

University of Arkansas at Monticello Technical Campus Annual Report

Technical Campus:

Academic Year: 2023 - 2024

State your campus' Vision, Mission and Strategic Plan including goals, actions, and key performance indicators (KPIs).

Campus Mission:

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

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

Campus Vision:

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

Campus Strategic Plan including KPIs (please distinguish new goals from continuing goals.)

- To increase course pass rate percentage of online students by 3% (new goal)**
- Increase concurrent credit offerings for local high schools by 3% (new goal)**
- Increase recruitment efforts (continuing)**

In Table 1, assess your campus' progress toward meeting Strategic Plan goals during the past academic year and what changes might you consider making additional progress in the coming year. KPIs should be quantifiable—for example, a goal of increased enrollments should be measured by a specific number or percentage; if school visits are part of a recruitment effort, say how many school visits are your goal; if your goal is to see an improved success rate in a class, by

what percentage do you hope to see the success rate increase? Your goals are what you want to achieve. Your KPIs are how you measure your degree of success.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Increase course pass rate percentage of online students by 3%.	<p>Complete/Continuing</p> <ul style="list-style-type: none"> • Continue offering face-to-face and virtual office hours regularly so that students can have the help they need on their terms. • Instructors sending Academic Alerts in a timely manner so that administration can contact students before passing the class becomes unattainable. • Midterm grades usually given at 8 weeks (about 2 months) have become progress reports given at 4 weeks to advise students who are struggling earlier in the semester. 	<ul style="list-style-type: none"> • Offer online orientation sessions based on program so that students have all the tools and information to successfully complete the course. • Create a planning committee for online instructors to come together and address online concerns to create meaningful and practical solutions.
Increase concurrent credit offerings for area high schools by 3%.	<p>Complete/Continuing</p> <ul style="list-style-type: none"> • Continue agreements with our concurrent school list (5 currently) but increase the number of offerings. • Meeting with new school districts to offer informational assistance on what programs they could offer concurrently. 	<ul style="list-style-type: none"> • Add new MOUs with other high schools in our region including Louisiana schools. Being ten miles from the Louisiana state line, we have many college students choose our school for their education. Having concurrent credit with these schools will increase our number of college students. • Work with current concurrent schools to increase the number of offerings. We are working with the new administration at Crossett High School to increase the number of concurrent offerings. • Have Hamburg High School increase offerings which will enable students to receive all their pre-requisites for our Practical Nursing Program through concurrent credit.
Increase recruitment efforts.	<p>Complete/Continuing</p> <ul style="list-style-type: none"> • Continue our Social Media presence on Facebook • Continue to designate one staff member to post and update our social media page to stay uniform. • Add student ambassadors to play a role in recruitment events. 	<ul style="list-style-type: none"> • Increase our social media presence by using new platforms such as Instagram. • Update our informational flyers and brochures to increase interest in our target group (17-24). • Update our recruitment material to entice students to stop at our recruitment tables during events. • Increase the number of recruiters on our campus.

In Table 2, show the alignment of your campus' Student Learning Outcomes (SLOs) with UAM's Institutional Learning Outcomes (ILOs) and UAM's and your campus' Vision, Mission, and Strategic Plans

Table 2: Campus Student Learning Outcomes

University Institutional Learning Outcomes	Campus Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>Upon completion of technical programs, students can apply their training toward an associate and/or baccalaureate degree.</p> <p>Upon graduation, students will be able to demonstrate the entry-level/ advanced marketable skills necessary to be competitive in the job market</p>	<p>This Unit SLO supports the mission element, <i>“fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment.”</i>.</p> <p>Strategic Plan Action: Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands. Expand accessibility to academic programs.</p>	<p>This SLO supports UAM-CTC efforts to educate individuals who wish to pursue certificates and degrees in technical fields by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace.</p>

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one-campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Upon completion of technical programs, students can apply their training toward an associate and/or baccalaureate degree.</p> <p>Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “<i>promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service-learning opportunities.</i>”.</p> <p>Strategic Plan Action: Develop systematic structures for first year and at-risk students. Engage in concurrent enrollment partnerships with public schools, especially in math transition courses.</p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education; as well as provide students with guidance and direction in an area of their interest that leads to various high-skill, high wage technical fields.</p>
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>Upon completion of technical programs, students can apply their training toward an associate and/or a baccalaureate degree.</p> <p>Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO supports the mission element, “<i>fostering a quality comprehensive, and seamless education for diverse student learners to succeed in a global environment.</i>”.</p> <p>Strategic Plan Action: Encourage and support engagement in academics, student life, and athletics for a well-rounded experience. Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural</p>	<p>This SLO supports the efforts of UAM-CTC to prepare those students wishing to continue their education by providing students a foundation of learning that can be utilized for advancement through an associate of applied science or baccalaureate degree; as well as education individuals by providing opportunities for academic growth, skill development, and specialized training to meet the diverse</p>

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one-campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
		opportunities.	needs in the workplace.
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Upon completion of technical programs, students can apply their training toward an associate and/or baccalaureate degree.</p> <p>Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.</p>	<p>This Unit SLO is directly linked to upholding the mission element, “<i>serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</i>”.</p> <p>Strategic Plan Action: Aid and appropriate outreach initiatives with students (working adults, international transfers, and diversity) for successful transition. Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.</p>	<p>This SLO aligns directly with the efforts of UAM-CTC to provide students with resources and support to develop the academic and technical skills necessary to enter into a wide range of technical careers.</p>

UNIVERSITY AND PROGRAM ASSESSMENT

AACU RUBRIC DATA

Global Learning

Context/course in which assessment was done: Fall 2023 Tech Computer Fundamentals (CFA 1103) (online)

- The questions in this assignment were opinion-based and therefore very subjective. Since there are no right or wrong opinions, my scoring is based solely on how well the student covered each question and expressed their opinion.

Use separate tables for separate courses.

If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Global Self-Awareness	2	2	3	1	0	2.625	8
Perspective Taking	2	3	2	1	0	2.75	8

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Cultural Diversity	2	3	1	2	0	2.625	8
Personal and Social Responsibility	2	2	3	1	0	2.625	8
Understanding Global Systems	3	2	3	0	0	3.0	8
Applying Knowledge to Contemporary Global Contexts	3	1	3	1	0	2.75	8

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths: Students can articulate their opinions and perspectives on “global learning” topics. They can communicate how this affects society and their roles in it.

Weaknesses: Lowest scores fall in cultural diversity and personal and social responsibility. This is not surprising as our campus (Crossett) is not very diverse (relatively speaking), and students are not required to move from their comfort zones to accommodate others.

Opportunities for Growth: Exposure to different types of people/ideas would help students to be more aware of cultural differences.

Threats to Effectiveness: With such a small number of students being represented with this sample, it is difficult to assess any specific threats.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

NA

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

More meaningful data could be obtained for this metric if it were included in a course that pertained to the learning outcome. A basic computer class does not really relate to issues covered by the definition of this learning outcome. {Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.} Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably).

In addition, it should be considered that improvement will be difficult to gauge in programs that last for 10.5 months. There is no way to measure improvement when, in most cases, students participate only one time in these exercises, meaning the only data to be analyzed is a new baseline reading every year from a totally different crop of students.

Teamwork

Context/course in which assessment was done: Fall 2023 Employability Skills (COM 1102)

Students completed a quiz to identify their personality type and strengths, challenges and esteem activities for all personality types. Discussion was geared toward how each personality responds in a team setting. A personal evaluation by students as to how they personally respond was completed.

