University of Arkansas at Monticello
Technical Campus Annual Report

Academic Year: 2022-23

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

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

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

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

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Offer 5 additional online/ hybrid courses to increase accessibility for students.	Complete/ Continuing Courses for Fall 22, Spring 23 **Fall 22**: Online: 16 Hybrid: 8 **Spring 23**: Online: 12 Hybrid: 6	Continue to increase the availability of online/ hybrid classes to accommodate employed/ non-traditional students.

	• **Summer I 23:** Online: 4 Hybrid: 2	
Increase student enrollment in the Health Information Technology program by 3.5%.	Complete/ Continuing By sharing teaching loads with UAM McGehee and offering more HIT classes online this has increased enrollment as we are not competing against each other with class enrollment.	Continue to share teaching loads with plans to offer the HIT technical certificate 100% online in the future.
Encourage and support engagement in academics and student life for a well-rounded student experience by offering 2-3 more student functions which could involve student family members.	Complete/ Continuing Continue to support student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Student Success Luncheons, and UAM-CTC Food Hub. • UAM-CTC Student Appreciation activities included a "We Love Our Students" Valentine's Day come and go snack event in February. • UAM-CTC inducted 18 new members into the National Technical Honor Society. A Student Success Luncheon with NTHS ceremony was held. • Introduction of the UAM-CTC Food Hub (free microwaveable meals and snacks) has enabled students to stay on campus during lunch time. As a 100% commuter campus, this has helped students engage with one another, study, save time, and save fuel costs.	Continue to offer ways for our students to engage out of the classroom setting by offering engagement opportunities. Discussions are being had regarding weekend student engagement opportunities that involve members of students' families.

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

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
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.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market	This Unit SLO supports the mission element, *"fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment."* **Strategic Plan Actions:** Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands. Expand accessibility to academic programs.	This SLO supports the efforts of UAM-CTC to educate individuals who wish to pursue certificates and degrees in technical fields by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace.
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market	This Unit SLO supports the mission element, *"promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service-learning opportunities."* **Strategic Plan Action:** Develop systematic structures for first year and at-risk students. Engage in concurrent enrollment partnerships with public schools, especially in the area of math transition courses.	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.
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.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills	These Units SLOs supports the mission element, *"fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment."* **Strategic Plan Action:** Encourage and support engagement in academics, student life, and athletics	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

	necessary to be competitive in the job market	for a well-rounded experience. Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.	baccalaureate degree; as well as educating individuals by providing opportunities for academic growth, skill development, and specialized training to meet the diverse needs in the workplace.
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Upon completion of technical programs, students will be able to apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will be able to demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market	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."* **Strategic Plan Action:** Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition. Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.	This SLO aligns directly with the efforts of UAM-CTC to provide students with resources and support to develop the academic and technical skills necessary to enter in a wide range of technical careers.

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

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

This SLO is evaluated employing the Completer/Graduate Follow-Up survey. Graduates are surveyed approximately 6 months after graduation by phone. Students are asked questions regarding employment in their field of study, continued education, and satisfaction with their program. Information from the survey is used during program assessments to identify necessary revisions. The Graduate Job Placement and Licensure rate for **2021-2022** is provided below.

Graduate Follow-up	AMT	BT	ECE	ET	ET/I	HIT	HOSP	HVAC R	IPT	PN	WLD	TOTAL
Total Graduates	**0**	**0**	**4**	**23**	**36**	**5**	**2**	**8**	**0**	**5**	**10**	**93**
Graduates Employed - Related Field	-	-	2	-	32	1	1	3	-	5	5	**49**
Graduates Employed - Unrelated Field	-	-	1	-	2	1		5	-	-	1	**10**
Not in Labor Force (*1 Continuing Education, *2 Military, *3 Health/Family Care)	-	-	1 (*1-1)	23 (*1-22 *2-1)		3 (*1-3)	1 (*1-1)	-	-	-	1 (*1-1)	**29**
Unemployed	-	-	-	-	1	-	-	-	-	-	1	**2**
Unknown	-	-	-	-	1	-	-	-	-	-	2	**3**
Total Graduates Available for Placement	**-**	**-**	**3**	**0**	**36**	**2**	**1**	**8**	**-**	**5**	**9**	**64**
Total Placement Rate – Related Field	-	-	66.6%	-	88%	100%	100%	37.5%	-	100%	55%	**76.5%**
Total Placement Rate - Related & Unrelated	-	-	100%	-	94%	100%	100%	100%	-	100%	65%	**92%**

