process which caused the death is also exposed in the crime lab.
 - There are hospital clinical rotations and field internship components to the Paramedic program. The Paramedic program requires a minimum of 300 hours in the hospital clinical setting and 300 hours in Field Internship of Ambulance runs.
 - Instructor utilizes hands-on activities. One example is depicted in the chart below:

1000 mL iv Bags with 10gtt sets							
Gauge	14	14	16	18	18	20	24
Length	1.25	2.00	1.25	1.25	2.00	1.25	1.25
Time Min	5:12	5:18	6:55	11:55	14:47	18:33	96.14
	5 min	5 min	6 min	11 min	14 min	18 min	94 min
	12 sec	18 sec	55 sec	55 sec	47 sec	33 sec	14 sec
<p>Students were taken outside on the lawn and IV Poles were set up with seven 1000mL bags of fluid. Each bag was attached with 10gtt set IV tubing. Each IV Tubing was attached with different sizes listed Catheters. They were started at the same time and the time was recorded. The results are listed above the gauge made a significant difference. The length of the catheter also made a difference. The conclusion - the fluid distributed through the 20 gauge and below will meet the patient's immediate need. The conclusion - the fluid distributed through the 20 gauge and below will meet the patient's immediate need. above 20 gauge is too much time to fulfill the patient's immediate need.</p>							

- All skills are checked-off in a lab setting prior to performing the task in the field.
- Purchased and utilizing a Microsoft Surface since April 2017. The graphs, drawing, and other notes can be printed and became useful handouts
- Oral communication skills are practiced in oral skill stations. In these stations each student is given a scenario to treat and transport a pre hospital patient. The teacher plays the role of the patient. The last step is giving verbal report to the receiving hospital and the instructor plays the role of the hospital personnel.

- Initiatives/action steps to promote student success and persistence
 - The medical director, a licensed practicing M.D., lectures in the classroom on a regular schedule. (Spring Semester - 24 hours; Summer semester -12 hours; and Fall Semester- 24 hours)
 - The chapter exams are administered on Blackboard with immediate feedback. The students are given the opportunity to review the questions that are answered incorrectly and review those sections of the textbook.
 - Guest speakers are utilized such as the Drug Task Force agent.
 - The students are encouraged to attend the annual EMS Conference in Hot Springs, Arkansas
 - Tutoring is available daily and on weekends

- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
 - List any addition/deletion/modification of degrees
 - Students who score 19 or above in English and Math on the ACT (or equivalent on other exams accepted by UAM), are not required to take the Technical Math and Technical Communication courses

 - List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?) No course has been added or deleted

 - List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options
 - EMT classes are scheduled in the evening, two nights per week; the paramedic classes are scheduled one day per week to better accommodate working students.
 - Blackboard is utilized for testing with questions designed to replicate questions on the national registry exam.
 - Tutoring is provided daily by the instructor.

List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

Workshop Title	Date
Professional Development at UAM & McGehee	August 10-14, 2015
Faculty Meeting - Retention, Academic Advising, Course Evaluations	September 18, 2015
Faculty Meeting - Syllabi, Evaluations, Technology Training	November 20, 2015
How to retain more information (improving brain capacity) Arkansas Instructor's Society	April 4, 2015
Art of writing test items by Commission of Accreditation: Evaluating Student Competency	October 15-17, 2015
Faculty Meeting - Recruitment, Retention, Placement	February 2, 2016
Faculty Meeting - Advisory Training, Unplanned Pregnancy, & Academic Update	April 1, 2016
Arkansas Trauma Conference	May 6-7, 2016
How to measure student learning competency by Commission on Accreditation	June 14-15, 2016
Instructor I course from National Association of Emergency Medical Service Educators (NAEMSE)	July 15-16, 2016
Professional Development at UAM & McGehee	August 15-19, 2016
Faculty Meeting - Advisory Committee, Technology Training, Blackboard, Graduation	September 30, 2016
Faculty Meeting - Syllabi Requirements, Evaluation Process, Violence Training	November 18, 2016
Arkansas Department of Health Instructor's Retreat	January 29, 2016
Faculty Meeting - Strategic Planning Activity, Gainful Employment	February 24, 2017
Faculty Meeting - Technology Training - EAB, Placement Plan	March 31, 2017
FEMA ICS-100 Introduction to the Incident Command System	April 5, 2017

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Report in number and percentage of students by academic year.

- Credentials: Certificate of Proficiency, Technical Certificate, Associate, Baccalaureate, Master

The University of Arkansas at Monticello College of Technology McGehee's (UAM CTM) program viability report is depicted in Tables 1, 2, and 3 on the following pages and explained below.

The Arkansas Higher Education Coordinating Board (AHECB) defines productivity standards as the following:

The viability standards, based on a three-year average, are as follows:

- An average of **four (4) graduates per year** for career and technical education certificates (CTE) and career and technical associate degree programs (AAS)

Table 1 depicts the programs that have not met the minimum standards for viability which include Automotive Technology, Health Professions, and Emergency Medical Technology Paramedic. An explanation follows the Table.

Table 1

Award	Degree Code	Status	Program Name	14-15	15-16	16-17	3 year average
TC	4355	A	Automotive Technology	5	5	1	3.66
TC	2710	A	Health Professions	0	0	0	0
TC	4520	A	Emergency Medical Technology Paramedic	0	3	5	2.66

The **Automotive Technology** program was only offered as concurrent credit to high school students in 2016-2017.

The **Health Professions** program has never been approved by financial aid due to the CIP code assigned by ADHE.

The **EMT Paramedic** program had no enrollment during the 2014-2015 school year; therefore, classes were not offered. The enrollment and number of graduates have increased each year since 2014-2015.

Table 2 depicts technical certificates obtained in all programs offered on the McGehee campus with a 3-year average.

Table 2 – Technical Certificates Awarded per Year

Award	Program Name	14-15	15-16	16-17	3 year average
TC	Administrative Office Technology	5	3	6	4.66
TC	Automotive Technology	5	5	1	3.66
TC	Diesel Technology	N/A	N/A	3	N/A
TC	Early Childhood	12	13	9	11.33
TC	Emergency Medical Technology Paramedic	0	3	5	2.66
TC	Health Information Technology	5	8	5	6.00
TC	Health Professions	0	0	0	0
TC	Heavy Equipment Construction and Timber	13	12	11	12.00
TC	Hospitality Services	10	7	5	7.33
TC	Practical Nursing	7	9	3	6.33
TC	Welding Technology	11	14	10	11.66
	Total	68	74	58	66.66

Table 3 depicts certificates of proficiency obtained in all programs on the McGehee campus.

