

# UAM COLLEGE OF TECHNOLOGY-CROSSETT

## ANNUAL REPORT 2017-2018

## VISION, MISSION, STRATEGIC PLAN AND KEY PERFORMANCE INDICATORS

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.

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

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

The mission of University of Arkansas at Monticello College of Technology-Crossett (UAM-CTC) is to support and uphold the vision and mission of the University of Arkansas at Monticello. To do so, this unit educates individuals by providing opportunities for academic growth, skill development and specialized training to meet the needs of the workplace.

The University of Arkansas at Monticello College of Technology-Crossett is to serve as an academic and administrative college for students who wish to pursue certificates and degrees in technical fields. Staff and faculty at UAM-CTC assist students to identify programs of study that align with their interest areas in various high skill, high wage technical fields. While enrolled at UAM-CTC students are provided with resources and support to develop the academic and technical skills necessary to enter in a wide range of technical careers. For those students wishing to continue their education, UAM-CTC provides students a foundation of learning that can be utilized for advancement through an associate of applied science or baccalaureate degree.

**TABLE 1: ASSESSMENT OF KEY PERFORMANCE INDICATORS**

<b>Actions for Goal 1 Student Success</b>	<b>KPIs for Goal 1</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
Expand academic and degree offerings (technical and associate) to meet regional, state and national demands.	Develop and offer Advanced Industrial Mathematics course to allow associate degree seeking students a course option to fulfil AAS mathematics requirements, while supporting application of advanced technical math principles.	Advanced Industrial Math was added as a higher level math option for the AAS degrees. Discussions between faculty, administration and industry partners resulted in a clear plan to modify the Advanced Manufacturing Technology program. Changes include: moving English and computer courses to first semester, moving Quality	Students who do not meet the minimum score requirement to enter Advanced Industrial Math are being directed to complete Technical Math as a prerequisite requirement. C&S proposals have been developed and submitted for review, with the intent of presenting to the committee in

<b>Actions for Goal 1 Student Success</b>	<b>KPIs for Goal 1</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
	Modify the Advanced Manufacturing Technology degree program to better support student success. Equip students with English, computer and mathematical skills necessary to be successful in upper level courses; and create new courses that will fulfill the credit hour requirements of the AASAMT while integrating core manufacturing principles such as advanced lean manufacturing, problem solving and machine reliability.	Management classes to third semester, creation of a new upper level course to address advanced application practices, and adaptation of current class to more closely align with FAME model of professional behaviors.	2018. Changes will impact future registration and advising activities with students. The hiring of a full time AMT Instructor/FAME Coordinator in Fall 2018 will be instrumental in communicating these changes to students.
Coordinate with community leaders in southeast Arkansas to provide student internships, service learning and multi-cultural opportunities.	Recruit new industries to become FAME partners offering paid internship positions and support current partners in efforts to increase numbers of paid internship positions for students.	In 2016 Georgia Pacific provided 6 paid student internships. In FY 2017-2018 Georgia Pacific offered 7 paid internships, and Canfor Industries joined the partnership offering 3 full time paid student internships. In FY 18-19 Georgia Pacific is offering 7 paid internships and Canfor is offering 3 full time paid internships and 1 part time paid internship. Communications with Ingevity and GP Chemical in Crossett, Seark Boats and Interfor in Monticello, Clearwater in Arkansas City and other industries have taken place in effort to recruit additional partners.	During FY 2018-2019 UAM-CTC FAME Program Coordinator and FAME Grant Manager will work to recruit new industry partners and encourage expansion with current partners so more student internships are available in the Advanced Manufacturing Technology program.
Encourage and support engagement in academics, student life and athletics for a well-rounded experience.	Continue to support student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Bass Club, and the UAM-CTC Student Success Luncheon.	UAM-CTC inducted 16 members into the National Technical Honors Society. The UAM-CTC Bass Club maintained a strong membership in FY 2017-2018, and competed in tournaments throughout the year. Student success luncheons were held on November 30, 2017 and on April 19, 2018 to recognize students for their accomplishments. Practical Nursing students conducted a Flu Clinic in the fall semester and Blood Drives in the fall and spring semesters.	Outreach meetings and informational sessions will be held for continued recruitment for the National Technical Honor Society and the UAM-CTC Bass Club in FY 2018-2019. A Student Success luncheon is scheduled for November 2018. In order to reach a broader student base for engagement staff and faculty will discuss ideas for other possible student engagement processes.

<b>Actions for Goal 2 Enrollment and Retention Gains</b>	<b>KPIs for Goal 2</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
Engage in concurrent enrollment partnerships with	Expand concurrent offerings to include Blueprint Reading, English, math, and computer courses necessary to provide high school students the opportunity to	Meetings were held with school superintendents, principals and faculty from Crossett and Hamburg High Schools to develop a one-year concurrent course schedule which offers students the opportunity to	Evaluation at the end of the spring semester will provide input as to the success of this measure in increasing numbers of CPs earned, and evaluation in Fall 2019 of

Actions for Goal 2 Enrollment and Retention Gains	KPIs for Goal 2	Assessment of Progress	Implications for Future Planning/Change
public schools, especially in the areas of math transition courses.	earn Certificate of Proficiency in Welding and work towards Technical Certificate in Welding Technology before exiting high school. Utilize concurrent courses such as Technical Math and Advanced Industrial Mathematics to assist students with mastery of necessary math skills in high school to succeed in technical courses in college.	complete classes to earn a CP in Welding and to be further advanced in the completion of the TC in Welding Technology requirements. These courses include Blueprint Reading, Technical Communication, Technical Math, Advanced Industrial Mathematics, and Computer Fundamentals. Technical Math and Advanced Industrial Mathematics are scheduled to be offered in the FY 2018-2019 school year at Crossett and Hamburg High Schools. Students who indicate an interest in seeking a technical certificate or Associate of Applied Science degree were/will be given the opportunity to enroll in these classes.	returning students for advancement in the TC will be needed. If students can master the necessary technical mathematical skills in concurrent courses they will be better prepared for courses in HIT, E&I, IPT, Welding, AMT, LPN and others. Evaluation of skill retention and application will need to be considered for students who complete concurrent courses and go on to seek a technical certificate or Associate of Applied Science degree.
Develop systematic structures for first year and at-risk students.	Provide services for at-risk and provisional students such as intensive advising, on-campus tutoring opportunities in English, math and computer subject areas and utilization Academic Alert system.	Provisional and at-risk students are assigned an advisor who provides individualized advisement and multiple follow-up contacts throughout the semester. This advisor makes referral to tutoring services, Student Special Services, and other resources to assist students academically. The advisor is also included on all Academic Alerts submitted for provisional/at-risk student advisees and provides a second level of contact for identified issues.	Review of student success and advancement will be completed to evaluate the role of specialized advisement.
Identify and enhance pipeline for recruiting.	Conduct meetings with high school counselors, faculty, and administrators to provide information and updates regarding technical programs, admission requirements, and financial aid.	<p>Several meetings were conducted with the Crossett and Hamburg High School administrators, counselors, and instructors to discuss the various technical programs and curricula changes. During these meetings the offering of new technical concurrent courses was planned for the upcoming year. Admission requirements and financial aid were also discussed especially concerning concurrent offerings.</p> <p>Much recruitment has been realized through the College and Career Coach Grant. The Career Coach has conducted tours and career exploration camps on campus for area high school and middle school students.</p> <p>A counselor's luncheon was held on campus to provide area high school counselors with a tour and detailed information concerning the technical programs. Also, financial aid workshops were conducted at both the Crossett and Hamburg high schools to assist students and their parents with processing financial aid forms and admission forms for seniors wanting to attend a college or University.</p>	Review and evaluate the new technical concurrent course offerings to determine enrollment, effectiveness, and efficiency in relation to assisting high school students with reaching their career goals in a shorter length of time.

**TABLE 2: UNIT STUDENT LEARNING OUTCOMES**

The programs available at UAM-CTC function under the following two Student Learning Outcomes (SLOs). The UAM-CTC SLO and their alignment with UAM and UAM-CTC’s vision, mission, strategic plan are as follows:

<b>UAM-CTC Student Learning Outcome #1</b>	<b>Alignment with UAM Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission and Strategic Plan</b>	<b>Assessment of UAM-CTC Student Learning Outcome #1</b>
<p>Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO is directly linked to upholding the mission element, “serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.”  <b>Strategic Plan Action:</b>                      Expand academic and degree offerings (technical and associate) to meet regional, state and national demands.                      Coordinate with community leaders in southeast Arkansas to provide student internships, service learning and multi-cultural opportunities.</p>	<p>This SLO aligns directly with the efforts of UAM-CTC to educate individuals by providing opportunities for academic growth, skill development and specialized training to meet the needs of the workplace.</p>	<p>This SLO is evaluated utilizing the Completer/Graduate Follow-up Survey. Graduates are surveyed approximately 6 months after graduation by phone. Students are asked questions regarding employment in field of study, continued education and satisfaction with program. Information from the survey is utilized during program assessments to identify necessary revisions. The follow-up on the 2017-2018 graduates will not be conducted until December 2018. T Graduate Job Placement and Licensure rates for 2016-2017 is provided below. The overall job placement rate for graduates of the Technical Certificate programs on the Crossett campus for 2014-2017 is summarized below.</p>