Total Placement Rate (Related and Unrelated)	**95%**
Graduate Completers Who Took Licensure Exam	**5**
Graduate Completers Who Passed Licensure Exam	**3**
Licensure Pass Rate	**60%**

AMT – Advanced Manufacturing Technology; BT – Business Technology (Not offered during 2018-2019); 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; PN – Practical Nursing; and WLD – Welding Technology.

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

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

Years	AAS Industrial Technology	AAS Advanced Manufacturing Technology	AAS General Technology	AAS Hospitality and Tourism Management	Overall AAS Degrees
2020-2021	28	1	46	0	75
2021-2022	35	0	53	0	88
2022-2023	22	0	43	0	65
TOTAL	85	1	142	0	228

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

Oral Communication-Technical Communication Spring 23

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	6	1	4	2	1	2.64	14
Language	1	8	4	1	0	2.64	14
Delivery	3	4	6	1	0	2.64	14
Supporting Material	5	3	3	3	0	2.71	14
Central Message	2	5	5	1	1	2.5	14

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

Strengths
- Students were comfortable speaking about a topic that was familiar to them where they were knowledgeable.

Weaknesses
- Demonstration of eye contact and appropriate posture/body language.

Opportunities for Growth
- Incorporation of activities for an organized presentation with supporting material and confident delivery.

Threats to Effectiveness
- Unpreparedness

What actions, if any, do you recommend to improve student performance in this learning outcome?
Provide activities for organizing a topic and identifying pertinent information.
What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?
NA

Critical Thinking-Business Math Fall 22

Problem used:

Amy Tan and John Rogers live in a state in which no-fault insurance is mandatory. They have identical full coverage of $50,000 liability and property damage per accident, comprehensive insurance, and collision insurance with a $350 deductible. John lost control of his car on an icy street and struck Amy's car, a parked motorcycle, and a fence. Amy had medical expenses of $780, John had medical expenses of $560. Amy's car had damages of $1,350. John's car had damages of $1,750. Damage to the parked motorcycle was $650 and damage to the fence was $320.

1. What did Amy's insurance company pay under the no-fault provision?

2. What did John's insurance company pay under the no-fault provision?
3. How much did John's insurance company pay under his liability and property damage coverage?
4. How much did John's insurance company pay under his comprehensive coverage?
5. How much would John's insurance company have paid under his liability and property damage if he had hit Amy's car and five parked cars, with total damage to the six cars of $56,700?

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	2	1				3.25	3
Evidence	2	1				3.25	3
Influence of Context and Assumptions	2	1				3.25	3
Student's Position (Perspective, Thesis/Hypothesis)	2		1	1		2.75	4
Conclusion and Related Outcomes (Implications and Consequences}	2		1	1		2.75	4

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

Strengths
- Knowledge of basic concepts

Weaknesses
- Understanding application to different situations

Opportunities for Growth
- Additional practice and discussion of concepts and applications

Threats to Effectiveness
- Self-motivation

What actions, if any, do you recommend that might improve student performance in this learning outcome?
More in-depth discussion of concept

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

Public/Stakeholder/Student Notification of SLOs

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

- Unit Website
- Unit Program Guide
- Program Accréditation 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 (2nd year)	Adv. 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		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 depends on which emphasis student chooses; NA or PHL.