Table 3 – Certificates of Proficiency Awarded per Year

Award	Program Name	14-15	15-16	16-17
CP	Office Support	7	3	4
CP	Child Development Associate	14	19	25
CP	Emergency Medical Technology	4	10	8
CP	Healthcare Office Skills	4	7	7
CP	Hospitality Services	4	7	6
CP	Nursing Assistant	49	7	34
CP	Tractor Trailer Operations	N/A	N/A	3
CP	Welding Technology	12	14	12
	Total	94	67	99

➤ Progression: 15, 30, 45, 60, 90 credit hours

2017						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
MCG	M_ADMINOFF		4	1		
MCG	M_AUTOMO			1		
MCG	M_DT_TC	1	1			1
MCG	M_ECED	10	18	14	6	
MCG	M_EMT_PARA	5	3	2	4	1
MCG	M_HEO	3	8	1	2	
MCG	M_HIT	2	2	1		
MCG	M_HOSP	5	2			
MCG	M_HOSP_CP			1	1	1
MCG	M_PN	9	9	9	5	3
MCG	M_PN_AAS_P					2
MCG	M_WELD_TEC		10	1	1	

2016						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
MCG	M_ADMINOFF	3	2		1	
MCG	M_AUTOMO	3	5	3	2	
MCG	M_ECED	14	14	6	2	
MCG	M_EMT_PARA	1	1	4	4	7
MCG	M_HEO		12	2	1	1
MCG	M_HIT	2		1	4	1
MCG	M_HOSP	3		1	2	1
MCG	M_HOSP_CP		1			
MCG	M_PN	10	8	4	1	4
MCG	M_PN_A				1	
MCG	M_PN_AAS_P	1	1	2		2
MCG	M_WELD_CP			1		
MCG	M_WELD_TEC		12	1		

2015						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
MCG	M_ADMINOFF	5	1	1	1	1
MCG	M_AUTOMO	4	3	3	2	
MCG	M_ECED	11	7	8	3	1
MCG	M_EMT_PARA	3	3	1	3	
MCG	M_HEO	8	11	2		1
MCG	M_HIT	3	5	2	3	2
MCG	M_HOSP	16	5			2

MCG	M_OFSUP_CP			1		
MCG	M_PN	9	7	5	6	5
MCG	M_PN_A	1	1	2	2	1
MCG	M_PN_AAS_P	1	1		1	
MCG	M_WELD_TEC	1	10			

2014						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
MCG	M_ADMINOFF	5	5	5	3	
MCG	M_AUTOMO	1		2		
MCG	M_CDA_CP			1		
MCG	M_ECED	10	7	10	6	
MCG	M_EMT_PARA	4	1	1	1	1
MCG	M_HEO	9	8	1	1	
MCG	M_HIT	7	4	3	3	2
MCG	M_HOSP	4	13	1	2	1
MCG	M_NA_CP	1	1	1		
MCG	M_PN	8	11	4	9	4
MCG	M_PN_A	2				
MCG	M_PN_AAS_P	1		1	1	1
MCG	M_WELD_CP		1	1		
MCG	M_WELD_TEC	3	7			

➤ Gateway Course Success Rates (A, B or C)

The following data will be shared with the technical faculty for advising purposes.

- 58% of students with a technical major passed the gateway courses listed in the charts below
(168 students out of a total of 288 students = 58%)
- 71% of students with a technical major passed Comp I
- 65% of students with a technical major passed Comp II
- 41% of students with a technical major passed College Algebra
- 21% of students with a technical major passed American National Government
- 63% of students with a technical major passed Introduction to Psychology
- 71% of students with a technical major passed Introduction to Sociology
- 71% of students with a technical major passed Developmental Psychology

Year	Program	Plan	Gateway Course	Total	Passed (A,B,C)	% Passed
2017	MCG	M_ECED	ENGL1013	2	1	50%
2017	MCG	M_HIT	ENGL1013	2	1	50%
2017	MCG	M_HOSP	ENGL1013	1	1	100%
2017	MCG	M_PN	ENGL1013	10	7	70%
2016	MCG	M_ADMINOFF	ENGL1013	1	1	100%
2016	MCG	M_ECED	ENGL1013	2	1	50%
2016	MCG	M_HIT	ENGL1013	3	0	0%
2016	MCG	M_PN	ENGL1013	7	6	86%
2015	MCG	M_ADMINOFF	ENGL1013	1	0	0%
2015	MCG	M_ECED	ENGL1013	6	3	50%
2015	MCG	M_EMT_PARA	ENGL1013	1	1	100%
2015	MCG	M_HIT	ENGL1013	1	1	100%
2015	MCG	M_PN	ENGL1013	9	5	56%
2015	MCG	M_PN_AAS_P	ENGL1013	3	2	67%
2014	MCG	M_ADMINOFF	ENGL1013	2	2	100%
2014	MCG	M_ECED	ENGL1013	6	5	83%
2014	MCG	M_EMT_PARA	ENGL1013	1	1	100%
2014	MCG	M_HIT	ENGL1013	1	1	100%
2014	MCG	M_HOSP	ENGL1013	1	1	100%
2014	MCG	M_PN	ENGL1013	8	7	88%
2014	MCG	M_PN_A	ENGL1013	1	1	100%
2014	MCG	M_PN_AAS_P	ENGL1013	1	1	100%
2014	MCG	M_WELD_TEC	ENGL1013	2	2	100%
			Comp I	72	51	71%

2017	MCG	M_ECED	ENGL1023	3	3	100%
2017	MCG	M_EMT_PARA	ENGL1023	1	0	0%
2017	MCG	M_HIT	ENGL1023	3	2	67%
2017	MCG	M_PN	ENGL1023	12	8	67%
2016	MCG	M_ECED	ENGL1023	5	5	100%
2016	MCG	M_EMT_PARA	ENGL1023	2	2	100%
2016	MCG	M_PN	ENGL1023	4	3	75%
2016	MCG	M_PN_AAS_P	ENGL1023	1	1	100%
2015	MCG	M_ECED	ENGL1023	2	1	50%
2015	MCG	M_PN	ENGL1023	3	2	67%
2015	MCG	M_PN_A	ENGL1023	2	2	100%
2014	MCG	M_ECED	ENGL1023	9	4	44%
2014	MCG	M_HEO	ENGL1023	1	0	0%
2014	MCG	M_HOSP	ENGL1023	2	1	50%
2014	MCG	M_PN	ENGL1023	4	1	25%
			Comp II	54	35	65%
2017	MCG	M_PN	ENGL2283	1	0	0%
2016	MCG	M_EMT_PARA	ENGL2283	2	2	100%
2017	MCG	M_PN	ENGL2293	1	0	0%
			Survey of World Lit I	4	2	50%
2014	MCG	M_HEO	HIST1013	1	0	0%
2014	MCG	M_HIT	HIST1013	1	0	0%
			Survey of Civ I	2	0	0%
2016	MCG	M_HIT	HIST1023	1	0	0%
2015	MCG	M_PN	HIST1023	1	1	100%
2014	MCG	M_ECED	HIST1023	1	0	0%
2014	MCG	M_HIT	HIST1023	1	0	0%
			Survey of Civ II	4	1	25%
2014	MCG	M_ECED	HIST2213	4	0	0%
2014	MCG	M_HEO	HIST2213	1	0	0%
2014	MCG	M_WELD_TEC	HIST2213	1	1	100%
			American Hist I	6	1	17%

2015	MCG	M_WELD_TEC	HIST2223	1	1	100%
			American Hist II			
2014	MCG	M_ECED	MATH1003	1	0	0%
			Survery of Math			
2017	MCG	M_HIT	MATH1043	1	0	0%
2017	MCG	M_PN	MATH1043	12	6	50%
2016	MCG	M_ECED	MATH1043	2	2	100%
2016	MCG	M_EMT_PARA	MATH1043	2	2	100%
2016	MCG	M_HIT	MATH1043	2	0	0%
2016	MCG	M_PN	MATH1043	8	3	38%
2015	MCG	M_ECED	MATH1043	2	0	0%
2015	MCG	M_HIT	MATH1043	1	0	0%
2015	MCG	M_PN	MATH1043	5	2	40%
2015	MCG	M_PN_A	MATH1043	1	0	0%
2015	MCG	M_PN_AAS_P	MATH1043	2	1	50%
2015	MCG	M_WELD_TEC	MATH1043	1	1	100%
2014	MCG	M_HIT	MATH1043	2	0	0%
2014	MCG	M_PN	MATH1043	2	1	50%
2014	MCG	M_PN_AAS_P	MATH1043	1	0	0%
			College Algebra	44	18	41%
2016	MCG	M_ECED	PSCI2213	2	1	50%
2016	MCG	M_EMT_PARA	PSCI2213	2	1	50%
2015	MCG	M_ECED	PSCI2213	1	0	0%
2014	MCG	M_ADMINOFF	PSCI2213	1	0	0%
2014	MCG	M_ECED	PSCI2213	3	1	33%
2014	MCG	M_HIT	PSCI2213	1	0	0%
2014	MCG	M_HOSP	PSCI2213	3	0	0%
2014	MCG	M_PN	PSCI2213	1	0	0%
			American Nat'l Govt	14	3	21%
2017	MCG	M_EMT_PARA	PSY1013	2	1	50%
2017	MCG	M_HIT	PSY1013	2	1	50%
2017	MCG	M_PN	PSY1013	8	6	75%
2016	MCG	M_ECED	PSY1013	2	2	100%
2016	MCG	M_EMT_PARA	PSY1013	1	1	100%