<b>Graduate Job Placement and Licensure Rates 2016-2017</b>			
<b>JOB PLACEMENT CATEGORY</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Job Placement Rate in Related Field (All technical programs)	75%	87%	82%
Job Placement Rate - Related and Unrelated (All technical programs)	83%	94%	85%
Graduates Who Took Licensure Exam (Practical Nursing)	7	12	9
Graduates Who Passed Licensure Exam (Practical Nursing)	6	12	8

Licensure Pass Rate (Practical Nursing)	85.7%	100%	89%
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OVERALL GRADUATE JOB PLACEMENT BY PROGRAM 2014-2017									
Graduate Follow-up	AOT	ECE	ET	ET/I	HIT	HOSP	PN	WLD	TOTAL
<b>Total Graduates</b>	1	2	20	13	7	4	9	11	67
Graduates Employed - Related Field	1	1	-	8	4	-	8	9	31
Graduates Employed - Unrelated Field						1			1
Not in Labor Force *1 Continuing Education, *2 Military, *3 Health/Family Care)			19 (*1) 1 (*2)	2 (*1)	3 (*1)	1 (*1)	1 (*1)	2 (*1)	29
Unemployed						1			1
Unknown		1		3		1			5
<b>Total Graduates Available for Placement</b>	1	2	0	11	4	3	8	9	38
Total Placement Rate – Related Field	100%	50%	0%**	73%	100%	0%	100%	100%	82%
Total Placement Rate - Related & Unrelated)						33%			3%
	<b>Total Placement Rate in Related Field</b>								<b>82%</b>
	<b>Total Placement Rate (Related and Unrelated)</b>								<b>85%</b>
	<b>Graduate Completers Who Took Licensure Exam</b>								<b>9</b>
	<b>Graduate Completers Who Passed Licensure Exam</b>								<b>8</b> (First time pass) <b>1</b> (Retest pass)
	<b>Licensure Pass Rate</b>								<b>89%</b> (First pass rate) <b>100%</b> (Retest pass)

AOT – Administrative Office Technology; CMN – Computer Maintenance/Networking; ECE – Early Childhood Education; ET – Electromechanical Technology; ET/I – Electromechanical Technology – Instrumentation; HIT – Health Information Technology; HOSP – Hospitality Services; PN – Practical Nursing; and WLD – Welding Technology. \*\*All 20 Electromechanical Technology graduates continued their education to the advanced second year training.

UAM-CTC Student Learning Outcome #2	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission and Strategic Plan	Assessment of UAM-CTC Student Learning Outcome #2
Upon completion of technical programs, students will be able to apply their training toward an associate and/or a baccalaureate degree.	This Unit SLO supports the mission element, "fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment." <b>Strategic Plan Action:</b> Encourage and support engagement in academics, student life and athletics for a well-rounded experience. Develop systematic structures for first year and at-risk students.	This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education providing students a foundation of learning that can be utilized for advancement through an associate of applied science or baccalaureate degree.	Data from the Office of Institutional Research, along with the Completer/Graduate Follow-up Survey mentioned previously, provides information regarding Graduate/Completers who go on to pursue continuing education toward an associate or baccalaureate degree.

STUDENTS EARNING A TECHNICAL CERTIFICATE WHO WENT ON TO EARN A HIGHER DEGREE				
	AASGT	AASIT	AA	BA/BS
2014-2015	28	17		
2015-2016	28	10		1
2016-2017	24	14	1	1

**Notification of SLOs**

Students, stakeholders and the public are informed of Student Learning Outcomes for each program in the following areas:

- UAM-CTC website
- All course syllabi
- UAM catalogue
- All accreditation reports

**TABLE 3: NUMBER OF UNDERGRADUATE AND GRADUATE PROGRAM MAJORS**

UNDERGRADUATE PROGRAM MAJOR: Admin Office Tech (TC)							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	3	3	2	8	2.67	104	10.4
Sophomore	1	0	2	3	1.00	17	1.7
Junior	0	0	0	0	0	5	0.5
Senior	1	0	0	1	.33	2	0.2
Post Bach	1	0	0	1	.33	1	0.1
Total	6	3	4	13	4.33	129	12.9
UNDERGRADUATE PROGRAM MAJOR: Child Development Associate (CP)							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	3	1	0	4	1.33	7	0.7
Sophomore	0	1	0	1	.33	2	0.2
Junior	0	0	0	0	0	2	0.2
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	3	2	0	5	1.67	11	1.1
UNDERGRADUATE PROGRAM MAJOR: Early Childhood ED (TC)							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	10	9	3	22	7.33	133	13.3
Sophomore	15	2	5	22	7.33	59	5.9
Junior	1	1	2	4	1.33	9	0.9
Senior	2	0	0	2	.67	5	0.5
Post Bach	0	0	0	0	0	0	0
Total	28	12	10	50	16.67	206	20.6
UNDERGRADUATE PROGRAM MAJOR: Electromechanical Tech Inst (AdC)							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	0	0	0	0	11	1.1
Sophomore	12	10	11	33	11	80	8.0
Junior	2	1	5	8	2.67	19	1.9
Senior	0	0	0	0	0	3	0.3
Post Bach	0	0	0	0	0	0	0
Total	14	11	16	41	13.67	113	11.3
UNDERGRADUATE PROGRAM MAJOR: Electromechanical Tech (TC)							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	30	39	43	112	37.33	197	19.7
Sophomore	1	8	17	26	8.67	60	6
Junior	1	0	0	1	.33	7	0.7
Senior	0	0	0	0	0	1	0.1
Post Bach	0	0	0	0	0	0	0

Total	32	47	60	139	46.33	265	26.5
<b>UNDERGRADUATE PROGRAM MAJOR: Health Info Tech (TC)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	8	9	10	27	9	87	8.7
Sophomore	3	3	2	8	2.67	25	2.5
Junior	2	0	1	3	1	9	0.9
Senior	0	0	0	0	0	4	0.4
Post Bach	1	0	0	1	.33	1	0.1
Total	14	12	13	39	13	126	12.6
<b>UNDERGRADUATE PROGRAM MAJOR: Hospitality Services (TC)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	4	3	7	2.33	61	6.1
Sophomore	6	0	1	7	2.33	22	2.2
Junior	0	0	0	0	0	4	0.4
Senior	1	0	0	1	.33	0	0
Post Bach	0	0	0	0	0	0	0
Total	7	4	4	15	5	87	8.7
<b>UNDERGRADUATE PROGRAM MAJOR: Health Office Skills (CP)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	3	1	0	4	1.33	6	0.6
Sophomore	1	0	1	2	.67	2	0.2
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	4	1	1	6	2	8	0.8
<b>UNDERGRADUATE PROGRAM MAJOR: Ind. Equipment Repair (CP)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	2	0	0	2	.67	4	0.4
Sophomore	0	0	0	0	0	8	0.8
Junior	0	0	0	0	0	1	0.1
Senior	0	0	0	0	0	2	0.2
Post Bach	0	0	0	0	0	0	0
Total	2	0	0	2	.67	15	1.5
<b>UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant (CP)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	2	1	25	28	9.33	16	1.6
Sophomore	2	0	15	17	5.67	4	0.4
Junior	0	0	4	4	1.33	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	4	1	44	49	16.33	20	2.0
<b>UNDERGRADUATE PROGRAM MAJOR: Office Support (CP)</b>							

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	1	0	0	1	.33	3	0.3
Sophomore	1	0	0	1	.33	2	0.2
Junior	0	0	0	0	0	1	0.1
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	2	0	0	2	.67	6	0.6
<b>UNDERGRADUATE PROGRAM MAJOR: Practical Nursing (TC)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	25	40	23	89	29.67	421	42.1
Sophomore	11	12	15	38	12.67	136	13.6
Junior	5	5	4	14	4.67	48	4.8
Senior	2	3	0	5	1.67	19	1.9
Post Bach	0	1	0	1	.33	5	0.5
No level designated	1	0	0	01	.33	1	0.1
Total	45	61	42	148	49.34	630	63
<b>UNDERGRADUATE PROGRAM MAJOR: Welding (TC)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	19	18	37	12.33	169	16.9
Sophomore	17	3	2	22	7.33	14	1.4
Junior	2	1	0	3	1	3	0.3
Senior	0	0	0	0	0	2	0.2
Post Bach	0	0	0	0	0	0	0
Total	19	23	20	62	20.67	188	18.8
<b>UNDERGRADUATE PROGRAM MAJOR: Health Professions (TC)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	1	0	1	.33	2	0.2
Sophomore	0	0	0	0	0	1	0.1
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	0	1	0	1	.33	3	0.3
<b>UNDERGRADUATE PROGRAM MAJOR: Hospitality Services (CP)</b>							
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	0	0	0	0	0	0
Sophomore	0	1	0	1	.33	1	0.1
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Post Bach	0	0	0	0	0	0	0
Total	0	1	0	1	.33	1	0.1
<b>UNDERGRADUATE PROGRAM MAJOR: Comp Maintenance (TC)</b>							

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average		10-Year Total & Average	
Freshman	0	0	1	1	.33	56	5.6
Sophomore	0	0	0	0	0	9	0.9
Junior	0	0	0	0	0	3	0.3
Senior	0	0	0	0	0	1	0.1
Post Bach	0	0	0	0	0	1	0.1
Total	0	0	1	1	.33	70	7.0

**PROGRAM ENROLLMENT SUMMARY:** The following comments are based upon information gathered and an analysis of the program data including strengths, weaknesses, opportunities for growth and threats to effectiveness:

- The **Business Technology (BT)** program’s enrollment has decreased considerably since 2014 when the program had an FTE enrollment of 16. Although the SSCH and FTE for the last three years of the program indicated a three-year average of 8 full-time equivalent students, many of the SSCHs generated were not by students majoring in the program. Non-majors may take BT courses to apply as electives toward their AAS degree. During the 2017-2018 year the headcount for the major was three.