B. Course Offerings – Instructional Delivery:

Semester/Term	Face-to-Face	Hybrid	Online	Concurrent	Total
Summer II 2022	**0**	**0**	**0**	**0**	**0**
Fall 2022	58	8	16	14	96
Spring 2023	52	6	12	*5	75
Summer I 2023	12	2	4	0	18
TOTAL COURSES	**122**	**16**	**32**	**19**	**189**

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

C. Concurrent Course Offerings:

	Hamburg High School	Crossett High School	Warren High School	White Hall High School	SEABEC	
Name of Course						
Technical Math	X					
Advanced Industrial Math	X					
PN Anatomy and Physiology					X	
Blueprint Read	X					

Basic Weld	X	X				
Gas Tung Arc Weld	X	X				
Shielded Arc Weld	X	X				
Gas Metal Arc Weld	X	X				
Tech Small Business Management				X		
Employability Skills and Ethics			X			
Tech Medical Terminology	X	X				
TOTAL COURSES	8	5	1	1	1	

II. PROGRAM ENROLLMENT

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

SSCH & FTE BY PROGRAM MAJORS:

CIP CODE	TECHNICAL CERTIFICATES	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023	3-Year Average	3-Year Average
	Technical Programs	SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
15.0613	**Advance Manufacturing Technology**	135	4.5	12	.4	-	-	**49**	**1.6**
52.0401	**Business Technology**	111	3.7	N/A	N/A	162	5.4	**91**	**3.0**
19.0708	**Early Childhood Education**	147	4.9	207	6.9	108	3.6	**154**	**5.1**
15.0403	**Electromechanical Technology**	1,002	33.4	817	27.2	796	26.5	**871.67**	**29**
15.0499	**Electromechanical Tech-Instrumentation**	1,077	35.9	926	30.8	792	26.4	**931.67**	**31**
51.0707	**Health Information Technology**	390	13	375	12.5	567	18.9	**444**	**14.8**
51.0000	**Health Professions**	-	-	0	-	128	4.3	**42.67**	**1.4**
47.0201	**Heating, Ventilation, Air Cond. & Refrig.**	266	8.9	178	6	156	5.2	**200**	**6.7**

Code	Name								
52.0901	**Hospitality Services**	32	1.1	204	6.8	175		**137**	
15.0699	**Industrial Production Technology**	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined	AMT Data Combined
51.1614	**Nursing Assistant**	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined	Nursing Combined
51.1613	**Practical Nursing and Pre-Nursing**	707	23.6	683	22.8	931	31	**773.67**	**25.8**
48.0508	**Welding Technology**	373	12.4	421	14	205	6.8	**333**	**11.1**
	Related Instruction	708	23.6	901	30	774	25.8	**794.33**	**26.5**
	Total Technical	**4,948**	**164.9**	**4,724**	**157.4**	**4,794**	**159.8**	**4,822**	**160.7**
	Total Technical Concurrent	**710**	**23.7**	**547**	**18.4**	**680**	**22.7**	**645.67**	**21.6**
	Total Non-Technical Education (Nutrition and ECED)	**592**	**19.8**	**513**	**17**	**363**	**12.1**	**489.33**	**16.3**
	TOTAL Technical & Non-Technical SSCH/FTE	**6,250**	**208.4**	**5,784**	**192.8**	**5,837**	**194.6**	**2,250.44**	**198.6**

Summarize all of your unit changes predicated on assessment data.

There have been no unit changes during this assessment year.

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

High School	NAME OF CONCURRENT COURSE	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023	3-Year Average	3-Year Average
		SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
Warren	**Employability Skills/ Ethics**	5	.33	15	1.0	-	-	**6.7**	**.44**
SEABEC	**PN Anatomy & Physiology**	-	-	-	-	6	.4	**2**	**.13**
	PN Anatomy & Physiology	-	-	-	-	18	1.2	**6**	**04**
Crossett	**Tech Medical Terminology**	33	2.2	57	3.8	36	2.4	**42**	**2.8**
	Tech Medical Terminology	-	-	-	-	30	2	**10**	**.67**
	Tech Medical Terminology	-	-	-	-	54	3.6	**18**	**1.2**
	Tech Medical Terminology	-	-	-	-	12	.8	**4**	**.27**
	Basic Welding	15	1.0	50	3.3	65	4.3	**43.3**	**2.9**
	Gas Tung Arc Weld	35	2.3	5	.3	20	1.3	**20**	**1.3**