2016	MCG	M_HIT	PSY1013	1	0	0%
2016	MCG	M_PN	PSY1013	11	8	73%
2016	MCG	M_PN_A	PSY1013	1	1	100%
2015	MCG	M_ECED	PSY1013	5	2	40%
2015	MCG	M_EMT_PARA	PSY1013	1	1	100%
2015	MCG	M_HIT	PSY1013	2	1	50%
2015	MCG	M_HOSP	PSY1013	2	0	0%
2015	MCG	M_PN	PSY1013	5	4	80%
2015	MCG	M_PN_AAS_P	PSY1013	2	1	50%
2014	MCG	M_ADMINOFF	PSY1013	2	2	100%
2014	MCG	M_ECED	PSY1013	4	3	75%
2014	MCG	M_HOSP_CP	PSY1013	1	0	0%
2014	MCG	M_PN	PSY1013	8	4	50%
2014	MCG	M_PN_A	PSY1013	1	1	100%
2014	MCG	M_WELD_TEC	PSY1013	1	0	0%
			Introduction to Psychology	62	39	63%
2017	MCG	M_PN	PSY3443	2	1	50%
2016	MCG	M_PN	PSY3443	1	1	100%
2015	MCG	M_PN	PSY3443	1	1	100%
2014	MCG	M_PN	PSY3443	3	2	67%
			Developmental Psych	7	5	71%
2017	MCG	M_ECED	SOC2213	1	0	0%
2017	MCG	M_HIT	SOC2213	1	1	100%
2016	MCG	M_EMT_PARA	SOC2213	2	2	100%
2015	MCG	M_ECED	SOC2213	4	3	75%
2015	MCG	M_EMT_PARA	SOC2213	1	1	100%
2015	MCG	M_PN	SOC2213	1	1	100%
2014	MCG	M_ADMINOFF	SOC2213	1	1	100%
2014	MCG	M_ECED	SOC2213	1	1	100%
2014	MCG	M_HOSP	SOC2213	3	1	33%
2014	MCG	M_PN	SOC2213	1	1	100%
2014	MCG	M_PN_AAS_P	SOC2213	1	0	0%
			Introduction to Sociology	17	12	71%

- Completion Success: Data on graduation rates (number and percentage) for each major in unit
 - Based on the email request sent to Lisa Cater on July 21, 2017, this data cannot be generated “without a total rewrite of the program”. Our correspondence follows:

From: Cantrell Sharon
Sent: Friday, July 21, 2017 11:29 AM
To: Cater Lisa M. <CaterL@uamont.edu>
Subject: Another Request

Lisa,
Thank you so much for the data. I have one more request. I think the bulleted item below that I copied from the annual report is asking for the total number of students who declared the major each year and how many graduated from that list...

- Completion Success: Data on graduation rates (number and percentage) for each major in unit

Can you do that?
Thanks,
Sharon Cantrell, M.Ed.
Assistant Vice Chancellor

From: Cater Lisa M.
Sent: Monday, July 24, 2017 8:28 AM
To: Cantrell Sharon <cantrells@uamont.edu>
Cc: Ross Anissa <ross@uamont.edu>
Subject: RE: Another Request

Sharon,
The data I sent in the spreadsheets called UAM_GRAD_RATE_Summary..., This is a program that Anissa created and it only breaks it down at the highest level of unit, not majors within the units. I am not sure this can be broken down by majors within units without a total rewrite of the program she created.
Thanks

Lisa Cater
University of Arkansas at Monticello.
Director of Institutional Research, Information Technology

➤ Students changing majors in unit

- The following charts depict **McGehee's First Time Freshman** by cohort who changed majors or left the university:

MCG First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2016	47	8	0.17	1	0.02	0		38	0.81
Spring 2017	38	23	0.61	0		15	0.39	0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring 2020	0	0		0		0		0	
Fall 2020	0	0		0		0		0	
Spring2021	0	0		0		0		0	
Fall 2021	0	0		0		0		0	
Spring 2022	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	31								
Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2015	32	6	0.19	0		0		26	0.81
Spring 2016	26	8	0.31	0		12	0.46	6	0.23
Fall 2016	6	2	0.33	0		0		4	0.67
Spring 2017	4	4	1	0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring2020	0	0		0		0		0	
Fall 2020	0	0		0		0		0	
Spring 2021	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	20								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stayed in or change to major)	0								

MCG First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2014	53	16	0.3	0		0		37	0.7
Spring 2015	37	13	0.35	0		11	0.3	13	0.35
Fall 2015	13	4	0.31	0		0		5	0.38
Spring 2016	5	1	0.2	1	0.2	2	0.4	1	0.2
Fall 2016	1	0		0		0		1	1
Spring 2017	1	1	1	0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring 2020	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	35								
Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2013	46	14	0.3	0		0		32	0.7
Spring 2014	32	11	0.34	1	0.03	9	0.28	11	0.34
Fall 2014	11	4	0.36	0		0		7	0.64
Spring 2015	7	5	0.71	0		2	0.29	0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	
Fall 2016	0	0		0		0		0	
Spring 2017	0	0		0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	34								
Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2012	59	13	0.22	0		0		46	0.78
Spring 2013	46	17	0.37	0		8	0.17	21	0.46

Fall 2013	21	3	0.14	0		0		18	0.86
Spring 2014	18	7	0.39	0		7	0.39	4	0.22
Fall 2014	4	2	0.5	1	0.25	1	0.25	0	
Spring 2015	0	0		0		0		0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	
Fall 2016	0	0		0		0		0	
Spring 2017	0	0		0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	42								
Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
MCG First Time Freshman									
Fall 2011	70	7	0.1	1	0.01	0		62	0.89
Spring 2012	62	30	0.48	1	0.02	9	0.15	22	0.35
Fall 2012	22	5	0.23	0		0		14	0.64
Spring 2013	14	2	0.14	0		4	0.29	8	0.57
Fall 2013	8	0		0		1	0.13	7	0.88
Spring 2014	7	3	0.43	0		0		4	0.57
Fall 2014	4	0		2	0.5	3	0.75	1	0.25

Spring 2015	1	0		0		0		1	1
Fall 2015	1	0		0		0		1	1
Spring2016	1	0		0		0		1	1
Fall 2016	1	0		0		0		0	
Spring 2017	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	47								
Started with MCG- Changed Majors	4								
Started with MCG- graduated with degree NOT in MCG	1								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
MCG First Time Freshman									
Fall 2010	53	11	0.21	0		0		42	0.79
Spring 2011	42	31	0.74	0		3	0.07	8	0.19
Fall 2011	8	2	0.25	0		0		6	0.75
Spring 2012	6	0		0		2	0.33	4	0.67
Fall 2012	4	1	0.25	0		0		3	0.75
Spring 2013	3	1	0.33	0		0		2	0.67
Fall 2013	2	0		0		0		2	1
Spring 2014	2	1	0.5	0		0		1	0.5
Fall 2014	1	0		0		0		1	1
Spring2015	1	0		0		0		1	1
Fall 2015	1	0		0		0		1	1