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

With insights and program improvements for the 2017-2018, if enrollment is not sufficient to operate the program with cost efficiency, the BT program may be deemed inactive and not offered during the 2018-2019 academic year.

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

- The **Early Childhood Education (ECE)** program is also experiencing a decrease in enrollment. During 2015-2018 the FTE fell to 4.7; however, this data may be somewhat misleading since many of the required courses for the program are listed as non-technical courses and counted separately. (Please see the bottom section of the chart that gives non-technical data listed as ECED under education.) Although we are to receive the credit for these courses, there is no indication that the courses have been counted in the Early Childhood Education major where they are embedded in the program's curriculum. If the numbers and names of these courses were changed and identified as technical courses, it would greatly simplify billing and the compilation of data for the University that is vital to accurately determining program viability and success.

The Early Childhood Education instructor has taken a major role in recruiting for the program and developing partnerships with regional early childcare providers. Although her recruitment efforts have been very successful at attracting a large number of students into the ECE program, many choose to attend classes offered in Warren by the UAM College of Technology-McGehee. The Warren campus was a closer commute for the students.

- The **Electromechanical Technology (ET) and Electromechanical Technology-Instrumentation (ET/I)** programs continue to be strong with above average enrollment as reflected on the SSCH & FTE chart. To accommodate the number of students in the program, two sessions are taught of each course, which works well for those courses that are primarily theory. However, the majority of the program's courses have labs and limited pieces of equipment. There is a great need to increase the number of sections offered so that there is a smaller number of students (12) in each lab and to give students increased access to the equipment for training. However, the campus does not have the necessary funding to cover the cost of additional classes, instructors, and facilities that would be needed to support expanding the program.
- The **Health Information Technology (HIT)** program increased in SSCH and FTEs during 2017-2018; however, because the program's enrollment was down to 8.3 in 2016-2017, the program remains with a three-year average FTE of 11.5. It is believed that the curriculum changes that went into effect for the 2017-2018 academic year did contribute to increasing enrollment. Since many of the students coming into the program already had the level of typing and computer skills needed for the health field, course revisions were made to computer courses that allowed students with established skills to test out and move through the program more quickly. And, course prerequisites were revisited and revisions made to allow greater flexibility in taking some courses and to provide student access to a full-time load regardless of starting in the fall or spring semester. Additional efforts to boost program enrollment include offering additional on-line courses and scheduling two courses per semester on the Monticello campus.
- The **Health Professions (HP)** program was established as an alternative Technical Certificate program for those students who completed the Practical Nursing pre-requisites but did not get into the PN program, and/or students who have completed Certificates of Proficiency in Nursing Assistant, Phlebotomy, and/or Emergency Medical

Technician and wanted to pursue a technical certificate to enhance their chances of employment in the health field. The CIP Code assigned to the Health Professions program is not eligible for financial aid which has literally made the program not an option to interested students. This Technical Certificate program is very much needed so that students who have many hours in health-related courses have the option (when their first goal is not reached) to exit with a technical certificate and go to work in one of several medical jobs. Currently students not selected to enter the PN program are counted as drops—which decreases the students' and University's success. During the 2018-2019 academic year, the Colleges of Technology need to prioritize the issues surrounding the Health Professions program by revising the program's curriculum and receive a new CIP Code that is financial aid eligible.

Establishing a financial-aid eligible Technical Certificate will increase students' progression and awards which impacts the funding formula.

- The Hospitality Services (HOSP) program's SSCH and FTE continues to decline in spite of the program's exceptional reputation with businesses, industries, and communities in the region. As indicated on the chart, during 2017-2018 the program had 3.7 FTEs, and a three-year average of 4 FTEs. In an effort to increase the program's exposure and enrollment, beginning with the 2017 semester, the Hospitality Services program was moved to the Monticello campus. This was the first time that the Crossett campus would house and offer an entire technical program on the Monticello campus. Although there was not an increase in enrollment, the program has established its presence on the campus and in the community. The instructor continues to work very hard to promote the program by being very visible in the surrounding communities and volunteering for events that provide promotion and recruitment opportunities. It is anticipated that the University's new Degree Pathways Initiative that will be fully implemented in the Spring 2019 semester will impact the enrollment of the Hospitality program.

It should also be noted that employer support for the program with wages that reward training and professionalism are a key factor to being able to attract and graduate students from the Hospitality Services program.

- The **Practical Nursing (PN)** program continues to have a strong enrollment. Because in this one-year program the credit hours taken each semester are 18 and 6 in the summer term, the calculated FTEs for the program each year may exceed the actual headcount in the program. Twenty students are enrolled in the program each year. Since there are more program applicants than class openings, students are selected for the program based on their test ranking, completed prerequisites, and satisfactorily meeting other enrollment requirements. In addition to satisfactory completion of the program prerequisites, mandatory attendance of several retention activities (study skill classes, two orientations, etc.) are conditions of acceptance into the program.
- The **Welding Technology** program classes are usually always full; however, students have to be strongly encouraged to take the math, communication, and computer courses necessary to graduate from the program.

Students only taking welding courses and not the other required courses for program completion will cause the program's FTEs to fall below the maximum enrollment of full 20-22.

Implementing the new 8-week multiple class offerings each semester has aided in keeping the welding course full by allowing students to enter the program any semester that there is an opening in the program. Also, if a student should fail one of the welding courses (or for some reason exit during the 8-week period), the student does not have to wait until the next semester the course is offered. The student can take the course over immediately in the following 8-weeks.

**PROGRESSION/RETENTION DATA**

**TABLE 4: RETENTION/PROGRESSION AND COMPLETION RATES BY MAJOR - *DATA UNAVAILABLE***

**GATEWAY COURSE SUCCESS (APPLIES ONLY TO UNITS TEACHING GATEWAY COURSES)**

**TABLE 5: GATEWAY COURSE SUCCESS – *NOT APPLICABLE***

## COMPLETION (GRADUATION/PROGRAM VIABILITY)

**TABLE 6: NUMBER OF DEGREES/CREDENTIALS AWARDED BY PROGRAM/MAJOR GRADUATES AND VIABILITY:**

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT/CLOCK HOURS	FY 2016	FY 2017	FY 2018	GRADUATE 3-YR. AVERAGE 2015-2018	MEETS OR BELOW VIABILITY STANDARDS
<b>TECHNICAL CERTIFICATES</b>									
52.0401	Administrative Office Technology	Technical Certificate	09-12-2003	39—645	3	1	3	<b>2.3</b>	Below (4)
15.1202	Computer Maintenance/Networking	Technical Certificate	09-12-2003	40—810	-	-	-	-	-
43.0102	Correctional Law Enforcement	Technical Certificate	01-14-2011	34—570	-	-	-	-	-
19.0708	Early Childhood Education	Technical Certificate	08-25-2010	45—825	19	2	6	<b>9</b>	Meets (4)
15.0403	Electromechanical Technology	Technical Certificate	09-12-2003	38/39—870	20	20	30	<b>23.3</b>	Meets (4)
15.0499	Electromechanical Tech.- Instrumentation	Advanced Technical Certificate	09-12-2003	28—690	22	13	29	<b>21.4</b>	Meets (4)
51.0707	Health Information Technology	Technical Certificate	07-25-2008	39—600	17	7	10	<b>11.3</b>	Meets (4)
51.0000	Health Professions	Technical Certificate	04-30-2010	35	-	-	-	-	-
52.0901	Hospitality Services	Technical Certificate	10-04-2007	35—705	3	4	2	<b>3</b>	Below (4)
51.1613	Practical Nursing	Technical Certificate	09-12-2003	42—1,358	12	9	12	<b>11</b>	Meets (4)
48.0508	Welding Technology	Technical Certificate	08-01-2006	37—1,035	3	11	9	<b>7.7</b>	Meets (4)
<b>Total Technical Certificates</b>					<b>99</b>	<b>67</b>	<b>101</b>	<b>89</b>	
<b>ASSOCIATE OF APPLIED SCIENCE DEGREES</b>									
47.0303	Industrial Technology	Assoc. Applied Science	09-12-003	72	17	13	15	<b>15</b>	Meets (6)
30.999	General Technology	Assoc. Applied Science	08-15-2005	60	28	21	36	<b>28.3</b>	Meets (6)
<b>Total Associate of Applied Science Degrees</b>					<b>45</b>	<b>34</b>	<b>51</b>	<b>43.3</b>	
<b>CERTIFICATES OF PROFICIENCY</b>									
52.0408	Basic Business Principles (Office Support)	Certificate of Proficiency	10-23-2008	15—225	6	2	5	<b>4.4</b>	
47.0104	Computer Repair and Networking	Certificate of Proficiency	10-23-2008	18—360	-	-	-	-	
43.0102	Correctional Law Enforcement	Certificate of Proficiency	01-14-2011	17—315	-	-	-	-	
19.0709	Child Development Associate (CDA)	Certificate of Proficiency	08-01-2006	12—240	13	4	5	<b>7.3</b>	
11.0101	Cisco Network Associate	Certificate of Proficiency	09-12-2003	16—360	-	-	-	-	
51.0904	Basic Emergency Medical Technician	Certificate of Proficiency	09-12-2003	8—176	-	-	-	-	
51.0712	Healthcare Office Skills	Certificate of Proficiency	07-25-2008	18—285	18	7	10	<b>11.7</b>	
52.0901	Hospitality Skills	Certificate of Proficiency	10-04-2007	15—255	6	3	2	<b>3.7</b>	
47.0303	Industrial Equipment Repair	Certificate of Proficiency	10-23-2008	16/17—390	21	31	39	<b>30.3</b>	
51.1614	Nursing Assistant	Certificate of Proficiency	09-12-2003	7—150	46	79	71	<b>65.3</b>	
48.0508	Welding	Certificate of Proficiency	08-01-2006	11—375	10	13	13	<b>12</b>	
<b>Total Certificates of Proficiency</b>					<b>120</b>	<b>139</b>	<b>145</b>	<b>134.7</b>	
<b>GRAND TOTAL AWARDS</b>					<b>264</b>	<b>240</b>	<b>297</b>	<b>267</b>	

**PROGRAM VIABILITY:** The established viability standards, based on a three-year average are as follows: An average of four (4) graduates per year for Technical Certificates (TC) and technical Associate Applied Science (AAS) degree programs. The following comments are based upon information gathered and an analysis of the graduate data to determine if the program meets viability guidelines.