	Shielded Arc Weld	40	2.7	45	3	55	3.7	**46.7**	**3.1**
	Gas Metal Arc Weld	30	2	5	.3	20	1.3	**18.3**	**1.2**
	Nursing Assistant	161	10.7	126	8.4	-	-	**203**	**13.5**
	Advanced Industrial Math	27	1.8	-	-	-	-	**9**	**.6**
	Tech Math	30	2	-	-	-	-	**10**	**.67**
Hamburg	Tech Medical Terminology	54	3.6	33	2.2	42	2.8	**43**	**2.9**
	Tech Medical Terminology	-	-	-	-	63	4.2	**21**	**1.4**
	Blueprint Reading	15	1.0	6	.4	27	1.8	**43**	**2.9**
	Basic Welding	80	5.3	60	4	40	2.7	**60**	**4**
	Gas Tung Arc Weld	40	2.7	35	2.3	30	2	**35**	**2.3**
	Shielded Arc Weld	45	3	30	2	40	2.7	**38.3**	**2.6**
	Gas Metal Arc Weld	40	2.7	35	2.3	30	2	**35**	**2.3**
	Technical Math	30	2	18	1.2	15	1	**21**	**1.4**
	Advanced Industrial Math	27	1.8	18	1.2	15	1	**20**	**1.3**
White Hall	Tech Small Business Management	-	-	21	1.4	54	10.8	**25**	**1.7**
Total Technical Concurrent		**707**	**47.1**	**559**	**37.3**	**672**	**44.8**		

- **(-) Indicates class was not being taught concurrently.**

C. Online Courses and Enrollment – 3 Year Average

Program	Name	2020-2021	# of Classes 2020-2021	2021-2022	# of Classes 2021-2022	2022-2023	# of Classes 2022-2023	3-Year Average	#of Classes 3-Year Average
Business Technology	Business English (BUS 2003)	-	-	-	-	26	2	8.7	.7
	Small Business Management (BUS 2613)	-	-	-	-	6	1	2	.3

Department	Course							
	Tech MS Office Prep/Cert. (BUS 2043)	5	1	-	-	-	-	1.7	.3
	Tech Business Practicum (BUS 2623)	2	1	-	-	-	-	.7	.3
Early Childhood Ed	Environments of Early Childhood (ECED 1053)	-	-	9	1	8	1	5.7	.7
	Foundations of Early Childhood (ECED 1063)	11	1	12	1	9	1	10.7	1.0
	Development/ Curriculum in Early Childhood (ECED 1043)	5	1	7	1	5	1	5.7	1.0
	Tech Curriculum of Infants (HOEC 1113)	10	1	9	1	6	1	8.3	1.0
	Tech Child Development (HOEC 2153)	-	-	-	-	5	1	1.7	.3
	Tech Child Guidance (HOEC 2073)	5	1	7	1	5	1	5.7	1.0
	Intro to Practicum (ECED 1071)	-	-	7	2	-	-	2.3	.7
	Tech Math and Science for EC (HOEC 2023)	6	1	5	1	-	-	3.7	.7
Health Information Tech	Tech Law and Ethics in Health Care (HIT 1023)	32	3	20	3	38	2	30	2.7
	Tech Med Coding (HIT 1033)	10	1	-	-	49	3	19.7	1.3
	Tech Essentials of the Human Body (HIT 1043)	-	-	24	2	11	1	11.7	1.0
	Tech Medical Terminology (HIT 1133)	33	2	34	2	54	2	40.3	2.0
	Tech Med Coding 2 (HIT 2043)	6	1	-	-	20	1	8.7	.7
	Tech Advanced Medical Coding (HIT 2143)	3	1	7	1	17	1	9	1.0
	Tech Health Information Practicum (HIT 2203)	3	1	6	2	-	-	3	1.0
	Tech Medical Transcription (HIT 2013)	4	1	1	1	-	-	1.7	.7
	Tech Advanced Med Terminology (HIT2023)	8	1	7	1	-	-	5	.7
	Tech Reimbursement Methods (HIT 2053)	10	1	-	-	-	-	3.3	.3
	Tech Medical Office Procedures (HIT 1063)	21	1	-	-	-	-	7	.3