Spring 2016	1	0		0		0		1	1
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	47								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	1								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

- o The following charts depict McGehee's Transfers by cohort who changed majors or left the university:

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2016	6	1	0.17	0		0		5	0.83
Spring 2017	5	3	0.6	0		2	0.4	0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring 2020	0	0		0		0		0	
Fall 2020	0	0		0		0		0	
Spring2021	0	0		0		0		0	

Fall 2021	0	0		0		0		0	
Spring 2022	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	4								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2015	9	3	0.33	0		0		6	0.67
Spring 2016	6	1	0.17	0		1	0.17	4	0.67
Fall 2016	4	0		0		0		1	0.25
Spring 2017	1	1	1	0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring2020	0	0		0		0		0	
Fall 2020	0	0		0		0		0	

Spring 2021	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	5								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2014	10	2	0.2	0		0		8	0.8
Spring 2015	8	0		0		3	0.38	5	0.63
Fall 2015	5	2	0.4	0		0		2	0.4
Spring 2016	2	0		0		1	0.5	1	0.5
Fall 2016	1	0		0		1	1	0	
Spring 2017	0	0		0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	
Fall 2019	0	0		0		0		0	
Spring 2020	0	0		0		0		0	

Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	4								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2013	16	4	0.25	0		0		12	0.75
Spring 2014	12	4	0.33	0		2	0.17	6	0.5
Fall 2014	6	1	0.17	1	0.17	0		4	0.67
Spring 2015	4	0		0		2	0.5	2	0.5
Fall 2015	2	0		0		0		2	1
Spring 2016	2	0		0		1	0.5	1	0.5
Fall 2016	1	0		0		0		1	1
Spring 2017	1	1	1	0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	
Fall 2018	0	0		0		0		0	
Spring 2019	0	0		0		0		0	

Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	10								
Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2012	9	3	0.33	0		0		6	0.67
Spring 2013	6	4	0.67	0		0		2	0.33
Fall 2013	2	1	0.5	0		0		1	0.5
Spring 2014	1	0		0		0		1	1
Fall 2014	1	1	1	0		0		0	
Spring 2015	0	0		0		0		0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	
Fall 2016	0	0		0		0		0	
Spring 2017	0	0		0		0		0	
Fall 2017	0	0		0		0		0	
Spring 2018	0	0		0		0		0	

Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	9								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	0								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2011	25	5	0.2	0		0		20	0.8
Spring 2012	20	4	0.2	0		8	0.4	8	0.4
Fall 2012	8	2	0.25	0		0		5	0.63
Spring 2013	5	2	0.4	0		1	0.2	2	0.4
Fall 2013	2	0		0		0		2	1
Spring 2014	2	1	0.5	0		1	0.5	0	
Fall 2014	0	0		0		0		0	
Spring 2015	0	0		0		0		0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	
Fall 2016	0	0		0		0		0	
Spring 2017	0	0		0		0		0	

Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	14								
Started with MCG- Changed Majors	0								
Started with MCG- graduated with degree NOT in MCG	1								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

MCG Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2010	13	1	0.08	1	0.08	0		11	0.85
Spring 2011	11	3	0.27	0		4	0.36	4	0.36
Fall 2011	4	3	0.75	0		0		1	0.25
Spring 2012	1	0		0		0		1	1
Fall 2012	1	0		0		1	1	0	
Spring 2013	0	0		0		0		0	
Fall 2013	0	0		0		0		0	
Spring 2014	0	0		0		0		0	
Fall 2014	0	0		0		0		0	
Spring 2015	0	0		0		0		0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	
Started with MCG- Graduated with degree in MCG	0								
Started with MCG- Left UAM	7								

Started with MCG- Changed Majors	1								
Started with MCG- graduated with degree NOT in MCG	1								
Did not start with MCG- graduated with degree in MCG	0								
Total number graduated in MCG(stated in or change to major)	0								

- **Affordability:** An average of the number of students who graduated within the recommended timeframe for the Certificate of Proficiency, Technical Certificate, Associate and Bachelor’s degrees over the most recent three years.

Report in number and percentages for most recent three years and the average.

- Credits at Completion:
 - Completed on Schedule: (60 associate or 120 credit hours undergraduate)
 - Completed on Schedule + 10%: (61-66 or 121-132)
 - Completed on Schedule + 25%: (67-75 or 133-150)
- Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking
 - On Time: (24 or 48 months)
 - On Time + 25%: (25-30 or 49 – 60 months)
 - On Time + 50%: (31 – 36 or 61 – 72 months)

Affordability				
Credits at Completion				
Academic Year 2017				
Degree	Academic Plan	Hours Completed	Count	Percentage
CP	M_CDA_CP	21 or less	7	7.22%
CP	M_CDA_CP	22 or more	19	19.59%
CP	M_EMT_B_CP	21 or less	7	7.22%
CP	M_EMT_B_CP	22 or more	1	1.03%
CP	M_HOSP_CP	22 or more	6	6.19%
CP	M_HTH_O_CP	22 or more	7	7.22%
CP	M_NA_CP	21 or less	16	16.49%
CP	M_NA_CP	22 or more	18	18.56%
CP	M_OFSUP_CP	21 or less	1	1.03%
CP	M_OFSUP_CP	22 or more	3	3.09%
CP	M_TTO_CP	22 or more	3	3.09%
CP	M_WELD_CP	21 or less	9	9.28%
		Total	97	100.00%

Affordability				
Credits at Completion				
Academic Year 2016				
Degree	Academic Plan	Hours Completed	Count	Percentage
CP	M_CDA_CP	21 or less	4	5.97%
CP	M_CDA_CP	22 or more	15	22.39%
CP	M_EMT_B_CP	21 or less	3	4.48%
CP	M_EMT_B_CP	22 or more	7	10.45%
CP	M_HOSP_CP	22 or more	7	10.45%
CP	M_HTH_O_CP	22 or more	7	10.45%
CP	M_NA_CP	22 or more	7	10.45%
CP	M_OFSUP_CP	22 or more	3	4.48%
CP	M_WELD_CP	22 or more	14	20.90%
		Total	67	100.00%

Affordability				
Credits at Completion				
Academic Year 2015				
Degree	Academic Plan	Hours Completed	Count	Percentage
CP	M_CDA_CP	21 or less	2	2.13%
CP	M_CDA_CP	22 or more	12	12.77%
CP	M_EMT_B_CP	21 or less	4	4.26%
CP	M_HOSP_CP	22 or more	4	4.26%
CP	M_HTH_O_CP	22 or more	4	4.26%
CP	M_NA_CP	21 or less	13	13.83%
CP	M_NA_CP	22 or more	36	38.30%
CP	M_OFSUP_CP	21 or less	2	2.13%
CP	M_OFSUP_CP	22 or more	5	5.32%
CP	M_WELD_CP	21 or less	8	8.51%
CP	M_WELD_CP	22 or more	4	4.26%
		Total	94	100.00%

Affordability				
Credits at Completion				
Academic Year 2014				
Degree	Academic Plan	Hours Completed	Count	Percentage
CP	M_CDA_CP	21 or less	2	2.02%
CP	M_CDA_CP	22 or more	12	12.12%
CP	M_EMT_B_CP	21 or less	3	3.03%
CP	M_EMT_B_CP	22 or more	6	6.06%
CP	M_HOSP_CP	22 or more	13	13.13%
CP	M_HTH_O_CP	22 or more	13	13.13%
CP	M_NA_CP	21 or less	3	3.03%
CP	M_NA_CP	22 or more	24	24.24%
CP	M_OFSUP_CP	22 or more	15	15.15%
CP	M_WELD_CP	21 or less	2	2.02%
CP	M_WELD_CP	22 or more	6	6.06%
		Total	99	100.00%