### **Technical Certificates**

- CIP 52.0401 Business Technology: *Below Standard – 2.3 Graduate Average. However, when the AOT graduates of the UAM College of Technology- McGehee campus are combined with the Crossett campus, the program does meet viability standards for UAM.*
- CIP 15.1202 Computer Maintenance/Networking: Not Applicable - Program was not offered during the 2015-2018 academic years due to low enrollment.
- CIP 43.0102 Correctional Law Enforcement: Not Applicable - Program was not offered during the 2015-2018 academic years due to low enrollment.
- CIP 19.0708 Early Childhood Education: Meets Standard – 9 Graduate Average
- CIP 15.0403 Electromechanical Technology: Meets Standard – 23.3 Graduate Average
- CIP 51.0707 Health Information Technology: Meets Standard – 11.3 Graduate Average
- CIP 51.000 Health Professions: *Below Standard – 0 Graduate Average.* The Health Professions program has never been approved for financial aid due to the CIP Code number. Both the Crossett and McGehee campuses have only had one graduate each since the program's approval.
- CIP 52.0901 Hospitality Services: – *Below Standard – 3 Graduate Average. However, when the Hospitality graduates of the UAM College of Technology- McGehee campus are combined with the Crossett campus, the program does meet viability standards for UAM.*
- CIP 51.1613 Practical Nursing: Meets Standard – 11 Graduate Average
- CIP 48.0508 Welding Technology: Meets Standard – 7.7 Graduate Average

### **Advanced Technical Certificates**

- CIP 15.0499 Electromechanical Technology-Instrumentation: Meets Standard – 21.4 Graduate Average

## **Associate of Applied Science Degrees**

- CIP 47.0303 Industrial Technology: Meets Standard - 15 Graduate Average
- CIP 30.999 General Technology: Meets Standard – 28.3 Graduate Average

## **Certificates of Proficiency**

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

- CIP 52.0408 Basic Business Principles: Justified Offering - 4.4 Completer Average
- CIP 47.0104 Computer Repair and Networking: Not Applicable - Program was not offered during the 2015-2018 academic years due to low enrollment.
- CIP 43.0102 Correctional Law Enforcement: Not Applicable - Program was not offered during the 2015-2018 academic years due to low enrollment.
- CIP 19.0709 Child Development Associate (CDA): 7.3 Completer Average
- CIP 11.0101 Cisco Network Associate: Not Applicable - There has not been sufficient demand each year to justify the offering of all four Cisco courses that are required for this Certificate of Proficiency each year. Additionally, the administration has been unable to secure an instructor that is certified to teach all of the Cisco courses required for the Cisco Network Associate. Therefore a new Cisco Certificate of Proficiency has been developed and will be processed for approval during the new academic year.
- CIP 51.0904 Emergency Medical Technician-Basic: Not Applicable - This course is offered based on demand. There has not been sufficient demand each year to justify the offering of this course specifically at the Crossett campus. A few applicants each year are referred to the McGehee campus for enrollment. However, based upon very recent demand for the program by business and industry, the EMT will be reestablished and approved.
- CIP 51.0712 Healthcare Office Skills: 11.7 Completer Average

- CIP 52.0901 Hospitality Skills: Below Standard – 3.7 Graduate Average. However, when the Hospitality Skills completers of the UAM College of Technology-McGehee campus are combined with the Crossett campus, the program does meet viability standards for UAM.
- CIP 47.0303 Industrial Equipment Repair: 30.3 Completer Average
- CIP 51.1614 Nursing Assistant: 65.3 Completer Average
- CIP 48.0508 Welding: 12 Completer Average

**PROGRAM GRADUATES:** Following are comments concerning the fluctuation of graduate data for the various programs for the 2017-2018 academic year.

**Technical Certificate Programs:** There was an **overall 51% increase in the number of Technical Certificates** awarded for 2017-2018 in comparison with the previous year. The major reason for the increase in graduates was increased enrollment, strengthening advising, and student success initiatives. Following is an assessment of graduate data for each technical program.

- **Business Technology (BT):** During the 2017-2018 academic year, the program graduates increased to 3—over the previous year’s 1 graduate. Although the program enrollment for the year was 8.1, the majority were not program majors. The remaining students contributing to the program’s FTE were students taking electives to count toward their Associate of Applied Science degree. Therefore, as discussed under the enrollment portion of this report, without improved enrollment the BT program may be deemed inactive for a year or until it becomes cost efficient to operate.
- **Early Childhood Education (ECED):** The increase of graduates to 6 over the previous year’s 2 graduates, is not aligned with the decreased FTE enrollment of 4.3 for the 2017-2018 academic year. A large majority of the students in this program are working and are not taking all courses as recommended to complete on time. Due to the variance of credit hours taken by working students each semester that may span over several years, it is difficult to maintain a consistent graduation rate. The number of graduates in 2015-2016 was 19 (an increase of 46% over the previous year) even though the FTE for that same year was only 11.

(Note: As previously pointed out under the Enrollment section of this report, the FTE information may be skewed if the ECED courses embedded in the Early Childhood Education program are not being credited toward the FTE count

for the technical program, but instead may be applied to the UAM Education department or Non-Technical Enrollment.)

- **Electromechanical Technology (ET):** The graduates in the ET program increased by 10 or 50% for 2017-2018. Although the enrollment in this program is very strong and continues to grow, only a portion of the additional graduates was due to increased enrollment. Several of the previous year's ET students did not graduate because they had not completed all of their math, English, and/or computer courses within the one year program. When students choose not to take the technical courses for math, English, and computer, which are required for a technical certificate, but, instead take the Composition I, Survey of Mathematics, and/or Introduction to Computer courses that will count toward both the Technical Certificate and Associate of Applied Science degree, they may not graduate from the one-year ET program on time. This is due to some students needing to take several developmental courses before they can enroll in the required math or English courses needed to complete.

**Note:** Because the Advanced Industrial Mathematics course will now count toward the AAS degree in Industrial Technology and General Technology, it will assist students with meeting their graduation requirements for math within the allotted timeframe for math. However, students may still have developmental courses in English that could cause them to not meet their graduation requirements within the one-year timeframe.

**TABLE 7: FACULTY PROFILE, TEACHING LOAD AND OTHER ASSIGNMENTS**

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK-LOAD	SSCH
Susanne Ballard	2015 Full-Time 10.5 months	BA, Office Administration and BS in Business Education-Ouachita Baptist University	Tech Keyboarding; Tech Accounting I; Tech Business English; Tech Computer Applications for Business; Tech Computer Fundamentals; Tech Administrative Support Procedures; Tech Business Communications; Tech Business Math; Tech Vocabulary Development; Tech Computerized Accounting; Tech Spreadsheet Applications; Tech Business Practicum	Fall Spring Sum I Total	18 21 <u>9</u> 48	135 102 <u>41</u> 278
Alisa White	2010 Full-Time 10.5 months	BSE (Elementary Education & Early Childhood & Special Ed) UAM, MSE (Counseling) UALR, MEd UAM, MEd (Counseling in Education) UALR, Ed Specialist (Reading) UALR	Introduction to Practicum; Practicum I; Environments in Early Childhood; Foundations of Early Childhood Education; Tech Child Development; Tech Curriculum Development for Infants and Toddlers; Tech Literacy and Language for Early Childhood; Tech Child Guidance; Tech Child Care Practicum II; Tech Math and Science for Early Childhood; Development and Curriculum in Early Childhood; Tech Childcare Program Planning; Tech Children with Special Needs	Fall Spring Sum I Total	15 18 <u>6</u> 39	93 107 <u>18</u> 218
Frederick Binns	2009 Full-Time 10.5 months	Corporate Training, International Paper Company	Industrial Electricity; Instrumentation; Advanced Instrumentation and Troubleshooting	Fall	8	184
Kirk Kemp	1990 Full-Time 9 months	AAS & BS (Electronics Engineering Technology) Oklahoma University	Industrial Safety; Programmable Logic Controls; Industrial Automation /Robotics Concepts	Fall Spring Total	12 <u>10</u> 22	186 <u>150</u> 336
J. Legett Jenkins	2015 Full-Time 9 months	Corporate Training, Georgia-Pacific	Advanced Instrumentation/Troubleshooting; Industrial Circuits/Controls; Industrial Electrical Motors/AC Drives; DC Controls; Pneumatics/Hydraulics	Fall Spring Sum I Total	12 14 <u>3</u> 29	186 308 <u>36</u> 530
Rick Owens	2018 Full-Time 10.5 months	BS (Geology) University of Arkansas Corporate Training, Electrical and Instrumentation	Industrial Electricity; Instrumentation; Advanced Instrumentation and Troubleshooting	Fall Spring Sum I Total	0 13 <u>3</u> 16	0 161 <u>39</u> 200