Generic	Course								
Generic	Tech Computer Fundamentals (CFA 1103)	46	3	48	3	34	2	42.7	2.7
	Development Orientation (DEVT 101)	-	-	-	-	51	3	17	1.0
	Employability Skills and Ethics (COM 1102)	11	1	-	-	6	1	5.7	.7
	Tech Communication (COM 1203)	-	-	20	1	6	1	8.7	.7
	Nutrition (PE 2113)	75	4	22	2	94	4	63.7	3.3
	Total	**306**	**28**	**245**	**26**	**450**	**30**	**333.7**	**28**

*   **(-) Indicates class was not being taught or not being taught online.**

D. Workforce Training – Noncredit

2022-2023				
COURSE NAME	# STUDENTS	# HOURS	TOTAL CONTACT HOURS	INDUSTRY/BUSINESS
Every Child Belongs	4	15	60	Employees of various childcare centers/schools
Guidance & Behavior	10	15	150	Employees of various childcare centers/schools
Pre-K Social Emotional Learning	17	45	765	Employees of various childcare centers/schools
Child Care Orientation Training	16	10	160	Employees of various childcare centers/schools
Child Development 3-5	10	15	150	Employees of various childcare centers/schools
Guidance & Behavior Managements	10	15	150	Employees of various childcare centers/schools
Pre-K CDELS	12	25	300	Employees of various childcare centers/schools
Observation & Assessment	10	12	120	Employees of various childcare centers/schools
Pre-K Early Literacy	16	30	480	Employees of various childcare centers/schools
Guidance Behavior Management	11	6	66	Employees of various childcare centers/schools
The Growing Brain	8	9	72	Employees of various childcare centers/schools
Health, Safety, Nutrition	5	3	15	Employees of various childcare centers/schools
Welding Refresher	1	12	12	Ingevity
Electrical Apprenticeship Year 1	4	160	640	Various electrical companies/contractors
Electrical Apprenticeship Year 2	5	160	800	Various electrical companies/contractors
Electrical Apprenticeship Year 3	3	160	480	Various electrical companies/contractors

Electrical Apprenticeship Year 4	6	160	960	Various electrical companies/contractors
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	4	2	8	Morgan Family Dentistry, Hamburg
BLS Healthcare Provider Renewal	1	2	2	Student's Home
BLS Healthcare Provider	1	2	2	Drew Memorial Health System, Monticello
BLS Healthcare Provider	1	3	3	Student's Home
BLS Healthcare Provider	1	1	1	Crossett High School, Crossett
BLS Healthcare Provider	8	5	40	UAM-CTC students
BLS Healthcare Provider	8	4	32	UAM-CTC students
BLS Healthcare Provider	5	5	25	UAM-CTC students
BLS Healthcare Provider	4	3	12	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	2	3	6	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	5	3	15	Lakewood Family Dentistry, Crossett
Heartsaver 1st Aid Renewal	7	3	21	Crossett High School, Crossett
Heartsaver 1st Aid Renewal	4	4	16	Crossett School District, Crossett
BLS Healthcare Provider Renewal	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	4	3	12	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	1	3	3	Chicot Memorial Medical Center, Lake Village
Heartsaver 1st Aid	2	3	6	UAM-CTC students
Heartsaver 1st Aid	4	4	16	UAM-CTC students
Heartsaver 1st Aid	2	3	6	Student's Home
BLS Healthcare Provider Renewal	2	1	2	UAM-CTC students
Heartsaver 1st Aid Renewal	24	4	96	Weyerhaeuser, Crossett
BLS Healthcare Provider	6	6	36	UAM-CTC Nursing Assistant
Heartsaver CPR/AED	4	4	16	Mother Goose Daycare, Eudora
BLS Healthcare Provider	7	3	21	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	7	3	21	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	9	3	27	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	5	4	20	UAM-CTC students
Pre-K Math & Science	9	3	27	Employees of various childcare centers
BLS Healthcare Provider	6	3	18	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	1	2	2	Crossett Fire Department, Crossett
Heartsaver 1st Aid	4	3	12	Val's Little Angels Daycare, Lake Village
Heartsaver 1st Aid	3	5	15	Lil' Jacob Learning Center, Eudora
Heartsaver 1st Aid Renewal	3	4	12	SEARK Hippy
Heartsaver 1st Aid	4	3	12	Kid's Korner, Crossett
BLS Healthcare Provider	1	2	2	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	4	4	16	Tips Center, Crossett
Heartsaver 1st Aid Renewal	1	3	3	Chicot Memorial Medical Center, Lake Village