Affordability				
Credits at Completion				
Academic Year 2013				
Degree	Academic Plan	Hours Completed	Count	Percentage
CP	M_CDA_CP	22 or more	10	12.05%
CP	M_EMT_B_CP	21 or less	5	6.02%
CP	M_EMT_B_CP	22 or more	3	3.61%
CP	M_HOSP_CP	22 or more	8	9.64%
CP	M_HTH_O_CP	22 or more	7	8.43%
CP	M_NA_CP	21 or less	3	3.61%
CP	M_NA_CP	22 or more	31	37.35%
CP	M_OFSUP_CP	22 or more	3	3.61%
CP	M_WELD_CP	21 or less	6	7.23%
CP	M_WELD_CP	22 or more	7	8.43%
		Total	83	100.00%

Affordability				
Credits at Completion				
Academic Year 2017				
Degree	Academic Plan	Hours Completed	Count	Percentage
TC	M_ADMINOFF	45 or less	4	6.90%
TC	M_ADMINOFF	46 or more	2	3.45%
TC	M_AUTOMO	46 or more	1	1.72%
TC	M_DT_TC	45 or less	1	1.72%
TC	M_DT_TC	46 or more	2	3.45%
TC	M_ECED	45 or less	1	1.72%
TC	M_ECED	46 or more	8	13.79%
TC	M_EMT_PARA	46 or more	5	8.62%
TC	M_HEO	45 or less	5	8.62%
TC	M_HEO	46 or more	6	10.34%
TC	M_HIT	45 or less	2	3.45%
TC	M_HIT	46 or more	3	5.17%
TC	M_HOSP	45 or less	4	6.90%
TC	M_HOSP	46 or more	1	1.72%
TC	M_PN	46 or more	3	5.17%
TC	M_WELD_TEC	45 or less	9	15.52%
TC	M_WELD_TEC	46 or more	1	1.72%
		Total	58	100.00%

Affordability				
Credits at Completion				
Academic Year 2016				
Degree	Academic Plan	Hours Completed	Count	Percentage
TC	M_ADMINOFF	45 or less	3	4.05%
TC	M_AUTOMO	45 or less	4	5.41%
TC	M_AUTOMO	46 or more	1	1.35%
TC	M_ECED	45 or less	1	1.35%
TC	M_ECED	46 or more	12	16.22%
TC	M_EMT_PARA	46 or more	3	4.05%
TC	M_HEO	45 or less	9	12.16%
TC	M_HEO	45 or less	1	1.35%
TC	M_HEO	46 or more	2	2.70%
TC	M_HIT	46 or more	8	10.81%
TC	M_HOSP	45 or less	7	9.46%

TC	M_PN	46 or more	9	12.16%
TC	M_WELD_TEC	45 or less	11	14.86%
TC	M_WELD_TEC	46 or more	3	4.05%
		Total	74	100.00%

Affordability				
Credits at Completion				
Academic Year 2015				
Degree	Academic Plan	Hours Completed	Count	Percentage
TC	M_ADMINOFF	45 or less	1	1.47%
TC	M_ADMINOFF	46 or more	4	5.88%
TC	M_AUTOMO	45 or less	3	4.41%
TC	M_AUTOMO	46 or more	2	2.94%
TC	M_ECED	45 or less	1	1.47%
TC	M_ECED	46 or more	11	16.18%
TC	M_HEO	45 or less	11	16.18%
TC	M_HEO	46 or more	2	2.94%
TC	M_HIT	45 or less	1	1.47%
TC	M_HIT	46 or more	4	5.88%
TC	M_HOSP	45 or less	7	10.29%
TC	M_HOSP	46 or more	3	4.41%
TC	M_PN	46 or more	7	10.29%
TC	M_WELD_TEC	45 or less	10	14.71%
TC	M_WELD_TEC	46 or more	1	1.47%
		Total	68	100.00%

Affordability				
Credits at Completion				
Academic Year 2014				
Degree	Academic Plan	Hours Completed	Count	Percentage
TC	M_ADMINOFF	45 or less	3	3.85%
TC	M_ADMINOFF	46 or more	5	6.41%
TC	M_ECED	45 or less	2	2.56%
TC	M_ECED	46 or more	14	17.95%

TC	M_EMT_PARA	46 or more	2	2.56%
TC	M_HEO	45 or less	10	12.82%
TC	M_HEO	46 or more	4	5.13%
TC	M_HIT	45 or less	2	2.56%
TC	M_HIT	46 or more	11	14.10%
TC	M_HOSP	45 or less	6	7.69%
TC	M_HOSP	46 or more	4	5.13%
TC	M_H_PRO_TC	46 or more	1	1.28%
TC	M_PN	46 or more	9	11.54%
TC	M_WELD_TEC	45 or less	5	6.41%
		Total	78	100.00%

Affordability				
Credits at Completion				
Academic Year 2013				
Degree	Academic Plan	Hours Completed	Count	Percentage
TC	M_ADMINOFF	45 or less	3	4.17%
TC	M_ADMINOFF	46 or more	4	5.56%
TC	M_ECED	45 or less	3	4.17%
TC	M_ECED	46 or more	5	6.94%
TC	M_EMT_PARA	46 or more	4	5.56%
TC	M_HEO	45 or less	7	9.72%
TC	M_HEO	46 or more	3	4.17%
TC	M_HIT	45 or less	4	5.56%
TC	M_HIT	46 or more	7	9.72%
TC	M_HOSP	45 or less	7	9.72%
TC	M_HOSP	46 or more	3	4.17%
TC	M_H_PRO_TC	46 or more	1	1.39%
TC	M_PN	46 or more	11	15.28%
TC	M_WELD_TEC	45 or less	8	11.11%
TC	M_WELD_TEC	46 or more	2	2.78%
		Total	72	100.00%

YEAR	ACAD_PROG	ACAD_PLAN	DEGREE	On Time	On Time + 25%	On-Time + 50%	Over
2017	MCG	M_CDA_CP	CP	1	0	0	6
2017	MCG	M_HOSP_CP	CP	0	0	0	3
2017	MCG	M_HTH_O_CP	CP	0	0	0	3
2017	MCG	M_NA_CP	CP	0	0	0	6
2017	MCG	M_OFSUP_CP	CP	0	0	0	3
2017	MCG	M_TTO_CP	CP	0	0	0	1
2017	MCG	M_WELD_CP	CP	6	0	0	3
2017	MCG	M_ADMINOFF	TC	1	0	0	1
2017	MCG	M_AUTOMO	TC	0	0	0	1
2017	MCG	M_DT_TC	TC	1	0	0	0
2017	MCG	M_ECED	TC	0	0	0	4
2017	MCG	M_HEO	TC	5	0	0	3
2017	MCG	M_HIT	TC	1	0	0	0
2017	MCG	M_HOSP	TC	1	0	0	1
2017	MCG	M_PN	TC	0	0	0	1
2017	MCG	M_WELD_TEC	TC	5	0	0	2