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK- LOAD	SSCH
David Sistrunk	2016 Full-Time 10.5 months	Corporate Training, International Paper Company	Industrial Diagrams; Basic Machine Shop; Industrial Mechanics; Advanced Industrial Mechanics; Precision Maintenance	Fall Spring Sum I Total	14 12 <u>6</u> 32	315 232 <u>114</u> 604
Kim Wallis	2010 Full-Time 10.5 months	MBA, Delta State University	Tech Computer Applications for Business; Tech Medical Office Procedures; Tech Electronic Health Records; Tech Spreadsheet Applications; Introduction to Computer Systems; Tech Law/Ethics for Healthcare; Tech Medical Coding I; Tech Medical Coding II; Tech Reimbursement Methods; Tech Procedural Coding	Fall Spring Sum I Total  CRO1 Fall Spring Total	15 21 <u>6</u> 42  3 <u>3</u> 6	129 158 <u>51</u> 348  39 <u>63</u> 102
Karon Beavers	2017 Adjunct	Associate Degree-Nursing, UAM	Tech Medical Terminology	Fall Spring Total	3 <u>6</u> 9	33 <u>96</u> 129
Beth Gannaway-Law	2014 Concurrent	BSN (Nursing & Psychology), UAM	Tech Medical Terminology (Concurrent Hamburg High School)	Fall	3	93
Haley Strunk	2010 Adjunct	Technical Certificate in Practical Nursing, UAM-CTC	Tech Phlebotomy; Tech Phlebotomy Practicum	Fall Spring Total	4 <u>2</u> 6	28 <u>10</u> 38
Alice Lindsey	2008 Full-Time 9 months	BS Business Administration - UAM	Safety and Sanitation; Hospitality Customer Service Relations; Hospitality, Travel, & Tourism; Culinary Fundamentals; Culinary Preparation and Presentation; Principles of Lodging Operations; Hospitality Management; Internship in Hospitality, Baking	Fall Spring Total	9 <u>17</u> 26	33 <u>79</u> 112

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK- LOAD	SSCH
Jason McKoin	Spring 2018 Adjunct	BBA Business Management	Quality Management	Spring	2	18
Craig Sheek	Fall 2017 Adjunct	BS Chemical Engineering	Introduction to Manufacturing	Fall Spring	3 <u>3</u> 6	39 <u>37</u> 76
Shela Upshaw	1997 Full-Time 10.5 months	R.N., A.S.N., UAM	PN Vocational/Legal/Ethics; PN Nursing of Geriatrics; PN Nursing of Mother and Infant; PN Pharmacology; PN Basic Nursing Principals and Skills; PN IV Therapy; PN Clinical I; II; & III; PN Nursing of Children; PN Adult Medical Surgical Nursing I & II	Fall Spring Sum I Total	18 18 <u>6</u> 42	274 222 <u>70</u> 566
Kayla Noble	2015 Full-Time 10.5 months	PN Diploma, Forest Echoes Technical Institute	PN Clinical I, II, & III. Faculty assignment with designated and required administrative support and assistance with classroom and lab preparation, delivery, and assessment.	Fall Spring Sum I Total	4 6 <u>4</u> 14	32 48 <u>8</u> 88
Hollie Smith	2016 Adjunct	AAS-Nursing LPN-RN, UAM	Nursing Assistant	Fall	7	91
Allison Austin	2015 Adjunct	PN Technical Certificate, UAM-CTC	Nursing Assistant	Spring	7	28
Lisa Vandiver	2013 Adjunct	AAS RN, North Arkansas Community College, Harrison	Nursing Assistant	Fall Spring Total	7 <u>7</u> 14	77 <u>49</u> 126
Janel Harper	2009 Adjunct & Concurrent	ADN (RN-Nursing), UAM	PN Anatomy and Physiology; Nursing Assistant (Concurrent Crossett HS); Tech Medical Terminology (Concurrent Crossett HS)	Fall Spring Total	11 <u>4</u> 15	182 <u>48</u> 230
Sara Hobbs	2016 Concurrent	BBA, UAM; LPN Technical Certificate, UAM-CTM	Nursing Assistant (Concurrent Occupational Ed. Center)	Fall	7	84
Craig Lafferty	2016 Adjunct	Doctorate in Podiatric Medicine, Arizona State University	Nutrition (on-line)	Fall Spring Total	3 <u>6</u> 9	81 <u>135</u> 216
Jennifer Andrews	2018 Adjunct	Associate Degree-Nursing	Nursing Assistant	Spring	7	77
Gwendolen Robinson	2015 Concurrent	BS Biology, Diploma of Nursing, Registered Nurse	Nursing Assistant	Fall	7	35

NAME	HIRE DATE/ TERM F/T OR ADJUNCT	QUALIFICATIONS	COURSES TAUGHT – TEACHING LOAD	SEM	WORK- LOAD	SSCH
James H. DuBose, III	2006 Full-Time 10.5 months	Corporate Training, Georgia-Pacific, American Welding Society (AWS), Certified Welding Inspector (CWI), Certified Welding Educator (CWE)	Blueprint Reading; Basic Welding; Shielded Metal Arc Welding (SMAW); Welding Lab I & II; Gas Tungsten Arc Welding (GTAW); Gas Metal Arc Welding (GMAW); Pipe Welding; Maintenance Welding	Fall Spring Sum I Total	18 13 <u>4</u> 35	370 248 <u>28</u> 646
Jeffery D. DuBose	2017 Full-Time Instructor & Concurrent 9 months	Technical Certificate American Welding Society (AWS),	Blueprint Reading; Basic Welding; Shielded Metal Arc Welding (SMAW); Maintenance Welding;	Fall Spring	14 <u>10</u> 24	157 <u>114</u> 271
Carolyn Hart	2007 Full-Time 10.5 months	B.S.E.& M.S.E. (English) Henderson State University	Basic English; Fundamentals of English; Composition I; Composition II; Critical Reading Skills	Fall Spring Sum I Total	15 15 <u>6</u> 36	189 187 <u>33</u> 409
Connie Smith	2011 Full-Time 9 months	BSE (Mathematics Education) & MSE (Mathematics) ULM	Advanced Industrial Math; Introductory Algebra; Intermediate Algebra; College Algebra	Fall Spring Total	17 <u>13</u> 30	270 <u>164</u> 434
Campbell Wilkerson	2010 Adjunct	BS (Education) UCA, BBA UAM	Technical Math; Industrial Safety	Fall Spring Total	2 <u>3</u> 5	38 <u>69</u> 107
Mardi Weems	2013 Adjunct	BA-English +12 Graduate hours, NLU	Employability Skills/Ethics	Sum I	4	70
Cynthia Polk	2012 Adjunct	Master's Social Work, UALR	Introduction to Sociology; Introduction to Psychology	Fall	3	54
Virginia Rutherford	2015 Adjunct	MEd, NLU	Technical Math; Technical Orientation; Tech Communication; Tech Computer Fundamentals	Sum II Fall Spring Total	3 1 <u>1</u> 5	18 13 <u>6</u> 37
Ashley Sivils	2017 Adjunct	BA, English, UAM	Tech Communication	Spring	3	63
Carrie Smith	2017 Adjunct	BS-Kinesiology/ Exercise Physiology, UCA	Employability Skills/Ethics; Tech Communication	Spring	2	24
Ruthie Courtney	2017 Adjunct	BS Business Education, UAM	Employability Skills/Ethics	Spring	2	18
Brittnee Wright	2017 Adjunct	ME Math Curriculum Instruction	Technical Math	Spring	3	18

**TABLE 8: TOTAL UNIT SSCH PRODUCTION BY ACADEMIC YEAR (TEN YEAR)**

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	4,165 (278 FTEs)		
2008-09	4,708 (314 FTEs)		
2009-10	5,533 (369 FTEs)		
2010-11	5,957 (397 FTEs)		
2011-12	6,646 (221 FTEs)		
2012-13	7,176 (239 FTEs)		
2013-14	7,207 (240 FTEs)		
2014-15	5,843 (195 FTEs)		
2015-16	4,914 (163 FTEs)		
2016-17	5,295 (175 FTEs)		
2017-18	5,893 (16 FTEs)		