Heartsaver 1st Aid	2	4	8	Student's Home
BLS Healthcare Provider	2	3	6	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	3	2	6	Georgia-Pacific
BLS Healthcare Provider	7	4	28	UAM-CTC students
BLS Healthcare Provider	7	4	28	UAM-CTC students
Heartsaver 1st Aid	8	3	24	Mother Goose Daycare, Eudora
BLS Healthcare Provider	2	2	4	Chicot Memorial Medical Center, Lake Village
Heartsaver 1st Aid Renewal	7	4	28	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	9	4	36	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	10	4	40	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	10	4	40	Georgia-Pacific, Crossett
Heartsaver 1st Aid	1	3	3	Val's Little Angels Daycare, Lake Village
Heartsaver 1st Aid	5	3	15	UAM-CTC (UAM-CTM Ad Ed Employees)
BLS Healthcare Provider	5	4	20	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	7	4	28	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	6	4	24	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	8	3	24	Georgia-Pacific, Crossett
Heartsaver 1st Aid Renewal	5	4	20	Georgia-Pacific, Crossett
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider Renewal	1	2	2	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	14	2	28	The Pillars of the Community, Crossett
Heartsaver 1st Aid	4	4	16	Georgia-Pacific, Crossett
Heartsaver 1st Aid	3	3	9	Church Fellowship Hall, Crossett
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center, Lake Village
BLS Healthcare Provider	1	3	3	Chicot Memorial Medical Center, Lake Village
Heartsaver 1st Aid	4	4	16	Mother Goose Daycare, Eudora
Heartsaver 1st Aid	11	3	33	Premier PV, Crossett
TOTALS	**460**		**6,471**	

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.
   a. Offering more online and hybrid classes for our non-traditional students has increased retention in courses such as Health Information Technology.
   b. Providing students with mid-term grades that include one on one counseling with students who have a "D" or "F" in any

subject.

c. Academic Alerts sent to Assistant Vice Chancellor when student has stopped participating or grades are falling. These alerts enable the AVC to meet face-to-face with students in order to help the student make decisions regarding the class. This has been beneficial in our online classes.

B. Student Organizations and Accomplishments:

a. **Arkansas Skills USA-** 6 welders received awards at the state competition held in Hot Springs, Arkansas. Awards are as follows; 1 Gold in Welding Sculpture, 1 Silver in Welding Sculpture, 1 Bronze in Welding Sculpture, 1 Honorable Mention in Welding, and 1 Honorable Mention in Pipe Welding.

b. **ACT National Career Readiness Certificate:** 27 of our students completed the ACT NCRC certifications. They range in awards from Bronze to Platinum.

c. **National Technical Honor Society:** UAM-CTC inducted 18 students into the NTHS during this AY.