Use separate tables for separate courses.

If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Contributes to Team Meetings		3	3	2		2.13	8
Facilitates the Contributions of Team Members			4	4		1.5	8
Individual Contributions Outside of Team Meetings	1	2	3	2		2.25	8

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Fosters Constructive Team Climate	3	2	2	1		2.88	8
Responds to Conflict	2	1	5			2.13	8

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths: Desire for positivity and reduced conflict.

Weaknesses: Lack of desire/comfort in acknowledging contributions of others and encouraging participation of others.

Opportunities for Growth: Participate in opportunities to address others' responses and include others in the activity.

Threats to Effectiveness: Lack of leadership skills and aggressive personality; like to be in the background.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Students should focus on including and addressing others' ideas in an open-minded forum.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Provide more activities requiring students to take a leadership role and acknowledge contributions of others.

Online Class Assessment Based on Simplified OSCQR: Campus Summary

Fill in campus totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1>Welcome, overview and information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	15					
2.Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	5	10				
3.Accessibility						

3.1. At a minimum, videos should have automatically generated captions reviewed for accuracy by the instructor.		1	9	3	2	
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.		8	2	3	2	
4.Course Activities						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	2	8	2	3		
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.	12	2	1			
5.Interaction						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	14	1				

5.2. Expectations for interaction are clearly stated.	12	2	1			
5.3. Learners can get to know the instructor.	10	2	3			
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	10	2		3		
6. Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support any technology not managed by the UAM IT (Information Technology) department.	8	7				
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	8	2	2		3	

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic programs?

Strengths:

Courses are flexible and contain enough content to cover the course topic. Instructors have made it a priority to offer office hours and lectures for students that need assistance, online set-up is user friendly and not complicated to follow.

Weaknesses:

Need more introspective, self-assessment types of assignments, some courses could use more lectures and video opportunities to show application of the course content in real-world scenarios.

Opportunities:

Creation of additional courses to add into rotation, changing scheduling to 8-week sessions to limit the number of topics being covered at one time (three courses per 8-week sessions vs 6 courses per 16-week sessions), creation and administration of a mandated online orientation for students taking online courses.

Threats:

Limitations of Blackboard system, students enrolling in online courses that have no home access to computers and or internet, lack of face-to-face interaction with students on sister campuses enrolled in our courses.

To what extent do you believe your campus' online classes meet the federal government's requirements for "regular and substantive"? The following link provides definitions and guidance regarding the requirements: <https://oscqr.suny.edu/rsi/>.

Based on the "sufficiently present" numbers in the Interaction Category and the "minor revision" numbers in the Course Activities categories it seems that our distance education classes meet the "regular and substantive" requirements mandated by the federal government. The increase in the number of online learning classes being offered, HIT and BT are now 100% online, is based on the increase in demand in our area for students. Our online instructors offer face-to-face office hours to ensure students can work in campus labs with the help of our instructors, which has increased success in these classes.

Data-based Campus Changes

Summarize all your campus changes predicated on assessment data.

In the 2023-2024 academic year, while analyzing the data for the ILO to Teamwork, the Crossett faculty discerned a need for more opportunities to participate in group discussions and projects to increase the students' comfort level in addressing others in meaningful ways. They therefore will make curriculum adjustments to the Tech Employability course. In the 2024-2025, they will be measuring the success of these changes.

After assessing Global Learning in the Tech Computer Fundamentals course, Crossett faculty found that cultural diversity and personal and social responsibility had low scores. The instructor concluded that based on the lack of diversity and short time frame we have our students on our campus it is hard to conclude any meaningful data. One change for the 2024-2025 school year would be discussion on changing the course used to obtain the data as a basic computer class does not relate to issues covered by the definition of the ILO.

Public/Stakeholder/Student Notification of SLOs

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

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

I. TECHNICAL PROGRAMS OF STUDY Offerings

A. Technical Programs of Study Narrative & Chart

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT HOURS	CLOCK HOURS	TOTAL PROGRAM WEEKS
	ASSOCIATES OF APPLIED SCIENCE					
30.9999	Associate of Applied Science in General Technology	AAS	2/4/2005	60	Varies 825-1,583	69
52.0901	Associate of Applied Science in Hospitality and Tourism Management	AAS	4/24/2020	60	1,080	69
15.0613	Associate of Applied Science in Advanced Manufacturing Technology	AAS	4/20/2018	60	1,395	64
47.0303	Associate of Applied Science – Industrial Technology	AAS	7/1/1992	72	1,650	74
Total	4					
	TECHNICAL CERTIFICATES					
15.0699	Industrial Production Technology	TC	4/20/2018	31	525	32
15.0613	Advanced Manufacturing Technology	TC	4/20/2018	23	525	32
52.0401	Business Technology	TC	9/12/2003	36	645	37
19.0708	Early Childhood Education	TC	5/9/2003	45	825	37
15.0403	Electromechanical Technology	TC	9/12/2003	38	870	37
15.0499	Electromechanical Technology- Instrumentation Advanced Technical Certificate (2 nd year)	TC	9/12/2003	28	720	37
51.0707	Health Information Technology	TC	7/25/2008	39	660	37
51.0000	Health Professions	TC	4/30/2010	35	915-945*	32
47.0201	HVAC/R Technology	TC	1/26/2018	37	795	37
52.0901	Hospitality Services	TC	10/4/2007	34	735	37
51.3901	Practical Nursing	TC	9/12/2003	42	1,358	37
48.0508	Welding Technology	TC	9/12/2003	37	1,035	37
Total	12					
	CERTIFICATES OF PROFICIENCY					
15.0612	Manufacturing Principles	CP	4/20/2018	15	240	16
52.0401	Basic Business Principles	CP	4/24/2009	15	225	16
19.0706	Child Development Associate	CP	5/9/2003	12	240	16
47.0303	Industrial Equipment Repair	CP	7/25/2008	16	390	16
51.0904	Emergency Medical Technician- Basic	CP	5/9/2003	8	176	16
51.0712	Healthcare Office Skills	CP	7/25/2008	18	285	16

51.3902	Nursing Assistant	CP	5/9/2003	7	150	16
51.1009	Phlebotomy	CP	7/31/2020	9	210	16
47.0201	HVAC/R	CP	1/26/2018	16	330	16
52.0901	Hospitality Skills	CP	4/27/2007	15	255	16
48.0508	Welding	CP	5/9/2003	10	375	16
Total	11					

***Health Profession's clock hours depend on which emphasis student chooses; NA or PHL.**

B. Course Offerings – Instructional Delivery:

Semester/Term	Face-to-Face	Hybrid	Online	Concurrent	Total
Summer II 2023	0	0	0	0	0
Fall 2023	57	7	20	13	97
Spring 2024	45	8	13	5*	71
Summer I 2024	10	1	5	0	16
Total	112	16	38	18	184

***Some Fall concurrent courses are yearlong and not calculated in the Spring numbers.**

C. Concurrent Course Offerings:

	High School Crossett	High School Hamburg	High School White Hall	High School SEABEC	High School Warren	High School MOEC
Name of Course						
Tech Medical Terminology	X	X				
Basic Welding	X	X				
Gas Tung Welding	X	X				
Shielded Metal Arc Welding	X	X				
Gas Metal Welding	X	X				
Advanced Industrial Math		X				
Tech Math		X				
Blueprint Read		X				
Tech Communication		X				
PN Anatomy and Physiology		X		X		