**TOTAL UNIT SSCH/FTE PRODUCTION BY ACADEMIC YEAR BY PROGRAM (2015-2017 THREE YEAR AVERAGE)**

CIP CODE	TECHNICAL CERTIFICATES	2015-2016		2016-2017		2017-2018		3-Year Average 2015-2018	
		SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
52.0401	Business Technology	294	10	189	6.3	243	8.1	242	8
15.1202	Computer Maintenance/Networking								
43.0102	Correctional Law Enforcement								
19.0708	Early Childhood Education	315	11	243	8.1	129	4.3	229	8
15.0403	Electromechanical Technology	740	25	1,080	36	1,181	39.3	1,000	33.5
15.0499	Electromechanical Tech.- Instrumentation	646	22	539	18	835	27.8	673	22.5
51.0707	Health Information Technology	401	13	248	8.3	386	12.9	345	11.5
51.0000	Health Professions	48	1	38	1.3				
52.0901	Hospitality Services	154	5	105	3.5	112	3.7	124	4
51.1614	Nursing Assistant	322	11	385	12.8	231	7.7	313	10.5
51.1613	Practical Nursing	742	25	786	26.2	793	26.4	774	26
48.0508	Welding Technology	419	14	570	19	570	19	520	17
	Related Instruction	526	17	615	20.5	824	27.5	655	22
	Technical Concurrent	307	10	461	15.3	589	19.7	452	15
	<b>TOTAL TECHNICAL SSCH/FTE</b>	<b>4,914</b>	<b>163</b>	<b>5,259</b>	<b>175.3</b>	<b>5,893</b>	<b>196.4</b>	<b>5,327</b>	<b>178</b>
	<b>NON-TECHNICAL COURSES</b>								
	Arts & Humanities								
	Education (Nutrition and ECED)	257	9	231	7.7	290	9.6	259	8
	Math								
	Social Behavior								
	CIS								
	<b>TOTAL NON-TECHNICAL</b>	<b>257</b>	<b>9</b>	<b>231</b>	<b>7.7</b>	<b>290</b>	<b>9.6</b>	<b>259</b>	<b>8</b>
	<b>TOTAL TECHNICAL &amp; NON-TECHNICAL</b>	<b>5,171</b>	<b>172</b>	<b>5,490</b>	<b>183</b>	<b>6,183</b>	<b>206</b>	<b>5,586</b>	<b>186</b>

- Electromechanical Technology-Instrumentation (ET/I):** The ET program had 30 graduates (a 50% increase over the previous year's graduates), although the program only had a FTE enrollment of 27.8 for 2017-2018. There was an unusually large number of students that returned and completed this second year program. In addition to increased retention, several previous year students that did not complete their math and English requirements

returned to finish their course requirements in Summer II 2017 (which caused them to be counted in the 2017-2018 graduate count). Because they did not complete their program requirements on time, that also contributed to the low number of 13 ET/I graduates for the previous year, 2016-2017.)

- **Health Information Technology (HIT):** There was a 43% increase in graduates for the HIT program—an increase of three (3) graduates over the previous year’s seven (7) graduates. The increase is due to a slight enrollment increase and more intense advising by the program instructor. Although efforts have been made to offer program courses that will allow students to enroll with a full-time student status, there still remains some courses that have prerequisites and are not offered every semester. Therefore, students beginning in mid year may not be able to meet graduation requirements within a year due to some prerequisite courses not being available.
- **Hospitality Services (HOSP):** The reason for the reduction in graduates for the Hospitality program continues to be low enrollment. An analysis of the data for the last three years reflects that a large majority of the students who major in this program do graduate. In 2017-2018 the FTEs were 3.7 with two (2) graduates. In 2016-2017, the FTEs were 3.5 with four (4) graduates (one carry-over graduate). In 2015-2016 the FTEs were 5 with three (3) graduates. Offering the internship in the fall and spring semesters (instead of just the summer term) has helped with the graduation rate. Some FTEs are also generated from those who have no intention of graduating but are only interested in taking the culinary courses for an elective or personal growth.
- **Practical Nursing (PN):** The Practical Nursing program had a 34% increase in graduates over the previous year although the number of students enrolled in the program was smaller. Twenty students are usually admitted into the PN program each year; however, it was an unusual year with several students withdrawing at the last minute and available/eligible alternates being accepted. In addition to satisfactorily completing all prerequisite courses to be eligible to enter the program, other activities and requirements that support student retention are mandated as a condition of enrollment. In spite of these efforts, the graduation rate varies each year and is not predictable. Following are statistics of the Practical Nursing program’s enrollment, graduation, and NCLEX exam pass rates (first-time takers) for the past seven (7) years:

UAM-CTC PRACTICAL NURSING PROGRAM 2011-2017						
Years	Enrolled	Graduated		Passed NCLEX	Employed	
2011-2012	20	10	50%	100%	100%	10
2012-2013	20	10	50%	100%	100%	10
2013-2014	20	11	55%	100%	100%	11
2014-2015	15	7	47%	86%	100%	6
2015-2016	20	12	60%	100%	100%	12
2016-2017	20	9	45%	89%	100%	9
2017-2018	18	12	67%	Pending	Pending	Pending

**Welding Technology (WLD):** The Welding program had a 23% reduction in graduates for the 2017-2018 academic year. As noted on the chart, 9 graduates in comparison to the previous year's 11 graduates. It is not difficult to keep the students in the welding classes; but, it is difficult to get them to take the math, technical communications, and computer courses needed for graduation. With the shortage of welders and the high-wage jobs available to students, many students will earn their welding certifications and leave without completing the other courses required for graduation. To address this challenge, every year a major business and/or former graduate are invited to make presentations to our welding students and emphasize the benefits of graduating from the program—which includes a higher job classification and earnings. Also, the continued scheduling of 8-week classes assisted greatly with retaining students and moving them through the program with no time gaps.

**Associate of Applied Science Degrees (AAS):** There was a 50% increase in the overall number of Associate of Applied Science degrees earned on the Crossett campus for 2017-2018. A total of 51 AAS degrees were earned by UAM-CTC students in comparison to 34 in the 2016-2017. This appears to be a trend up for AAS degrees in keeping with past years on the Crossett campus as noted in the 10-year summary below:

UAM COLLEGE OF TECHNOLOGY – CROSSETT			
Years	Overall AAS Degrees	AAS Industrial Technology	AAS General Technology
2008-2009	24	6	18
2009-2010	28	9	16
2010-2011	33	16	17
2011-2012	50	20	30
2012-2013	35	12	23
2013-2014	52	13	39
2014-2015	51	18	33
<b>2015-2016</b>	<b>45</b>	<b>17</b>	<b>28</b>
<b>2016-2017</b>	<b>34</b>	<b>13</b>	<b>31</b>
2017-2018	51	15	36

NOTE: The variance of degrees earned is definitely influenced by enrollment increases and decreases. However, a major factor contributing to the decrease in the number of AAS degrees earned was the requirement of College Algebra (about three years ago as reflected on the chart). Previously Intermediate Algebra was required for the AAS degree. The impact of the new policy was evident, but not fully visible the first year or two since most students that had entered into the two-year AAS earlier were under a catalog that only required Intermediate Algebra—that only required one or no developmental courses depending on their placement scores). It is anticipated that the acceptance of Advanced Industrial Mathematics as the math requirement for an AAS degree will assist greatly with increasing the number of AAS degrees earned on the Crossett campus.

**CAREER PATHWAYS PROGRESSION:** Graduate data showing the progression within Career Pathways for the various program certificates and degrees offered at UAM-CTC for 2017-2018 is shown on the following chart:

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	AAS Industrial Technology	AAS General Technology
Business Technology	8	5	3		
Early Childhood Education	11	5	6		
Electromechanical Technology (1 <sup>st</sup> Year)	51	39	30		
Electromechanical Technology (2 <sup>nd</sup> Year)	31	-	29		
Health Information Technology	15	10	10		
Health Professions	-	-	-		
Hospitality Services	10	2	2		
Nursing Assistant	77	71	-		
Practical Nursing	20		12		
Welding Technology	24	13	9		
AAS in General Technology & Industrial Technology * Data not available about technical program major	-			15	36
<b>TOTALS</b>	<b>247</b>	<b>145</b>	<b>101</b>	<b>51</b>	
<b>PERCENTAGES</b>	<b>100%</b>	<b>58%</b>	<b>40%</b>	<b>20%</b>	

\*Data not available – No majors declared for Nursing Assistant since it is a course within another major and does not qualify for financial aid. The CPs awarded for Assistant also include concurrent students. The concurrent enrollment data is a combined total and does not specify the number of students enrolled in each course.