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	2	-	1	**Total 3, Avg. 1**	
19.0706	Child Development Associate	CP	5/9/2003	12/240	5	3	2	**Total 10, Avg. 3.3**	
47.0303	Industrial Equipment Repair	CP	7/25/2008	16/390	37	27	29	**Total 93, Avg. 31**	
51.0904	Emergency Medical Technician-Basic	CP	5/9/2003	8/176	-	-	-	**-**	
51.0712	Healthcare Office Skills	CP	7/25/2008	18/285	3	7	8	**Total 18, Avg. 6**	
47.0201	HVAC/R	CP	1/26/2018	16/330	8	8	6	**Total 22, Avg. 7.3**	
52.0901	Hospitality Skills	CP	4/27/2007	15/255	3	5	1	**Total 9, Avg. 3**	
51.3902	Nursing Assistant	CP	5/9/2003	7/150	28	30	20	**Total 78, Avg. 26**	
51.1009	Phlebotomy ***not available at this time**	CP	7/31/2020	9/210	*	8	17	**Total 25, Avg. 8.3**	

Code	Program	Type	Date	Hours	Col1	Col2	Col3	Total/Avg	Status
48.0508	Welding	CP	5/9/2003	10/375	8	47	20	Total 25, Avg. 25	
	Total Technical Certificates								
15.0699	Industrial Production Technology	TC	4/20/2018	31/525	-	-	-	-	-
15.0613	Advanced Manufacturing Technology	TC	4/20/2018	23/525	1	-	-	Total 1, Avg. .3	**Below**
52.0401	Business Technology	TC	9/12/2003	36/645	7	4	4	Total 15, Avg. 5	**Meets**
19.0708	Early Childhood Education	TC	5/9/2003	45/825	4	7	2	Total 12, Avg. 4	**Meets**
15.0403	Electromechanical Technology	TC	9/12/2003	38/870	38	29	24	Total 91, Avg. 30.3	**Meets**
51.0707	Health Information Technology	TC	7/25/2008	39/660	3	5	12	Total 20, Avg. 6.7	**Meets**
51.0000	Health Professions	TC	4/30/2010	35/915-945*	-	-	5	Total 5, Avg. 1.6	**Below**
47.0201	HVAC/R	TC	1/26/2018	37/795	11	8	6	Total 25, Avg. 8.3	**Meets**
52.0901	Hospitality Services	TC	10/04/2007	34/735	3	2	3	Total 8, Avg. 2.7	**Below**
51.3901	Practical Nursing	TC	9/12/2003	42/1,358	9	5	11	Total 25, Avg. 8.3	**Meets**
48.0508	Welding Technology	TC	9/12/2003	37/1,035	6	10	7	Total 23, Avg. 7.7	**Meets**
	Total Advanced Technical Certificate								
15.0499	Electromechanical Tech-Instrumentation	ADV. TC	9/12/2003	28/720	30	36	27	Total 93, Avg. 31	**Meets**
	Total Associate of Applied Science Degrees								
15.0613	AAS Advanced Manufacturing Technology	AAS	4/20/2018	60/1,395	1	-	-	Total 1, Avg. .3	**Below**
30.9999	AAS General Technology (Crossett Students Only)	AAS	2/4/2005	60/825-1,583	46	53	43	Total 142, Avg. 47.3	**Meets**
47.0303	AAS Industrial Technology	AAS	7/1/1992	72/1,650	28	35	22	Total 85, Avg. 28.3	**Meets**
52.0901	AAS Hospitality and Tourism Management **not available at this time**	AAS	4/24/2020	60/1,080	*	*	*	-	
	GRAND TOTAL AWARDS				**281**	**329**	**270**		

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

Viability narrative including future plans to promote/maintain program viability. (Viability requirement is four graduates for TC and six for AAS. No requirement for CP.)