PN Nutrition and Wellness		X				
Tech Small Business Management			X			
TOTAL COURSES	5	11	1	1	0	0

II. PROGRAM ENROLLMENT

A. Program SSCH and FTE: Chart with 3-Year Average

SSCH & FTE BY PROGRAM MAJORS:

CIP CODE	TECHNICAL CERTIFICATES	2021-2022	2021-2022	2022-2023	2022-2023	2023-2024	2023-2024	3-Year Average	3-Year Average
	Technical Programs	SSCH	Head Count	SSCH	Head Count	SSCH	Head Count	SSCH	Head Count
15.0613	Advanced Manufacturing Technology	-	-	-	-	-	-	-	-
52.0401	Business Technology	12	9	162	14	396	14	190	12.3
19.0708	Early Childhood Education	207	18	108	17	228	21	181	18.7
15.0403	Electromechanical Technology	817	33	796	29	449	16	687.3	26
15.0499	Electromechanical Tech- Instrumentation	926	34	792	29	812	29	843.3	30.7
51.0707	Health Information Technology	375	24	567	28	597	19	513	23.7
51.0000	Health Professions (Includes Phlebotomy and Nursing Assistant)	168	33	336	71	421	85	308.3	63
47.0201	Heating, Ventilation, Air Cond. & Refrig.	178	8	156	6	128	5	154	6.3
52.0901	Hospitality Services	204	13	175	15	91	9	156.7	12.3
15.0699	Industrial Production Technology	-	-	-	-	-	-	-	-

51.1613	Practical Nursing (includes pre-PN)	707	54	728	67	824	51	753	57.3
48.0508	Welding Technology	421	21	205	13	270	11	298.7	15
	Related Instruction	856	293	774	250	736	256	788.7	266.3
	Total Technical	4871	540	4799	539	4179	516	4616.3	531.7
	Total Technical Concurrent (Please see chart below)	544	131	680	184	781	200	668.3	138.3
	Total Non-Technical Education (Nutrition and ECED)	387	99	363	101	450	106	400	102
	TOTAL Technical & Non-Technical SSCH/FTE	5802	770	5162	824	5410	822	5458	805.3

B. Concurrent Enrollment SSCH & FTE by High Schools – 3 Years

High School	NAME OF CONCURRENT COURSE	2021-2022	2021-2022	2022-2023	2022-2023	2023-2024	2023-2024	3-Year Average	3-Year Average
		SSCH	Head Count	SSCH	Head Count	SSCH	Head Count	SSCH	Head Count
Warren	Employability Skills/ Ethics	30	15	-	-	-	-	10	5
SEABEC	PN (Practical Nursing) Anatomy & Physiology	-	-	32	8	36	9	22.7	5.6
Crossett	Tech Medical Terminology	57	19	132	44	93	31	94	31.3
	Basic Welding	50	10	65	13	65	13	60	12
	Gas Tung Arc Welding	5	1	20	4	35	7	21.7	4
	Shielded Arc Welding	45	9	55	11	60	12	53.3	10.7
	Gas Metal Arc Welding	5	1	20	4	40	8	21.7	4.3
	Nursing Assistant	126	18	-	-	-	-	42	6
Hamburg	Tech Medical Terminology	33	11	105	35	66	22	68	22.7

	Blueprint Read	6	2	27	9	30	10	63	7
	Basic Welding	30	6	40	8	70	14	46.7	9.3
	Gas Tung Arc Welding	35	7	30	6	35	7	33.3	6.7
	Shielded Arc Welding	30	6	40	8	70	14	46.7	9.3
	Gas Metal Arc Welding	35	7	30	6	35	7	33.3	6.7
	Technical Math	18	6	15	5	18	6	33.3	5.7
	Advanced Industrial Math	18	6	15	5	18	6	17	5.7
	PN Anatomy & Physiology	-	-	-	-	32	8	10.7	2.7
	Tech Communication	-	-	-	-	15	5	5	1.7
	PN Nutrition and Wellness	-	-	-	-	9	3	3	1
White Hall	Tech Small Business Management	21	7	54	18	54	18	43	14.3
	Total Technical Concurrent	544	131	680	184	781	200	728.4	171.7

C. Online Courses and Enrollment – 3 Year Average

Program	Name	2021-2022 Headcount	# of classes 2021-2022	2022-2023 Headcount	# of classes 2022-2023	2023-2024 Headcount	# of classes 2023-2024	3-Year Average Headcount	# of classes 3-Year Average
Business Technology	Business English (BUS 2003)	-	-	26	2	34	2	20	1.3
	Small Business Management (BUS 2613)	-	-	6	1	18	1	8	.7
	Computerized Accounting (BUS 2153)	-	-	-	-	15	1	5	.3
	Computer Apps for Business (BUS 1303)	-	-	-	-	17	1	5.7	.3
	Tech Accounting (BUS 1123)	-	-	-	-	37	2	12.3	.7

	Spreadsheet Applications (BUS 2163)	-	-	-	-	11	1	3.7	.3
Early Childhood Education	Development and Curriculum in Early Childhood (ECED 1043)	7	1	5	1	10	1	7.3	1
	Environments in Early Childhood (ECED 1053)	9	1	8	1	21	1	12.7	1
	Foundations of Early Childhood (ECED 1063)	12	1	9	1	23	1	14.7	1
	Tech Curriculum of Infants (HOEC 1113)	9	1	6	1	16	1	10.3	1
	Tech Child Development (HOEC 2153)	-	-	5	1	7	1	4	.7
	Tech Childcare Program Planning (HOEC 2143)	-	-	-	-	8	1	2.7	.3
	Tech Child Guidance (HOEC 2073)	7	1	5	1	-	-	4	.7
	Intro to Practicum (ECED 1071)	7	2	-	-	-	-	2.3	.7
	Tech Math and Science for EC (HOEC 2023)	5	1	-	-	-	-	1.7	.3
	Health Information Technology	Tech Law and Ethics (HIT 1023)	20	3	38	2	46	2	34.7
Tech Med Coding (HIT 1033)		-	-	49	3	24	1	24.3	1.3
Tech Essentials of the Human Body (HIT 1043)		24	2	11	1	35	2	23.3	1.7
Tech Medical Terminology (HIT 1133)		34	2	54	2	54	2	47.3	2
Tech Medical Coding II (HIT 2043)		-	-	20	1	25	2	15	1
Tech Advanced Medical Coding (HIT 2143)		7	1	17	1	15	2	13	1.3
Tech Health Information Practicum (HIT 2203)		6	2	-	-	-	-	2	.7
Tech Medical Transcriptions (HIT 2013)		1	1	-	-	-	-	.3	.3
Tech Advanced Medical Terminology (HIT 2023)		7	1	-	-	-	-	2.3	.3
Generic		Tech Computer Fundamentals (CFA 1103)	48	3	34	2	35	3	39

	Tech Communication (COM 1203)	20	1	6	1	23	2	16.3	1.3
	Employability Skills and Ethics (COM 1102)	-	-	6	1	-	-	2	.3
	Development Orientation (DEVT 101)	-	-	51	3	-	-	17	1
	Nutrition (PE 2113)	22	2	94	4	81	3	65.7	3
	Tech Math (MAT 1203)	-	-	-	-	35	2	11.7	.7
	Advanced Industrial Math (MAT 2213)	-	-	-	-	51	2	17	.7
Total		245	26	450	27	641	37	445.3	30.9