YEAR	ACAD_PROG	ACAD_PLAN	DEGREE	On Time	On Time + 25%	On-Time + 50%	Over
2016	MCG	M_CDA_CP	CP	0	0	0	4
2016	MCG	M_EMT_B_CP	CP	0	0	0	3
2016	MCG	M_HOSP_CP	CP	0	0	0	6
2016	MCG	M_HTH_O_CP	CP	0	0	0	1
2016	MCG	M_NA_CP	CP	0	0	0	2
2016	MCG	M_WELD_CP	CP	0	0	0	11
2016	MCG	M_AUTOMO	TC	0	0	0	3
2016	MCG	M_ECED	TC	0	0	0	3
2016	MCG	M_HEO	TC	6	0	0	0
2016	MCG	M_HIT	TC	0	0	0	1
2016	MCG	M_HOSP	TC	0	0	0	6
2016	MCG	M_PN	TC	0	0	0	1
2016	MCG	M_WELD_TEC	TC	10	0	0	2

YEAR	ACAD_PROG	ACAD_PLAN	DEGREE	On Time	On Time + 25%	On-Time + 50%	Over
2015	MCG	M_CDA_CP	CP	0	0	0	7
2015	MCG	M_HOSP_CP	CP	0	0	0	3
2015	MCG	M_HTH_O_CP	CP	0	0	0	2
2015	MCG	M_NA_CP	CP	5	0	0	10
2015	MCG	M_WELD_CP	CP	4	0	0	1
2015	MCG	M_ADMINOFF	TC	0	0	0	1
2015	MCG	M_ECED	TC	0	0	0	7
2015	MCG	M_HEO	TC	8	0	0	1
2015	MCG	M_HIT	TC	1	0	0	1
2015	MCG	M_HOSP	TC	0	0	0	7
2015	MCG	M_WELD_TEC	TC	4	0	0	1

- **Graduates**

- Special honors/recognitions of graduates/alumni

- Annually during the commencement ceremony, the vice chancellor recognizes a distinguished alumnus
 - An Early Childhood Education graduate was recognized by the Arkansas Division of Child Care and Early Childhood Education Outstanding Early Childhood Professional in 2016 for her dedication, hard work, professionalism, and years of service to the children and families of Arkansas.

➤ Available data on employability

- The following chart depicts the 2015-2016 graduates, their completion date, the program of study, the number of graduates, where they are employed, and/or continuing education:

Name	Completion Date	Program of Study	# of graduates	Where is the student employed?	Is the student continuing education?	GE
	Dec 2015 May 2016 June 2016					
Gragg, Munika	24-Jun-16	Administrative Office Technology (TC)	1	Monticello Newspaper		
Ketchens, Cynthia	16-Dec-15	Administrative Office Technology (TC)	1	Bank of Star City Accounting		
Moore, Octavia	4-Aug-15	Administrative Office Technology (TC)	1		yes	
			3	3 of 3		100%
Green, Nathaniel	8/4/2015	Automotive Service Technology (TC)	1		yes	
Johnson, Terrell	5/6/2016	Automotive Service Technology (TC)	1		yes	
Nunn, Chris	12/16/2015	Automotive Service Technology (TC)	1	Working in private shop in Texas		
Palomares, Jose'	12/16/2015	Automotive Service Technology (TC)	1		yes	
Palomares, Juan	12/16/2015	Automotive Service Technology (TC)	1		yes	
			5	5 of 5		100%
Bayird, Linda	12/16/2015	Early Childhood Education (TC)	1	Retired not in labor force	No	

Cross, Melody	6/24/2016	Early Childhood Education (TC)	1	Home Health Care- CAN	Yes
Esters, Michelle	5/6/2016	Early Childhood Education (TC)	1		Yes
Groves, Emily	5/6/2016	Early Childhood Education (TC)	1	First Presbyterian Child Care-Director	Yes
Hamilton, Kristi	5/6/2016	Early Childhood Education (TC)	1	Discovery Learning Center- Lead Teacher	No
Henderson, Virginia	12/16/2015	Early Childhood Education (TC)	1	Dermott Public School- Americorp	Yes
Hines, Tiffany	5/18/2015	Early Childhood Education (TC)	1	21st Century Learning Center-Paraprofessional	No
Rush, Emily	12/16/2015	Early Childhood Education (TC)	1	Pauline Baptist Church Preschool- Lead Teacher	No
Thomas, Sharmaine	5/6/2016	Early Childhood Education (TC)	1	Monticello Pre-K- Paraprofessional	Yes
Thomas, Quarhonda	6/24/2016	Early Childhood Education (TC)	1	Wal-Mart	Yes
Walker, Kassie	12/16/2015	Early Childhood Education (TC)	1	Jelly Bean Junction-Lead Teacher	Yes
Williams, Magnolia	5/6/2016	Early Childhood Education (TC)	1	York Williams Child Development Center-Lead Teacher	No
			12	12 of 12	
Crosby, Roderick	5/6/2016	Health Information Technology (TC)	1		yes
Divine, Kelly	6/24/2016	Health Information Technology (TC)	1		finished in Dec
Fleming, Morgan	12/16/2015	Health Information Technology (TC)	1	could not contact	
Gullett, Sheena	6/24/2016	Health Information Technology (TC)	1	unemployed	

100%

Halley, Michelle	12/16/2015	Health Information Technology (TC)	1		yes
Sellers, Alicia	6/24/2016	Health Information Technology (TC)	1	Lake Village Clinic	
Ware, Cedric	5/6/2016	Health Information Technology (TC)	1		yes
Wells, Rosanne	6/24/2016	Health Information Technology (TC)	1	Chicot Memorial Medical Center	
			8	7 of 8	87%
Golden, Londen	12/16/2015	Heavy Equip (TC) Construction	1	Pine Bluff Sand & Gravel	
Hargraves, Brandon	6/24/2016	Heavy Equip (TC) Construction	1	Millcreek	
Hayden, Lowry	12/16/2015	Heavy Equip (TC) Construction	1	Redstone Construction	
Murphy, Michael	6/24/2016	Heavy Equip (TC) Construction	1	Print Tech at Laminated Services International	
Olive, John	6/24/2016	Heavy Equip (TC) Construction	1	could not contact	
Page, Micah	12/16/2015	Heavy Equip (TC) Construction	1	Hi-Lines Constr. Company	
Riels, Andrew	6/24/2016	Heavy Equip (TC) Construction	1	unemployed	
Vines, Daron	12/16/2015	Heavy Equip (TC) Construction	1	Del Tin Fiber	
Watts, Daniel	12/16/2015	Heavy Equip (TC) Construction	1	Hytrol Conveyor Co.	
Watts, Jerry	12/16/2015	Heavy Equip (TC) Construction	1	Drum Sand & Gravel	
Williams, Keaton	6/24/2016	Heavy Equip (TC) Construction	1	Crew Manager for J&D contracting	
			11	10 of 11	90%

Blackmon, Crystal	5/6/2016	Hospitality Services (TC)	1		yes
Brown, Merrecka	5/6/2016	Hospitality Services (TC)	1		yes
Fields, Darlean	12/16/2015	Hospitality Services (TC)	1		yes
Hart, Dominic	12/16/2015	Hospitality Services (TC)	1	Walmart	
Henry, Tracy	12/16/2015	Hospitality Services (TC)	1		yes
Newman, Joyce	12/16/2015	Hospitality Services (TC)	1		yes
Reed, Denise	12/16/2015	Hospitality Services (TC)	1	could not contact	
			7	6 of 7	85%
Franklin, Kimberly	12/16/2015	Paramedic (TC)	1	West Carrol Ambulance Service Oak Grove Louisiana	No
Pippin, Christopher	12/16/2015	Paramedic (TC)	1	West Carrol Ambulance Service Oak Grove Louisiana	Yes
Waits, Dustin	12/16/2015	Paramedic (TC)	1	West Carrol Ambulance Service Oak Grove Louisiana	No
			3	3 of 3	100%
Atkins, Nikeitheya	12/16/2015	Practical Nursing (TC)	1	Nursing Home	
Arrington, Maxie	12/16/2015	Practical Nursing (TC)	1	Stay at Home	