Nursing

**TABLE 9: UNIT AGREEMENTS-MOUs, MOAs, PARTNERSHIPS, ETC.**

<b>Type of Agreement</b>	<b>Department/Program</b>	<b>Name Business/Agency</b>	<b>Terms</b>
<b>MOUs with Public Institutions and State Agencies</b>	Administration	Arkansas Department of Higher Education	Regional Workforce Grant
		Arkansas Department of Higher Education	Career Pathways Initiative
		Arkansas Department of Career Education	College and Career Coach Grant
		Crossett Public School District	College and Career Coach Grant
		Hamburg Public School District	College and Career Coach Grant
		Crossett High School	Concurrent Credit
		Hamburg High School	Concurrent Credit
		Monticello Occupational Educational Center	Secondary Center Satellite Agreement
	<b>Internship Agreements</b>	Business Technology	Georgia Pacific Paper Operations, Crossett
		Dirtco, Inc., Crossett	BUS 2623 Tech Business Practicum
		First National Bank of Crossett	BUS 2623 Tech Business Practicum
Early Childhood Education		Carousel School, Crossett	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II
		Kid's Academy, Crossett	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II
		Crossett Learning Center	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II
		Hamburg Pre-K	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II
		Kid's Korner, Crossett	ECED 1082 Practicum I <u>and</u> HOEC 2033 Practicum II
Health Information Technology		Ashley Country Medical Center	HIT 2993 Tech Health Information Practicum
		Area Agency on Aging, Crossett	HIT 2993 Tech Health Information Practicum
		Mainline Health Systems, Inc.	HIT 2993 Tech Health Information Practicum
Hospitality Services		Trotter House	HOSP 1082 Internship Hospitality Services
<b>Clinical Agreements</b>		Practical Nursing	Ashley County Medical Center, Crossett (Includes Family Clinic of Ashley County, Ashley Pediatric Clinic, Ashley Health Services & Women's Clinic, Ashley Pediatric Clinic, and the Hamburg Clinic )
		Mainline Health Systems, Wilmot	PN Clinical I, II, & III
		Mainline Health Systems, Portland	PN Clinical I, II, & III
		Drew Memorial Hospital, Monticello	PN Clinical I, II, & III
		Pinewood Health and Rehab, Crossett	PN Clinical I, II, & III
		Woods of Monticello Health and Rehab, Monticello	PN Clinical I, II, & III

Type of Agreement	Department/Program	Name Business/Agency	Terms
		Belle View Estates Rehab and Care Center, Monticello	PN Clinical I, II, & III
		Arkansas Department of Health, Crossett	PN Clinical I, II, & III
		Morehouse General Hospital, Bastrop, LA	PN Clinical I, II, & III
		Wee School, Crossett, AR	PN Clinical I, II, & III
	Nursing Assistant	Belle View Estates Rehab and Care Center, Monticello, AR	PN Clinical I, II, & III
		Woods of Monticello Health and Rehab, Monticello, AR	PN Clinical I, II, & III
		Pinewood Health & Rehabilitation, Crossett	NA 1017 Nursing Assistant
	Phlebotomy	Ashley County Medical Center, Crossett	PHL 1054 Phlebotomy PHL 1062 Phlebotomy Practicum
<b>Other Contracts &amp; Agreements</b>	Cisco Computer Courses	Cisco	Cisco Academy
	Workforce Alliance of Southeast Arkansas Regional Grant	ACT, Inc.	On-line access to Work Keys modules to earn a National Career Ready Certificate (CRC)
	Bookstore (Textbook sales)	Computer Works of Chicago, Inc.	Access to instructional textbooks
	Administration UAM-CTC	Monticello Country Club, Monticello, AR	Rental of commercial kitchen for Hospitality program

**TABLE 10: FACULTY AND STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES**

Date	Topic	Faculty	Staff	Admin.	Presenter/Location	Training Hours
July 13, 2017	Arkansas Apprenticeship Workshop			X	Arkansas Dept. of Career Education Little Rock, AR	6
July 17-21, 2017	Arkansas School Counselor Association Conference			X	Arkansas Dept. of Career Education Hot Springs, AR	30
July 18, 2017	Advanced Cardiac Life Support Training	X			UAM CTM; McGehee, AR	6
July 18, 2017	Advanced Pediatric Life Support Training	X			UAM CTM; McGehee, AR	6
July 18-20, 2017	Career Coach Grant Meeting		X		Arkansas Department of Career Education; Little Rock, AR	24
July 19, 2017	Southeast Arkansas Workforce Development Board Meeting			X	Southeast Arkansas Economic Dev. District, Pine Bluff, AR	4
July 24-30, 2017	Conscious Discipline Summer Institute	X			U of A Continuing Education - Dr. Becky Bailey; Little Rock, AR	36
Aug. 7, 2017	Southeast Arkansas Workforce Partners Meeting			X	Southeast Arkansas Economic Dev. District, Pine Bluff, AR	4
Aug. 14-18, 2017	UAM Professional Development	X	X	X	University of Arkansas at Monticello; Monticello, AR	18
Sept. 7, 2017	Health, Safety and Nutrition TOT in Early Childhood Education	X			U of A Continuing Education Jennifer Bowman; Conway, AR	7
Sept. 17, 2017	Neuroscience: ADHD Brain Differences	X			Dr. Joel Nigg; ADDitude Webinar	1.5
Sept. 20, 2017	Arkansas Hospitality Association Convention & Trade Show	X			Arkansas Hospitality Association Little Rock, AR	6
Sept. 20, 2017	Emergency Common Nurse Core Course	X			Emergency Nursing Association; Little Rock, AR	17.5
Sept. 27, 2017	Arkansas Department of Education Counselor (ADE) Updates			X	ADE: Little Rock, AR	8
Sept. 29, 2017	National Administrators of Nursing Education Programs	X			Arkansas Nursing Administrators; Little Rock, AR	2
Sept. 30, 2017	Practical Nursing Council Meeting	X			AR Practical Nursing Educators Association; Little Rock, AR	3
Oct. 2, 2017	Using English Grammar 101 in the Classroom	X			Cingletree Learning Webinar	1
Oct. 9, 2017	IT Department Advisory Committee			X	UAM CTM; McGehee, AR	2
Oct. 27, 2017	NCLEX Style Writing Conference	X			Arkansas State Board of Nursing Donna Ignatavicius; Little Rock, AR	6.5
Nov. 2, 2017	Legal Issues			X	U of A System Office Little Rock, AR	6
Nov. 5-10, 2017	Instrument Training for Studio 5000 Logix	X			Allen Bradley; Bossier City, LA	40
Nov. 9, 2017	Arkansas Prescription Drug Abuse Summit	X			UAMS; Hot Springs, AR	6
Nov. 15, 2017	Southeast Arkansas Workforce Development Board			X	Southeast Arkansas Economic Dev. District, Pine Bluff, AR	4
Nov. 27, 2017	Work Ready Communities Meeting			X	Southeast Arkansas Economic Development District, Pine Bluff, AR	3

Oct. 9, 2017	IT Department Advisory Committee			X	UAM CTM; McGehee, AR	2
Dec 11,2017	John Connor Arkansas Community Foundation meeting			X	Arkansas Community Foundation; Lake Village, AR	4
Dec. 17, 2017	Arkansas Department of Education Counselor Updates			X	Arkansas Department of Education; Little Rock, AR	8
Jan. 8, 2018	Orientation to Career Pathways Initiative Training		X		Arkansas Career Pathways Initiative; Monticello, AR	6
Jan. 9, 2018	Work Ready Communities Meeting		X		Southeast Arkansas Economic Development District; Stuttgart, AR	3
Jan. 10, 2018	Work Ready Communities Meeting		X		Southeast Arkansas Economic Development District; Pine Bluff, AR	3
Jan. 23, 2018	Career Coach Grant Training			X	Arkansas Department of Career Education; Little Rock, AR	8
Jan. 24, 2018	Stop the Bleed Training	X			UAMS; Crossett, AR	3
Jan. 24, 2018	Arkansas Legislative Taskforce for Workforce Education	X		X	Arkansas Legislature Little Rock, AR	5
Jan. 31, 2018	Career Coach Grant Data Workshop		X		Arkansas Department of Career Education; Little Rock, AR	8
Feb. 15-17, 2018	Career Pathways Initiative Director's Retreat		X		Arkansas Career Pathways Initiative; Little Rock, AR	7
Feb. 15, 2018	National Administrators of Nursing Education Programs	X			AR Nursing Administrators; Little Rock, AR	2
Feb. 16, 2018	Practical Nursing Council Meeting	X			AR Practical Nursing Educators Association; Little Rock, AR	3
March 14, 2018	Career Coach Grant Training		X		Arkansas Department of Career Education; Little Rock, AR	8
April 9-11, 2018	SkillsUSA Conference	X			SkillsUSA; Hot Springs, AR	24
April 16, 2018	Business Table Etiquette	X			UAM CTC; Monticello, AR	2
April 30, 2018	Teaching the Culturally Different Child	X			UAM CTC; Crossett, AR	3
May 14-16, 2018	Federation for Advanced Manufacturing Education (FAME) Conference	X		X	FAME USA and Toyota San Antonio, TX	20
June 26, 2018	MOS Certification Word	X			UAM CTC; Crossett, AR	1
June 27, 2018	MOS Certification Excel	X			UAM CTC; Crossett, AR	1
June 27, 2018	MOS Certification PowerPoint	X			UAM CTC; Crossett, AR	1

**DESCRIBE UNIT INITIATIVES/ACTION STEPS TAKEN IN THE PAST ACADEMIC YEAR TO ENHANCE TEACHING/LEARNING AND STUDENT ENGAGEMENT.**

**Attendance Policy:** The faculty of UAM-CTC keeps a record of attendance on each of their students and administer Academic Alerts for students with absences that may negatively affect their students' academic performance.

All technical courses have a uniform attendance policy which is stated in each syllabus. The absences for each technical course are turned in or emailed to the Student Services office at the end of each class where a composite record of all students' absences is kept. Absences are reviewed daily by the Director of Student Services.

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

A student absent 15% of the clock hours in a course will be placed on attendance probation. (The student is informed of the number of clock hours he/she has been absent and the number of allowed clock hours of absences remaining.) A student absent 20% of the hours in a course will receive an "F" in the course (unless a temporary interruption has been granted due to extenuating circumstances with supporting documentation).

The student's financial aid may be affected if he/she drops out of a course (which could result in pro-rated repayment of funds) or receives an "F" in a course (which could place them on academic/financial aid warning the following semester). The student is reminded that all attendance documentation involving notification and probation will be placed in his/her file. Although this information cannot be released without the student's permission, most employers will ask the student to sign a release so that they can inquire about the student's attendance and academic performance.