D. Workforce Training – Noncredit

Course Name	# of Students	# of Hours	Total Contact Hours	Industry/ Business
Heartsaver Renewal	12	4	48	Warren Center
Heartsaver CPR	2	4	8	Val's Little Angels Daycare
Heartsaver CPR	2	4	8	Little Jacob's Learning Center
BLS Healthcare Provider	5	3	15	Chicot Memorial Medical Center
BLS Healthcare Provider	1	4	4	Delta Family Center
BLS Heartsaver	3	3	9	Lake Village Welcome Center
BLS Heartsaver	2	3	6	Chicot Memorial Medical Center
BLS Heartsaver	2	3	6	Chicot Memorial Medical Center
Early Childhood Inclusion	13	15	195	UAM-CTC
Early Childhood Inclusion	17	10	170	UAM-CTC
Early Childhood Inclusion	14	15	210	UAM-CTC
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center
CPR Heartsaver First Aid	1	3	3	Eudora Instructor's Home
BLS Healthcare Provider	9	4	36	UAM-CTC
BLS Healthcare Provider	3	3	9	Eudora Instructor's Home
BLS Healthcare Provider	2	3	6	Eudora Instructor's Home
BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center
BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center
BLS First Aid	2	4	8	UAM-CTC
BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center
Hearsaver First Aid	4	3	12	Mother Goose Day Care
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center
BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center

BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center
BLS Healthcare Provider	4	3	12	Chicot Memorial Medical Center
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center
CPR Heartsaver First Aid	1	4	4	Chicot Memorial Medical Center
BLS Healthcare Provider	13	4	52	UAM-CTC
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center
CPR Heartsaver First Aid	1	4	4	Val's Little Angels Day Care
BLS Healthcare Provider	9	4	36	UAM-CTC
CPR Heartsaver First Aid	1	4	4	Chicot Memorial Medical Center
Pipe Welding	1	3	3	UAM-CTC
BLS Healthcare Provider	4	3	12	Chicot Memorial Medical Center
CPR Heartsaver First Aid	2	4	8	Little Jacob's Learning Center
Electrical Apprenticeship 1 st year	2	152	304	UAM-CTC and various Contractors/ Companies
Electrical Apprenticeship 2 nd year	4	152	608	UAM-CTC and various Contractors/ Companies
Electrical Apprenticeship 3 rd year	7	152	1064	UAM-CTC and various Contractors/ Companies
Electrical Apprenticeship 4 th year	3	152	456	UAM-CTC and various Contractors/ Companies
Totals	460		3365	

V. STUDENT SUCCESS INITIATIVES

A. Narrative of Retention Initiatives: UAM-CTC continues retention efforts every semester to ensure our students complete an attainment in a timely manner with the following initiatives:

- Offering two programs that are 100% online with face-to-face office hours for our non-traditional students to ensure success in those programs
- Changing our “mid-term” grade policy to a “progress report” policy which helps administration evaluate student success earlier (first 3-5 weeks) in the semester. This includes one-on-one counseling with students who have a *D* or *F* in any subject.
- Using Academic Alerts, sent to the Assistant Vice Chancellor, when students stop participating (attendance) or have grades below a *C* to meet face-to-face to evaluate barriers hindering student success.
- The faculty developed a “drug math” support program for students beginning the practical nursing program. The purpose is to make sure that students have the skills needed to pass the drug-math portion of the practical nursing program.

B. Student Organizations and Accomplishments:

- **Arkansas Skills USA**- 26 UAM Crossett welding students (college and concurrent) attended the competition. The awards

are as follows; **Pipe Welding**- 1 Gold, 1 Silver, and 1 Bronze which was a sweep of the event. **Welding Sculpture**- 1 Gold and 1 Silver. **Job Skills**- 1 Silver.

- **ACT National Career Readiness Certificate**- 34 UAM Crossett students completed the ACT NCRC certifications. They range in awards from Bronze to Platinum. 1 platinum, 7 gold, 17 silver, and 9 bronze.
- **National Technical Honor Society**- UAM Crossett inducted 12 students into the honor society for FY 23.

VI. PROGRAM VIABILITY, GRADUATES/JOB PLACEMENT

A. Graduate and Viability Report: Narrative & Chart

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT/ CLOCK HOURS	FY 2021	FY 2022	FY 2023	GRADUATE 3-YR. TOTAL & AVERAGE	MEETS OR BELOW VIABILITY STANDARDS
	Total Certificates of Proficiency								
15.0612	Manufacturing Principles	CP	4/20/2018	15/240	-	-	-	-	
52.0401	Basic Business Principles	CP	4/24/2009	15/225	-	1	9	Total 10, Avg. 3.33	
19.0706	Child Development Associate	CP	5/09/2003	12/240	3	2	11	Total 16, Avg. 5.3	
47.0303	Industrial Equipment Repair	CP	7/25/2008	16/390	27	29	15	Total 71, Avg. 23.7	
51.0904	Emergency Medical Technician-Basic	CP	5/09/2003	8/176	-	-	-	-	
51.0702	Healthcare Office Skills	CP	7/25/2008	18/285	7	8	7	Total 22, Avg. 7.3	
47.0201	HVAC/R	CP	1/26/2018	16/330	8	6	4	Total 18, Avg. 6	
52.0901	Hospitality Skills	CP	4/27/2007	15/255	5	1	5	Total 11, Avg. 3.7	
51.3902	Nursing Assistant	CP	5/09/2003	7/150	30	20	25	Total 75, Avg. 25	
51.1009	Phlebotomy	CP	7/31/2020	9/210	8	17	21	Total 46, Avg. 15.3	
48.0508	Welding (includes concurrent)	CP	5/09/2003	10/375	47	20	34	Total 101, Avg. 33.7	

	Total Technical Certificates								
15.0699	Industrial Production Technology	TC	4/20/2018	31/525	-	-	-	-	Below
15.0613	Advanced Manufacturing Technology	TC	4/20/2018	23/525	-	-	-	-	Below
52.0401	Business Technology	TC	9/12/2003	36/645	4	4	4	Total 12, Avg. 4	Meets
19.0708	Early Childhood Education	TC	5/09/2003	45/825	7	2	4	Total 13, Avg.4.3	Meets
15.0403	Electromechanical Technology	TC	9/12/2003	38/870	29	24	20	Total 73, Avg. 24.3	Meets
51.0707	Health Information Technology	TC	7/25/2008	39/660	5	12	11	Total 28, Avg. 9.3	Meets
51.0000	Health Professions	TC	4/30/2010	35/915-945*	-	5	2	Total 7, Avg. 2.3	Below
47.0201	HVAC/R	TC	1/26/2018	37/795	8	6	3	Total 17, Avg. 5.7	Meet
52.0901	Hospitality Services	TC	10/04/2007	34/735	2	3	2	Total 7, Avg. 2.3	Below
51.3901	Practical Nursing	TC	9/12/2003	37/1,358	5	11	14	Total 30, Avg. 10	Meets
48.0508	Welding Technology	TC	9/12/2003	37/1,035	10	7	7	Total 24, Avg. 8	Meets
	Total Advanced Technical Certificate								
15.0499	Electromechanical Tech-Instrumentation	ADV. TC	9/12/2003	28/720	36	27	29	Total 92, Avg. 30.7	Meets
	Total Associate of Applied Science Degrees								
15.0613	AAS Advanced Manufacturing Technology	AAS	4/20/2018	60/1,395	-	-	-	-	Below
30.9999	AAS General Technology (Crossett Students Only)	AAS	2/04/2005	60/825-1,583	53	43	53	Total 149, Avg. 49.7	Meets
47.0303	AAS Industrial Technology	AAS	7/01/1992	72/1,650	35	22	26	Total 83, Avg. 27.7	Meets
52.0901	AAS Hospitality and Tourism Management (* not available currently)	AAS	4/24/2020	60/1,080	*	*	3	Total 3, Avg. 1	Below

	GRAND TOTAL AWARDS				329	270	300		

***Health Professions clock hours depend on which emphasis student chooses; NA or PHL**

Viability narrative includes plans to promote/maintain program viability. (Viability requirements is four (4) graduates for TC and six (6) graduates for AAS. No requirement for CP.)