Cox, Richard	12/16/2015	Practical Nursing (TC)	1	Drew Memorial	
Hilliard, Dana	12/16/2015	Practical Nursing (TC)	1	Mainline Dermott	Yes
Jones, April	12/16/2015	Practical Nursing (TC)	1	LV Nursing Home	
Merritt, Rolanda	12/16/2015	Practical Nursing (TC)	1	MS	
O'Neal, Lauren	12/16/2015	Practical Nursing (TC)	1	Higginbotham Family Clinic	Yes
Reed, Magen	12/16/2015	Practical Nursing (TC)	1	Main Line	
Say, Monica	12/16/2015	Practical Nursing (TC)	1	Star City Nursing Home	
			9	9 of 9	
Bellott, John	6/24/2016	Welding Technology (TC)	1	Land and Cattle - Welder	
Boothe, Nickolas	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Carter, Edward	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Dillard, Matthew	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Givens, Timothy	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Grider, Triston	6/24/2016	Welding Technology (TC)	1		yes
Kilgore, Marcus	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Lindsey, Fredo	6/24/2016	Welding Technology (TC)	1	not in labor force (retired or disabled)	
Lipford, James	6/24/2016	Welding Technology (TC)	1	PIC Construction - Welder	

100%

Royal, Tyquarius	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Sizemore, Cade	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Turner, Keenan	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
Wood, Clayton	6/24/2016	Welding Technology (TC)	1	Akin Industries - Welder	
Young, Dakota	6/24/2016	Welding Technology (TC)	1	US Holland - Welder	
			14	14 of 14	

100%

The following chart depicts annual placement rates of graduates per program of study. Placement rates are defined as the number of graduates who are either working in their chosen field of study, not in the labor force (retired or disabled), or continuing their education.

UAM McGehee's Gainful Employment Report Placement Rate by Year						
Program of Study	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Administrative Office Technology	100%	75%	75%	80%	25%	100%
Automotive Technology				Began program Jan 2014	66%	100%
Correctional Law Enforcement	0%	0%	0%	Program became inactive	NA	NA
Early Childhood Education	80%	100%	43%	91%	75%	100%
EMT - Paramedic	89%	100%	100%	100%	No Class	100%
Heavy Equipment Operator	33%	53%	56%	54%	45%	90%
Health Information Technology	64%	66%	56%	33%	25%	87%
Health Professions	NA	NA	0%	0%	No Class	No Class
Hospitality Services	100%	66%	80%	100%	60%	85%
Practical Nursing	100%	100%	75%	100%	100%	100%
Welding Technology	100%	33%	63%	100%	100%	100%
Total for all Programs	75%	88%	67%	73%	67%	95%

➤ Available data on enrollment in graduate programs

N/A

Enrollment/Program Viability

- Student semester credit hour (SSCH) by terms/by faculty including adjuncts and part-time

Academic Year 2016-2017												
Acad Group	Location	Name	Workload Summer II 2016	SSCH Summer II 2016	Workload Fall 2016	SSCH Fall 2016	Workload Spring 2017	SSCH Spring 2017	Workload Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
ARHUM	MCGEHEE1	Nicholson,Rachel D	3.00	18.00	15.00	147.00	18.00	162.00			36.00	327.00
CIS	MCGEHEE1	Loe,Tonya R			3.00	54.00	3.00	36.00			6.00	90.00
EDUC	ECTM	Sledge,Gwen L			3.00	9.00					3.00	9.00
		Brooks,Stephanie M.			3.00	12.00					3.00	12.00
	MCGEHEE	Hurd,Faith I			3.00	24.00	3.00	51.00			6.00	75.00
		Cooper,Lora A			3.00	51.00					3.00	51.00
		Hargraves,Elaine K			9.00	120.00	6.00	108.00			15.00	228.00
		Cobb,Katherine D			3.00	27.00	3.00	15.00			6.00	42.00
	OFFCAMPMCG	Hurd,Faith I			9.00	63.00	6.00	45.00			15.00	108.00
		Newton,Rebecca S					3.00	75.00			3.00	75.00
		Cooper,Lora A					3.00	33.00			3.00	33.00
MAOT	ECTM	Mankin,Sharon A			3.00	87.00					3.00	87.00
		Tucker,Martha E			3.00	72.00					3.00	72.00
	MCGEHEE	Loe,Tonya R			13.00	104.00	15.00	93.00	3.00	9.00	31.00	206.00
		Jones,Elizabeth M					3.00	27.00			3.00	27.00
		Coburn,Tara A			9.00	78.00	9.00	45.00			18.00	123.00
MATHS	MCGEHEE1	Leek,Laura L	3.00	18.00	6.00	57.00	3.00	39.00			12.00	114.00
		Sandlin,Lura E					3.00	45.00			3.00	45.00
		Cobb,Katherine D	4.00	113.00	9.00	216.00	10.00	295.00	4.00	95.00	27.00	719.00
		Jones,Elizabeth M			9.00	75.00	9.00	90.00			18.00	165.00
MAUTO	ECTM	Hilson,Napoleon			11.00	45.00	11.00	47.00			22.00	92.00
		Curtsinger,Kenneth M.			26.00	310.00					26.00	310.00
	MCGEHEE	Curtsinger,Kenneth M.	3.00	15.00							3.00	15.00

MCG	MCGEHEE	Jones,Renee M					3.00	57.00			3.00	57.00
		Loe,Tonya R	3.00	3.00	3.00	66.00					6.00	69.00
		McDonald,Holly L	3.00	24.00							3.00	24.00
		Leek,Laura L	3.00	18.00							3.00	18.00
		Kelley,Lisa M			2.00	14.00					2.00	14.00
		Jones,Elizabeth M			6.00	63.00	3.00	39.00			9.00	102.00
		Coburn,Tara A			6.00	48.00	6.00	72.00			12.00	120.00
		Venable,George P.			17.00	112.00			2.00	10.00	19.00	122.00
	OFFCAMP MCG	Jones,Renee M			3.00	27.00	3.00	15.00			6.00	42.00
		Loe,Tonya R							3.00	12.00	3.00	12.00
		Cooper,Lora A			1.00	4.00					1.00	4.00
		McDonald,Holly L			3.00	24.00					3.00	24.00
		Paschall,Misty L					3.00	36.00			3.00	36.00
		Goodding,Alan B			3.00	36.00	6.00	60.00			9.00	96.00
		Coburn,Tara A					1.00	11.00			1.00	11.00
		Venable,George P.					10.00	60.00			10.00	60.00
MECE	MCGEHEE	Hurd,Faith I					6.00	48.00			6.00	48.00
		Hargraves,Elaine K			9.00	102.00	9.00	132.00	6.00	60.00	24.00	294.00
		Coakley,Elizabeth A					3.00	36.00			3.00	36.00
	OFFCAMP MCG	Hurd,Faith I			6.00	57.00	6.00	54.00	6.00	45.00	18.00	156.00
		Hargraves,Elaine K					3.00	36.00			3.00	36.00
		Coakley,Elizabeth A			3.00	18.00					3.00	18.00
MEMER	MCGEHEE	Outlaw,Paul E			8.00	104.00					8.00	104.00
		Singh,Gursarn			25.00	153.00	22.00	114.00	11.00	33.00	58.00	300.00
MHEO	OFFCAMP MCG	Harrod,Jay H			14.00	126.00	14.00	126.00			28.00	252.00
		Carter,David R			14.00	56.00	14.00	98.00	8.00	114.00	36.00	268.00
MHIT	ECTM	Reep,Kasey L					3.00	6.00			3.00	6.00
	MCGEHEE	Jones,Renee M			9.00	84.00	6.00	42.00	3.00	15.00	18.00	141.00
	OFFCAMP MCG	Jones,Renee M			5.00	65.00	6.00	36.00	3.00	9.00	14.00	110.00
MHOSP	ECTM	Lattimore,Sidney N			3.00	63.00	3.00	60.00			6.00	123.00
	MCGEHEE	Loe,Tonya R							2.00	2.00	2.00	2.00
		Kelley,Lisa M			11.00	66.00	14.00	122.00			25.00	188.00
	MONTICELLO	Kelley,Lisa M					2.00	2.00			2.00	2.00