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

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

**Tutoring:** In an effort to improve the quality and accessibility of math and English tutoring, full-time instructors continue to voluntarily tutor students upon request. A tutor is also located in Room 105. The math and English instructors work directly with the work-study tutor as needed to insure that all tutoring provided is consistent. Tutoring is also provided during a timeframe that the instructor was not available so as to expand math tutoring accessibility for students.

**On-Line Courses and Assistance:** The availability and flexibility of on-line courses have aided with the retention of students. However, it also necessitates that students be provided with assistance that will aid them with successfully

completing on-line courses. Student have access to a workstudy tutor in Computer Lab Room 105 where they can receive instruction and hands-on experience in a variety of areas, including how to connect their technology (smart phones, tablets, laptops) with UAM technology, how to use Blackboard, WeevilNet and email, tips on succeeding in an online course, and where to get help with online resources to provide students with access to someone that could assist them with any computer and technical problems that are often experienced by students taking on-line courses (especially for the first time).

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

**Professional Development – Advising:** The faculty and selected staff have received and will receive continued professional development in advising. Improved advising is a key component to helping students make better academic choices and increase their chances of staying in college and successfully meeting their educational goals. Professional staff from the Monticello campus have assisted greatly by providing advising presentations and academic updates on the UAM-CTC campus.

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

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

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

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

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

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

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

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

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

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

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

**Student Achievement:**

November 30, 2017: A Student Success luncheon was given to honor the students who successfully made it through the semester and were about to enter their semester finals. The UAM-CTC Bass Club provided the fish for the luncheon.

April 19, 2017: A total of 16 students were inducted into the National Technical Honor Society in the UAM-CTC Student Center. The Chancellor of UAM was present for the ceremony.

April 19, 2017: UAM-CTC's Student Success luncheon was given in honor of those students that were still enrolled and making progress toward the completion of their technical program.

June 28, 2018: The forty-third Commencement Exercises of UAM-CTC were held at the Crossett City Auditorium. Students were recognized for their achievements.

**TABLE 11: CHANGES IN THE UNIT, PROGRAMS, DEGREES OR CURRICULUM DURING THE PAST ACADEMIC YEAR.**

		<b>Health Information Technology</b>
1	Added	HIT 2043 Essentials of the Human Body
2	Modified	Changed HIT 1022 Tech Law and Ethics in Healthcare to HIT1023
3	Modified	Health Information Technology Technical Certificate and Healthcare Office Skills Certificate of Proficiency
		<b>New Program: Manufacturing Technology</b>
1	Added	Added courses for a new program in Manufacturing Technology to address the training needs of employers in the region. MANF 1013 Introduction to Manufacturing MANF 1022 Industrial Safety for Manufacturing MANF 1032 Quality Management MANF 1043 Industrial Plant Processes MANF 1053 Electricity for Manufacturing MANF 1063 Manufacturing Equipment MANF 1073 Print Reading, Tolerancing & Precision Measurement MANF 2013 Circuits and Controls for Manufacturing MANF 2023 Fluid Control for Manufacturing MANF 2034 Industrial Automation for Manufacturing MANF 2042 DC Equipment and controls MANF 2053 Environmental Protection Systems MANF 2063 Industrial Motors and Motor Controls MANF 2073 Programmable Logic Controls for Manufacturing
2	Added	Added Manufacturing Principles Certificate of Proficiency
3	Added	Added Technical Certificate in Industrial Production
4	Added	Added Advanced Manufacturing Technology Technical Certificate
5	Added	Added Associate of Applied Science in Advanced Manufacturing Technology

**TABLE 12: GRANTS**

<b>Grant</b>	<b>Granting Agency</b>	<b>Awarded Amount</b>	<b>Grant Purpose</b>
Career Pathways Initiative	Arkansas Dept. of Higher Education	\$ 206,783.10	The Career Pathways Initiative (CPI) provides low income individuals with the higher education skills and credentials they need to gain immediate entry into targeted occupations ultimately leading these individuals to economic self-sufficiency. The CPI program provides financial assistance to eligible students by covering the costs of books, tuition, fees, supplies, and childcare and/or gas vouchers as allowed.
Early Care & Education Projects	University of Arkansas at Fayetteville	\$ 24,745.05	The purpose of these childcare grants is to provide a variety of free early childcare classes to regional childcare center/agencies and individuals interested in the childcare field. The grant will assist with the cost for instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Arkansas Career & Technical Ed.	\$ 6,958.27	To provide electrical apprenticeship classes for regional employers. All employees working in the electrical field who are not licensed are mandated by legislation to be enrolled in an electrical apprenticeship program approved by the Bureau of Apprenticeship Training. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant will pay the salary and benefits of a licensed electrician to teach these evening non-credit apprenticeship classes.
Regional Workforce Implementation	Arkansas Dept. of Higher Education	\$ 488,885.39 (of two-year total \$958,375.22)	The demand for a skilled and responsive workforce is exacerbated by the number of individuals "aging" of the workplace through retirement of the largest generation in American history. The partnerships established and/or strengthened during this project will prepare current and future workers for existing and emerging jobs and lead to robust economic development in Southeast Arkansas
Arkansas Community Foundation	Arkansas Community Foundation	\$ 2,000.00	The grant provided funding to enhance the campus' environment for students by providing additional outside tables and seating for students to enjoy the outside during their lunch and breaks.
Arkansas Career and College Coach	Arkansas Dept. of Career Education	\$ 56,800.00	The purpose of this grant is to ensure that students attending area middle and high schools have the guidance/counseling support needed to increase their knowledge, skills, and educational attainment necessary for continued education/training beyond high school and/or entering the workforce.
	<b>TOTAL</b>	<b>\$786,171.81</b>	

**TABLE 13: UAM-CTC EQUIPMENT PURCHASED**

Quantity	Equipment	Department/Program	Total Amount
<b>Workforce Alliance for Southeast Arkansas Grant Funds</b>			
<b>Operating Budget &amp; Contingency Funds</b>			
1	Haas Mini-Mill	Electromechanical Technology	\$ 32,476.00
1	Value Trainer (Parts and upgrade)	Electromechanical Technology-Instrumentation	12,613.00
1	Programmable Logic Controller – Allen Bradley Trainer	Electromechanical Technology-Instrumentation	40,500.00
2	Instrumentation – TREX AMS Communicator	Electromechanical Technology-Instrumentation	10,257.00
1	Field Calibrator/Communicator	Electromechanical Technology-Instrumentation	13,353.00
			(\$109,199.00)
<b>Career Pathways Initiative (CPI) Grant Funds</b>			
1	GBC Laminator	Early Childhood Education	\$ 2,440.00
1	Dell Optiplex, PC	Career Pathways Office	838.00
1	Seymour Wound Care Model	Practical Nursing	602.00
			(\$3,880.00)
<b>Carl Perkins Grant Funds</b>			
1	Partial funding of CNC Lathe	Electromechanical Technology	\$ 15,000.00
<b>Operating Budget &amp; Contingency Funds</b>			
1	Partial funding of CNC Lathe	Electromechanical Technology	\$17,390.00
5	ESAB Combination Welding Machines & Accessories	Welding Technology	13,113.00
25	Desktop Computers	Business Technology	21,041.00
14	Flip-Top Computer Tables	Business Technology	4,824.00
25	CPU Holders and Keyboard Trays.	Business Technology	3,100.00
5	Desk Chairs	Business Technology	657.00
4	Monitors	Business Technology	2,603.00
1	Update IT Structure for Career Pathways	Career Pathways Initiative	862.00
1	Laptop & Accessories	College and Career Coach	1,462.00
2	HP Printers for Career Coach's Office at high schools	College and Career Coach	440.00
1	HP Printer	General Studies – Mathematics Department	222.00
1	Security Camera and Mounting	Welding Technology	204.00
1	HP LaserJet Printer	Early Childhood Education	177.00
1	HP HP Color LaserJet Printer	Administration	420.00
			(\$66,515.00)
	<b>TOTAL EXPENDITURES FOR PROJECTS AND EQUIPMENT</b>		<b>\$194,594.00</b>

**TABLE 14: WORKFORCE ALLIANCE FOR SOUTHEAST ARKANSAS EQUIPMENT PURCHASES FOR PARTNERS**

Quantity	Equipment	Department/Program	Total Amount
<b>UAM College of Technology-McGehee</b>			
1	Sign for Diesel Academy UAM-CTM	UAM-CT McGehee Administration	\$ 10,899.98
1	Semi-Trailer – 199 Freightliner	Diesel Academy	9,000.00
1	Brake Training Systems – ATECH System	Diesel Academy	11,610.00
1	Parts Washer	Diesel Academy	2,242.00
1	Air Cleaner System	Diesel Academy	7,414.11
1	Oil Change Pit	Diesel Academy	5,065.33
1	Diesel Storage Units	Diesel Academy	8,325.00
1	Diesel Trainer – Manuel Automotive	Diesel Academy	17,591.50
1	Diesel Trainer – 13 Speed Gearbox	Diesel Academy	10,600.00
			(\$82,747.92)
<b>Monticello Occupational Education Center</b>			
1	Haas Mini Mill	MOEC Machine Shop program	\$ 32,475.60
<b>SEACBEC at Warren</b>			
1	Plasma Cutting Table	SEACBEC Welding	\$ 17,522.50
	<b>TOTAL EXPENDITURES FOR PROJECTS AND EQUIPMENT</b>		<b>\$132,746.02</b>