- **Industrial Production Technology:** Program has not been offered in three years based on low demand from business and industry.
- **Advanced Manufacturing Technology:** (Manufacturing Principles CP, Industrial Production TC, Advanced Manufacturing Technology AAS) Program has not been offered in three years based on low demand from business and industry. Crossett is meeting with business and industry to revamp the program to see if demand would improve.
- **Business Technology:** (Basic Business Principles CP and Business Technology TC) Business Tech has remained steady. While the graduation numbers are low, we are hoping that offering the CP and TC 100% online graduation numbers will increase for AY24. The offerings of three new courses relevant to the needs of business and industry is also a tool used to entice new enrollees.
- **Early Childhood Education:** (Child Development Associate CP and Early Childhood Education TC) Analysis of the three-year data average indicates the TC meets viability standards. We had a 50% increase in graduates for AY23 and are looking at course delivery times (semester) to ensure students can complete the CP in one semester. Crossett campus is still invested in the TEACH Grant for the second year and is actively recruiting students for that grant.
- **Electromechanical Technology/Electromechanical Technology-Instrumentation:** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical-Instrumentation Advanced TC) Analysis of the data indicates continued strong enrollment in all three programs, even with a slight decline in the first year TC and CP. FY24 has already seen an increase in enrollment from FY23. Crossett was awarded a \$7,500 grant from GP Crossett Paper Operations (local mill) for scholarship purposes which has enticed high school seniors to this program. We have also used in our recruiting information that over 40% of our second-year graduates (Electromechanical-Instrumentation Advanced TC) were employed before graduation.
- **Health Information Technology:** (Healthcare Office Skills CP and Health Information Technology TC) Analysis indicates our graduate numbers have remained steady during the three-year average. This will be the last year for the Arkansas Rural Health Partnership Grant, and we are hoping this does not affect enrollment numbers. Offering the program 100% online entices students outside our local region to apply.
- **Health Professions:** (Health Professions TC emphasis in Nursing Assistant CP or Phlebotomy CP) This program has shown its second year of data for AY24 which affects viability. We are seeing that many students enroll in Health Professions, complete the chosen CP path, and not finish the Health Professions TC, another reason the TC is not viable. Even though graduates dropped AY24 in the TC program, Phlebotomy graduates increased, and our Nursing Assistant graduates remained steady. Phlebotomy has increased because of a partnership with UAMS in Little Rock which now offers a one semester Phlebotomy course through UAM-

CTC. We will continue this partnership and have increased the number of seats, from 8 to 12, for the AY24 year. Nursing Assistant has remained steady, but we could see a decline in the number of graduates for AY 24 based on only offering one class a semester because of the lack of credentialed instructors in our area.

- **HVAC/R:** (HVAC/R Fundamentals CP and HVAC/R Technology TC) While this program still meets viability requirements, we are concerned that enrollment is still in decline. We have had another change in instructor this AY but are excited to hear ideas from him to improve the program which will improve enrollment. We are working on getting the program accredited with a certified HVAC/R accreditation program (HVAC Excellence). If we can fulfill this idea UAM-CTC will be the only school south of Little Rock with a HVAC/R accredited program.
- **Hospitality Services:** (Hospitality Skills CP and Hospitality Services TC) The 3-year average again shows that this program does not meet viability. UAM-CTC is discussing plans to rethink our ideas for this program whether that be renaming, rehomeing, or restructuring to increase enrollment. We have discussed working closely with the newest casino in Pine Bluff as we know they are about to expand by adding a hotel. Crossett was excited that the three graduates from AY22 completed the AAS in Hospitality and Tourism Management, which gave us our first numbers for that associate degree.
- **Practical Nursing:** An important distinction should be made related to this program. The UAM-CTC Practical Nursing TC program (PN) has a limited enrollment of 20 students each year. We are excited to see growth for AY24 and are expected to see more growth for the following AY. UAM-CTC has implemented a new program for our PN students that is a weeklong class specific to the drug math they will see during their pharmacology course. We are hoping to see an increase in the retainment of students which will increase our graduate numbers.
- **Welding Technology:** (Welding CP and Welding Technology TC) We have seen an increase in our CP because our concurrent numbers have increased for welding. We are excited to continue to work with local high schools to ensure our concurrent welding students continue to enroll (total of 48 spots available which are divided equally between Crossett High School and Hamburg High School). We have seen steady numbers for our Welding TC which makes this program meet viability standards. The Crossett campus has seen a large jump in enrollment numbers for AY24.

B. AAS Degree Completion Chart: Narrative and Chart

Years	AAS Industrial Technology	AAS General Technology	AAS Advanced Manufacturing Technology	AAS Hospitality and Tourism Management	Overall AAS Degrees
2021-2022	35	53	-	-	88
2022-2023	22	43	-	-	65
2023-2024	26	52	-	3	81
TOTAL	83	149	-	3	234

C. Career Pathways Progress Chart

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	AAS Industrial Technology	AAS General Technology	AAS Hospitality and Tourism Management
Industrial Production Technology	0	0	0	0	0	-
Advanced Manufacturing Technology	0	0	0	0	0	--
Business Technology	18	9	4	-	2	-
Early Childhood Technology	24	10	4	-	3	-
Electromechanical Technology	18	14	9	-	1	-
Electromechanical Technology – Instrumentation	29	-	29	26	24	-
Health Information Technology	18	7	10	-	10	-
Health Professions (Includes Phlebotomy)	24	17	2	-	0	-
HVAC/R	5	4	3	-	-	-
Hospitality Services	8	5	2	-	3	3
Practical Nursing (Includes Nursing Assistant)	51	25	14	-	9	-
Welding Technology (Includes Concurrent)	37	33	7	-	-	-
TOTALS	232	124	84	26	52	3
PERCENTAGES		53%	36%	11%	22%	.01%

D. Licensures, Credentials, Certifications

Description	Certifications/ Licensures/Awards	Quantity
NCCER Core Curriculum	Certifications	33
NCCER Construction Site Safety	Certifications	35

NCCER Craft Certifications	Certifications	68
NCCER Level I	Certifications	0
NCLEX (National Council Licensure Exam-PN)	Licensures	11
American Welding Society (AWS) and ASME	Qualifications	0
ACT National Career Readiness Certificate	Certifications	37
Certified Nurse Aid Exam	Certifications	3
Total Certifications/Licensures		187
Arkansas Skills USA Gold- Pipe Welding Silver- Pipe Welding Bronze- Pipe Welding Gold- Welding Sculpture Silver- Welding Sculpture Silver- Job Skills	Awards	6
National Technical Honor Society	Awards	12
Total Awards		18
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		205