	OFFCAMPMCG	Kelley,Lisa M			3.00	21.00	3.00	15.00			6.00	36.00
MNURS	ECTM	Zieman,Jane A			4.00	52.00					4.00	52.00
	MCGEHEE	Ray,Kimberly D			10.00	50.00	11.00	140.00	10.00	100.00	31.00	290.00
		Pambianchi,Sarah E			7.00	140.00	7.00	91.00	7.00	28.00	21.00	259.00
		Cobb,Katherine D			4.00	56.00					4.00	56.00
		Calhoun,Nikona J	1.00	5.00	2.00	10.00	11.00	148.00			14.00	163.00
MWELD	ECTM	Culp,Raymond W			5.00	15.00					5.00	15.00
	MCGEHEE	Burt,Gary			14.00	210.00	11.00	132.00	3.00	36.00	28.00	378.00
SOCBE	MCGEHEE1	Lee,Toma R			6.00	75.00	6.00	57.00			12.00	132.00
	OFFCAMPMCI	Everett,Walter			3.00	48.00					3.00	48.00

- Identify potential program growth areas and plans for implementation
 - The welding program continues to increase enrollment each semester. We have budgeted for an extra help position to assist the full time instructor, if needed.

- Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average
 - The following chart depicts the data for Fall 2016. This is the only data included in the information received.

FALL 2016					
Primary Program	Primary Plan	Descr	Totals	%	
MCG	M_ADMINOFF	MCG - Admin Office Tech (TC)	11	0.28%	
	M_AUTOMO	MCG - Automotive Tech (TC)	7	0.18%	
	M_DT_TC	MCG - Diesel Technology (TC)	3	0.08%	
	M_ECED	MCG - Early Childhood Ed (TC)	70	1.78%	
	M_EMT_PARA	MCG - EMT Paramedic (TC)	28	0.71%	
	M_H_PRO_TC	MCG-Health Professions (TC)	3	0.08%	
	M_HEO	MCG-Heavy Equipment Oper (TC)	14	0.36%	
	M_HIT	MCG - Health Info Tech (TC)	13	0.33%	
	M_HOSP	MCG-Hospitality Services (TC)	13	0.33%	
	M_HOSP_CP	MCG-Hospitality Services (CP)	2	0.05%	
	M_PN		MCG - Practical Nurs TC (TC)	43	1.10%
			MCG - Practical Nursing (TC)	43	1.10%
	M_PN_A		MCG-Practical Nurs AAS (TC)	1	0.03%
	M_PN_AAS_P		MCG-Pend Pract Nurs AAS (TC)	7	0.18%
	M_WELD_TEC		MCG - Welding Technology (TC)	15	0.38%

- Explanation of any significant program enrollment changes (growth/decline) from the previous year

We only received data for the fall of 2016; therefore, we have no enrollment data for the previous year.

- Plans/strategies for addressing low enrollment programs including barriers that prevent enrollment growth. *ADHE Policy: When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.*

We did not receive data depicting annual enrollment; however, we did receive the number of graduates per year. The explanation refers to graduates not enrollment.

In 2016-2017, the automotive technology instructor taught classes at the Dumas High School to juniors and seniors. We only offered a limited number of classes to this group due to time constraints of the high school schedule. None of the high school students graduated with a Technical Certificate due to the limited time constraints. The one graduate was from the previous year's automotive coursework and that student completed related classes to earn the TC.

The Practical Nursing program realized the decrease in retention and has planned, organized and implemented several retention strategies effective January, 2017. Some of the strategies include: revising the class schedules, creating new terms to accommodate the new schedule, and coordinating with faculty to create new work loads. Other strategies include brainstorming sessions on retention efforts that are being implemented including researching 5 years of data to determine an entrance cut score for the TEAS (Test of Essential Academic Skills) test, implementing the TABE (Test of Adult Basic Education) test to determine if the TABE test would be comparable to the TEAS test. This is a long term plan.

Award	Program Name	14-15	15-16	16-17	3 year average
TC	Administrative Office Technology	5	3	6	4.66
TC	Automotive Technology	5	5	1	3.66
TC	Diesel Technology	N/A	N/A	3	N/A
TC	Early Childhood	12	13	9	11.33
TC	Emergency Medical Technology Paramedic	0	3	5	2.66
TC	Health Information Technology	5	8	5	6.00

TC	Health Professions	0	0	0	0
TC	Heavy Equipment Construction and Timber	13	12	11	12.00
TC	Hospitality Services	10	7	5	7.33
TC	Practical Nursing	7	9	3	6.33
TC	Welding Technology	11	14	10	11.66
	Total	68	74	58	66.66

Certificates of Proficiency Awarded per Year

Award	Program Name	14-15	15-16	16-17
CP	Office Support	7	3	4
CP	Child Development Associate	14	19	25
CP	Emergency Medical Technology	4	10	8
CP	Healthcare Office Skills	4	7	7
CP	Hospitality Services	4	7	6
CP	Nursing Assistant	49	7	34
CP	Tractor Trailer Operations	N/A	N/A	3
CP	Welding Technology	12	14	12
	Total	94	67	99

➤ List of programs approved as cognates and dates of approval

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL APPROVAL	CREDIT HOURS	CLOCK HOURS	DURATION IN WEEKS
52.0401	Administrative Office Technology (Business Technology effective 1-1-18)	Technical Certificate	09-12-2003	36	645	37
47.0604	Automotive Technology	Technical Certificate	09-12-2003	45	1220	42
47.0605	Diesel Technology	Technical Certificate	01-29-2016	39	750	37
19.0708	Early Childhood Education	Technical Certificate	5-09-2003	45	825	37
51.0904	EMT Paramedic	Technical Certificate	09-12-2003	44	1,335	60
51.0707	Health Information Technology	Technical Certificate	07-25-2008	39	660	37
47.0303	Heavy Equipment Operation	Technical Certificate	7-01-2005	42	870	42
52.0901	Hospitality Services	Technical Certificate	10-04-2007	37	735	37
51.3901	Practical Nursing	Technical Certificate	09-12-2003	42	1,358	37
48.0508	Welding Technology	Technical Certificate	09-12-2003	37	1,035	37
30.9999	General Technology	Associate of Applied Science	02-04-2005	60	Varies 825-1583	64
52.0401	Office Support (Basic Business Principles effective 1-1-18)	Certificate of Proficiency	4-24-2009	15	225	16
51.0904	Basic Emergency Medical Technician	Certificate of Proficiency	5-09-2003	8	176	21
19.0706	Child Development Associate (CDA)	Certificate of Proficiency	5-09-2003	12	240	16
51.0712	Healthcare Office Skills	Certificate of Proficiency	7-25-2008	18	285	16
52.0901	Hospitality Skills	Certificate of Proficiency	4-27-2007	18	300	16
51.3902	Nursing Assistant	Certificate of Proficiency	5-09-2003	7	150	16
49.0205	Tractor Trailer Operation	Certificate of Proficiency	01-29-2016	17	360	16
48.0508	Welding	Certificate of Proficiency	5-09-2003	11	375	16

Revised:
June 5, 2017