E. Graduate Job Placement by Program Chart

Graduate Follow-up	AMT	BT	ECE	ET	ET/I	HIT	HOSP	HVAC R	IPT	PN	WLD	TOTAL
Total Graduates	-	4	4	17	25	10	2	5	-	12	7	86
Graduates Employed - Related Field	-	1	3	-	23	3	-	3	-	11	4	47
Graduates Employed - Unrelated Field	-	1		-	2	2	-	1	-		1	7
Not in Labor Force (*1 Continuing Education, *2 Military, *3 Health/Family Care)		*1-1		*17-1		*3-1	*2-1		-	*1-1	*1-1	25
Unemployed	-	1	1			2			-			3
Unknown	-							1	-		1	3
Total Graduates Available for Placement	-	3	4	0	25	7	0	5		11	6	60
Total Placement Rate – Related Field	-	33.3%	75%	-	92%	43%	-	60%	-	92%	66.7%	78%
Total Placement Rate - Related & Unrelated	-	67%	75%	-	100%	71%	-	80%	-	92%	83%	90%

Total Placement Rate (Related and Unrelated) **90%**

Graduate Completers Who Took Licensure Exam **11**

Graduate Completers Who Passed Licensure Exam **11**

Licensure Pass Rate **100%**

AMT – Advanced Manufacturing Technology; BT – Business Technology (Not offered during 2023-2024); ECE – Early Childhood Education; ET – Electromechanical Technology; ET/I – Electromechanical Technology – Instrumentation; HIT – Health Information Technology; HOSP – Hospitality Services; HVAC/R—Heating, Ventilation, Air Conditioning/Refrigeration; IPT – Industrial Production Technology (Not offered during 2023-2024); PN – Practical Nursing; and WLD – Welding Technology.

F. Practical Nursing Overall Job Placement/Licensure

Following are the statistics of UAM’s enrollment, graduation, NCLEX exam pass rates (first-time takers), and employment rate for the past five (5) years:

Years	Enrolled	Graduated	Passed NCLEX	Employed
2018-2019	20	15	14	15
2019-2020	20	14	12	13
2020-2021	11	9	9	8
2021-2022	11	5	3	5
2022-2023	20	11	11	10
Total	82	54	49	51

VII. FACULTY TEACHING ASSIGNMENT, WORKLOAD AND PROFESSIONAL DEVELOPMENT

A. Faculty and Adjunct Teaching Load/Assignments--Charts

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Susanne Ballard	Instructor 10.5	M.Ed.	Business Technology	-	17	17	5	CTC Academic Appeals, Technical C&S, ACT WorkKeys Examiner, NTHS Chair
Christopher Byrd	Instructor 9.0	BA	Electromechanical & Instrumentation	-	12	7	-	CTC Academic Appeals, Technical C&S
Paul Daws	Instructor 10.5	Technical Certificate	Electromechanical & Instrumentation	-	14	10	3	CTC Faculty Equity & Grievance
Donnie Dubose	Instructor 9.0	Technical Certificate	Welding Technology	-	4	0	-	CTC Faculty & Grievance, Concurrent Welding Instructor

James Dubose	Instructor 10.5	Technical Certificate	Welding Technology	-	17	14	3	CTC Academic Appeals (Alternate)
Jerry Jeffers	Instructor 10.5		Electromechanical & Instrumentation	-	12	8	3	CTC Academic Appeals (Alternate)
Alice Lindsey	Instructor 9.0	BS	Hospitality	-	14	16	-	CTC Academic Appeals (Alternate), CTC Faculty & Grievance
Kayla Noble	Instructor & Other 10.5	AAS	Practical Nursing	-	4	6	4	CTC Academic Appeals (Alternate), CTC Student Affairs
Rick Owens	Instructor 10.5	BS	Electromechanical & Instrumentation	-	8	10	3	CTC Academic Affairs
Ginnie Sellers	Instructor 9.0	M.A.	Mathematics	-	-	9	-	NA
Shela Upshaw	Instructor 10.5	MSN	Practical Nursing	-	18	18	6	Head of Nursing Department, UAM Curriculum & Standards, CTC Faculty & Grievance
Kim Wallis	Instructor 10.5	MBA	Health Information Technology	-	15	15	9	CTC Academic Appeals, UAM Blackboard Committee, NTHS Chair, ACT WorkKeys Curriculum Coordinator
Alisa White	Instructor 10.5	Ph.D.	Early Childhood	-	18	15	6	Library Committee, CTC Student Affairs
Brad White	Instructor 10.5	Cooperate Training	HVAC/R Technology	-	-	11	2	NA
Robby Jones	Instructor 10.5	Technical Certificate	HVAC/R Technology	-	13	-	-	CTC Academic Appeals, CTC Faculty & Grievance, CTC Student Affairs
Jerry Farris	Instructor 9.0	EdD	Mathematics	-	15	-	-	CTC Academic Appeals (Alternate)
Adjunct								
Jennifer Andrews	Adjunct	ASN	Certified Nursing Assistant	-	7	-	-	
Chelsey Reed	Adjunct	Associate	Certified Nursing Assistant	-	7	7	-	
Barbara Harper	Adjunct	AND	Practical Nursing	-	4	4	-	
Sherri Hawkins	Adjunct	Technical Certificate	Phlebotomy	-	6	6	-	
Dollie Williams	Adjunct	ASCP Certification	Phlebotomy	-	4	2	-	
Jana Kelley	Adjunct	Technical Certificate	Certified Nursing Assistant	-	-	7	7	
Karon Beavers	Adjunct	ASN	HIT	-	6	6	-	
Dennis Lafferty	Adjunct	DPM	Nutrition	-	6	-	-	
Jerry Bayliss	Adjunct	MAT	Math	-	3	-	-	

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

Robby Jones, HVAC/R, resigned October 2023

Addition of Brad White, HVAC/R, November 2023

Addition of Ginnie Sellers, Mathematics, August 2023

Dennis Lafferty, Adjunct Nutrition, resigned December 2023

Addition of Dollie Williams, Phlebotomy in conjunction with UAMS, October 2023

Addition of Jana Kelley, Nursing Assistant, August 2023

Addition of Robin Mack, Nursing Assistant, March 2024

Chelsey Reed, Nursing Assistant, terminated February 2024

B. Professional Development Activities Chart

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Training Hours
11-20-23	Trauma Nursing	X			ENA/ online	18.25
01-09-24	Obstetric Emergency Simulation Training	X			Ashley County Medical Center	3.0
03-22-24	2023 NEC Significant Changes for Electricians	X			Mike Holt Enterprises	8.0
03-27-24	Blackboard Faculty Development Training	X			UAM	1.0
11-17-23	Clery Act and Title IX training			X	Vector Solutions/ online	1.0
11-20-23	Duty to Prevent Violence			X	Vector Solutions/ online	1.0
08-07-23 to 08-11-23	Professional Development Week	X	X	X	UAM	12.0
11-08-23	Stop Overdose Summit	X			UAMS	5.75
08-14-23	Mandated Reporter Training	X	X	X	Online	2.0
08-08-23	AI: Large Language Models and How We Can Use Them	X	X	X	Online	1.0
10-17-23	Rubric Training	X		X	UAM	2.0
08-11-23	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
09-15-23	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
10-6-23	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
12-1-23	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
01-12-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
02-09-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
03-08-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
04-12-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
05-03-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
11-14-23	New Staff Training			X	CPI Director Carla McFadden	6.0
11-15-23	New Staff Training			X	CPI Director Carla McFadden	6.0

11-17-23	New Staff Training			X	CPI Director- McGehee Carla McFadden	6.0
11-29-24	New Staff Training			X	Monieca West	8.0
2-20-23 to 2-21-23	Spring Workshop			X	ADHE/ CPI	16.0
4-24-24	FY 25 Budget Training			X	ADHE/ CPI	2.0
2-21-24	Advanced Cardiovascular Life Support	X			American Heart Association	4.0
4-11-24	Pediatric Advanced Life Support	X			American Heart Association	4.0
7-26-23	Coffee & Coaching	X			Annalyn Zay, Early Care & Education Projects, UA	1.0
8-07-23	Introduction to Child Care (ICC)	X			Annalyn Zay, Early Care & Education Projects, UA	2.0
8-09-23	Identifying Bullying Behaviors	X			IDEAS	2.0
8-18-23	Speak Up, Speak Out	X			IDEAS	2.0
9-23-23	Positive Discipline	X			Jenny Hendrix/ Coop	6.0
10-23-23	CPR Training	X			Jennifer Andrews	2.5
1-24-24	Coffee & Coaching	X			Annalyn Zay, Early Care & Education Projects, UA	1.0
5-16-24	Pre-K ELL Unit 1	X			Dr. Honeycutt, Early Care & Education Projects, UA	4.0
6-05-24	Coffee & Coaching	X			Annalyn Zay, Early Care & Education Projects, UA	1.0

VII. PROGRAM SUPPORT: CURRICULA CHANGES, MOUs, AGREEMENTS, GRANTS, & EQUIPMENT

A. MOUs, Agreements, and Partnerships Chart

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
PN	Nightingale of Crossett Nursing Home/ Agreement	Clinical Education for Practical Nursing Program	2-14-2024	No end date	2-14-24
PN	Arkansas Department of Health/ Agreement	Clinical Education for Practical Nursing Program	8-2-2016	No end date	7-1-2023

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
PN	Ashley County Medical Center/ MOU	Clinical Education for Practical Nursing Program	3-05-2013	No end date	7-1-2023
PHL	Ashley County Medical Center/ MOU	Clinical Education for Practical Nursing Program	8-21-2019	No end date	7-1-2023
PN	Belle View Estates Rehabilitation and Career Center/ MOU	Clinical Education for Practical Nursing Program	9-01-2017	No end date	7-1-2023
PN	Baptist Drew Memorial Hospital/ MOU	Clinical Education for Practical Nursing Program	4-01-2017	No end date	7-1-2023
PN	Mainline Health Systems, Inc./ MOU-Portland	Clinical Education for Practical Nursing Program	3-01-2017	No end date	7-1-2023
PN	Mainline Health Systems, Inc./ MOU-Wilmot	Clinical Education for Practical Nursing Program	3-01-2017	No end date	7-1-2023
PN	Morehouse General Hospital/ MOU	Clinical Education for Practical Nursing Program	8-21-2013	No end date	7-1-2023
NA	Stonegate Villa Health & Rehabilitation/ Cooperative Agreement of Affiliation/ MOU	Clinical facility for Nursing Assistant students	3-04-2016	No end date	7-1-2023
NA	The Woods of Monticello Health and Rehabilitation Center/ MOU	Clinical facility for Nursing Assistant students	5-24-2018	No end date	7-1-2023
Concurrent	Crossett High School/ MOU	Concurrent Credit	7-01-2018	1 year	7-1-2023
College and Career Coach	Hamburg Public School District/ MOU	College and Career Coach	7-01-2018	1 year	7-1-2023
Concurrent	SEABEC- Warren	Concurrent Credit	7-01-2018	1 year	7-1-2023
Concurrent	Hamburg High School/ MOU	Concurrent Credit	7-01-2018	1 year	7-1-2023
Concurrent	White Hall High School/ MOU	Concurrent Credit	7-01-2018	1 year	7-1-2023
Concurrent	Monticello Occupational Education Center-Concurrent/ MOU	Concurrent Credit	7-1-2018	1 year	7-1-2023
College and Career Coach	Crossett Public School District/ MOU	College and Career Coach	7-01-2018	1 year	7-1-2023
PHL	UAMS	Phlebotomy training	7-1-2023	1 year	7-1-23
CPI	Kids Komer, Crossett	CPI childcare	2-1-2017	1 year	7-1-23
CPI	Wee School, Crossett	CPI childcare	2-1-2008	1 year	7-1-23
CPI	Arkansas Department of Higher Education/MOU	Career Pathways Initiative Grant	6-25-2018	1 year	7-1-23
College and Career Coach	Arkansas Department of Higher Education/ MOU	College and Career Coach	7-01-2018	1 year	7-1-23
	Monticello Occupational Education Center/ Agreement	Secondary Center Satellite Agreement	7-01/2018	1 year	7-1-23

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
	UAM-CTM, McGehee	Facility Lease/ Adult Education	7-01-2019	1 year	7-1-23
ECED	Carousel School, Crossett/ MOU	Internship site for Early Childhood Education students	9-01-2018	2 semesters	10-5-23
ECED	Hamburg Pre-K/ MOU	Internship site for Early Childhood Education students	9-01-2018	2 semesters	10-5-23
ECED	Crossett Learning Center/ MOU	Internship site for Early Childhood Education students	9-01-2018	2 semesters	9-29-23
PN	Oakwoods Nursing Center, MerRouge, LA/ MOU	Clinical Education for Practical Nursing Students		No end date	7-1-23
NA	Somerset Senior Living at Crossett/ Agreement	Clinical Education for Nursing Assistant Students	6-19-2024	No end date	6-19-24
ECED	Save the Children/ Head Start/ MOU	Internship site for Early Childhood Education Students	9-01-2018	2 semesters	10-5-24
	ACT/ Agreement	Assessment to assist with Career Readiness certification	8-01-2016	Review Annually	7-1-23

B. Curricula Changes Narrative & Chart

Number	Action	Program Curriculum Changes
#1	Modify	Basic Business Principles CP offered 100% online
#2	Modify	Business Technology TC offered 100% online
#3	Modify	Add BUS 2163 to the Basic Business Principles CP and move BUS 2613 to the Business Technology TC
#4	Modify	Modify the Business Technology program to align with business and industry needs for administrative assistants
#5	Add	Add BUS 2XX3 Tech Web Design to the Business Technology TC
#6	Add	Add BUS 2XX3 Tech Human Resources to the Business Technology TC
#7	Add	Add BUS 2XX3 Tech Digital Marketing to the Business Technology TC
#8	Modify	Modify Associate of Applied Science in Hospitality and Tourism Management by deleting HTM 2143 Recreation, Leisure, and Gaming to better align with student career path and to remove challenges in the offering of the gaming course because of age restrictions to be able to access venues.

C. Grants Narrative & Chart

Grant	Granting Agency	Awarded Amount	Grant Purpose
Career Pathways Initiative	Arkansas Dept. of Higher Education	\$212,404.00	The Career Pathways Initiative (CPI) provides low-income individuals with higher education skills and credentials they need to gain immediate entry into targeted occupations leading these individuals to economic self-sufficiency. The CPI program provides financial assistance to eligible students by covering costs of books, tuition, fees, supplies, and childcare and/or gas vouchers as allowed
Traditional Electrical Apprenticeship	Office of Skills Development Arkansas Department of Commerce	\$6,400.00	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 Union. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant is utilized to pay the salary and benefits of a master electrician to teach electrical apprenticeship classes.
Arkansas Career and College Coach	Career and Technical Education Arkansas Dept. of Education	\$37,945.00	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 workforce.
Carl Perkins Grant	Arkansas Dept. of Higher Education	\$52,870.50	The Carl Perkins Grant is administered through the UAM McGehee campus; however, a portion of the total grant (based on student data) is earned by and awarded to the UAM Crossett campus to purchase equipment for its high-demand, high-wage programs and to help pay for licensure fees.
Grants- Special			
Wingate Foundation Award	University of Arkansas at Monticello	\$40,275.00	This award is to be used for our laptop loan program, welding materials, and other equipment for UAM-CTC labs.

Southeast Arkansas Community Action Corporation (SEACAC) Grant	Delta Regional Authority	\$53,011.20	This grant is used to provide program funding for Delta region individuals who are new to the workforce or have experienced long-term unemployment in the fields of Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), and Registered Nurse (RN). This in turn will raise the attainment rates of skilled nurses in the public and private sectors. This grant hopes to enhance educational opportunities and expand access to support services for healthcare workers serving patients in the Delta region, empowering rural workers for job obtainment and retention.
Arkansas Rural Health Partnership (ARHP) Grant		\$18,000.00	This grant is a need-based award for high school students, recent graduates, returning military, substance use history and or recent incarceration, women re-entering the workforce and those that have been in the energy field who are interested in pursuing a certificate in Health Information Technology. This grant covers tuition, fees, books, and supplies. They also receive a laptop to assist with completion of program, paid certification, internship placement assistance, and job placement assistance.
GP Crossett Paper Operations Award		\$7,500.00	This award was used for Crossett scholarship purposes and for our Electromechanical-Instrumentation program.
Arkansas Contractors Licensing Board Grant	Arkansas Contractors Licensing Board	\$4,969.68	The purpose of this grant is to fund books and laptops for electrical apprenticeship students.
TOTAL		\$433,375.38	

D. Projects & Equipment Expenditures – Chart

Quantity	Funding Source/Equipment Description	Department/Program	Total Amount
2	Carl Perkins/ IV Arm- Dark	PN	\$1,562.00
2	Carl Perkins/ IV Arm-Light	PN	\$1,562.00
1	Carl Perkins/ IV Pump	PN	\$1,076.00
1	Carl Perkins/ Kangaroo Pump	PN	\$1,553.00
2	Carl Perkins/ Keri Nursing Manikin	PN	\$6,140.00

2	Carl Perkins/ Training Hospital Beds	PN	\$18,902.00
2	Carl Perkins/ Three Panel Privacy Screens	PN	\$712.00
2	Carl Perkins/ Clinical Teaching Stethoscope	PN	\$292.00
1	Carl Perkins/ HAL Adult Multipurpose Airway & CPR Trainer- Med	EMT	\$3,070.00
1	Carl Perkins/ Life/Form Adult & Infant Auscultation Training Set	EMT	\$7,918.00
1	Carl Perkins/ Laerdal AED Trainer	EMT	\$677.00
2	Carl Perkins/Automated External Defib Pads	EMT	\$96.00
1	Carl Perkins/ Refurbished Stryker MX-Pro Ambulance Cot	EMT	\$6,024.00
1	Carl Perkins/ Spine Board	EMT	\$431.00
1	Carl Perkins/ Pediatric Restraint Device	EMT	\$187.00
1	Carl Perkins/ Nebulizer	EMT	\$95.00
1	Carl Perkins/ Extrication Device	EMT	\$117.00
1	Carl Perkins/ Pulse Oximetry Device	EMT	\$106.00
1	Carl Perkins/ Head Immobilization Device	EMT	\$95.00
1	Carl Perkins/ Traction Split	EMT	\$190.50
1	Carl Perkins/ Clinical Teaching Stethoscope	EMT	\$147.00
1	Carl Perkins/ Scoop Stretcher	EMT	\$1,357.00
3	Carl Perkins/ Blood Pressure Cuff- Large Adult	EMT	\$212.00
1	Carl Perkins/ Portable Suction Device	EMT	\$349.00
4	Electromechanical/ Seimens Pressure Regulators	Electromechanical	\$1,001.37
5	Electromechanical/ Band Saw Blades	Electromechanical	\$266.70
15	Contingency/ Indoor and Outdoor cameras, server, software, and installation	Technical/ Safety/ Administration	\$25,026.85
2	Electromechanical/ Ratchet face shields, end mills, drill bit set	Electromechanical	\$914.01
1	College and Career Coach/ Dell Laptop	College and Career Coach	\$1,402.09
1	Electromechanical/ Aluminum plate	Electromechanical	\$423.00
1	Business Technology/ Dell Laptop	Business Technology	\$1,174.86
1	Student Services/ Ricoh Document Scanner	Student Services	\$322.01
1	Workforce Education/ Ricoh Document Scanner	Workforce Education	\$322.01
1	Administration/ Brother MFC Printer	Administration	\$567.39
1	Information Technology/ Schneider Battery Back-Up	Information Technology	\$275.87
1	Career Pathways Initiative/ Office Computer Chair	Career Pathways Initiative	\$248.39
1	HVAC-R/ VR Headset	HVAC-R	\$321.97
2	Administration/ Nuwave Countertop Oven	Administration	\$365.24

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA (Family Education Rights and Privacy Act).

Revised March 2024

Addenda

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

MISSION

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

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

CORE VALUES:

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

not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

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

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

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

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

STRATEGIC PLAN

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: Year-to-year student enrollment

KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)

KPI: Year-to-year number of students participating in curricular and co-curricular activities

KPI: Year-to-year number of students accessing support services

KPI: Student satisfaction rate for support services

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

KPI: Academic standing data

KPI: 15, 30, 45, 60, and 90-hour progression data

KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)

KPI: On-time graduation rate

KPI: Number of credentials conferred year-to-year

KPI: Employment rates of graduates in fields related to program of study

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

KPI: Academic standing data

KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)

KPI: Number of senior projects and capstone experiences

KPI: Number of student internships and practicums

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

KPI: *Percentage of faculty receiving “Excellent” or “Exceeds Expectations” on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

KPI: *Maintenance of a 5-year rotation of technology*

KPI: *Number of training opportunities released via the Workday Learning Center and/or Blackboard*

KPI: *Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

KPI: *Number of promotions among UAM faculty and staff*

KPI: *Average years of employment for faculty*

KPI: *Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM’s presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

KPI: *Number of admission applications year-to-year*

KPI: *Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

KPI: *Maintenance or construction projects accomplished each year*

KPI: *Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

KPI: *Number of concurrent enrollment partnerships year-to-year*

KPI: *Number of industry partners year-to-year*

KPI: *Number of students enrolled in noncredit workforce training*

KPI: *Number of academic programs offered with other institutions of higher education year-to-year*

KPI: *Number of articulation agreements year-to-year*

KPI: *Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment

KPI: Number of social media posts and hits on the alumni page

KPI: Outreach to prospective donors

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the

quality of the evidence?

- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

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