- **Advanced Manufacturing Technology Program:** (Manufacturing Principles CP, Industrial Production Technology TC, Advanced Manufacturing Technology AAS)-
- **Business Technology Program:** (Basic Business Principles CP and Business Technology TC)- Analysis shows steady enrollment and completion numbers. While the graduation numbers are still low, we are hoping for the offering of more online/ hybrid classes and the shared teaching load with McGehee campus, enrollment and graduation numbers will increase for AY 23. By using surveys to contact local businesses, we are looking at making changes to this program based on employer feedback.

- **Early Childhood Education Program:** (Child Development Associate CP and Early Childhood Education TC)- Analysis of 3-year data average indicates the TC meets viability standards. Graduate numbers were down for AY 2022 but with recommendations from our local childcare centers that all employees must obtain a CDA by August 2024 and the implementation of the TEACH for America Grant our enrollment numbers have increased substantially for Fall 2023.
- **Electromechanical Technology Program/Electromechanical Technology-Instrumentation:** (Industrial Equipment repair CP, Electromechanical Technology TC, Electromechanical-Instrumentation Advanced TC)- Analysis of 3-year data indicates continued strong enrollment and completion in all three programs; therefore, all three far exceed the viability standards. This AY we have updated our labs with state-of-the-art industrial technology equipment worth $437,974 from funds provided by a Regional Workforce Grant.
- **Health Information Technology:** (Health information Technology TC, Healthcare Office Skills CP)- Analysis of the 3-year data indicates an increase in enrollment. We attribute that to a grant from the Arkansas Rural Health Partnership which awards scholarships (tuition, fees, books, and a laptop) to eligible South Arkansas residents majoring in the HIT program. By combining teaching loads with the McGehee campus and offering this program 100% online we have increased enrollment and graduates. Future enrollment is showing continued growth.
- **Health Professions:** (Health Professions TC, emphasis in Nursing Assistant or Phlebotomy) This program has shown its first enrollment numbers for FY 23 which is why it is not meeting viability. Students are taking this HP path as an alternative to the Practical Nursing program. By enrolling 20 students a year into our PN program, we have students who were not enrolled in need of classes to continue their education and this program has served that purpose. When you look at the Phlebotomy numbers and its viability, adding that emphasis to the Health Professions program will increase enrollment as we are now seeing in AY 23.
- **Hospitality Technology:** (Hospitality Services TC, Hospitality Skills TC) Analysis of 3-year data indicates a decline in enrollment making this program non-viable. Housing this program on the main campus and following our degree pathway plan has seemed to contribute to this decline as we are placing students in these classes that don't finish the program. With the implementation of Associate of Applied Science in Hospitality and Tourism Management and the growth of the casino industry, we are hoping to see an increase in graduation numbers.
- **HVAC/R:** (HVAC/R Technology TC, HVAC/R Fundamentals CP) While this program still meets viability requirements enrollment has declined over the past three years. We have had a change in instructors and the present instructor has completed his first year. Plans to increase recruitment efforts and working with business and industry to
- **Practical Nursing:** (Nursing Assistant CP, *Practical Nursing TC PENDING, Practical Nursing TC)- * An important distinction should be made related to this program. The UAM-CTC Nursing TC program (PN) has limited enrollment of 20 students per year. Students must successfully complete all prerequisite course work to apply for enrollment in the PN program. In order to complete the required prerequisites, students are enrolled in the PENDING Practical Nursing Program. There is no differential between the PENDING program and The PN program in enrollment data numbers. Therefore, there appears to be a large gap between enrollment and completion.
  *It is also important to recognize that the Nursing Assistant CP enrollment data is not reflective of actual students completing that program. Due to requirements regarding enrollment and financial aid, students are initially enrolled in PENDING PN, with the

Nursing Assistant CP being added to their stacks later. If the certificate is not added to the student's stack by the fall census date, the fall enrollment data appears low.

With these considerations in mind, analysis of the three-year data shows that it is a viable program with increased enrollment in the past reporting year. Considering a maximum of 20 class openings per year for the PN program, completion data is strong. We are seeing continued enrollment growth for the upcoming year.

- **Welding Technology:** (Welding CP, Welding Technology TC)- As enrollment has decreased in technical credit, our concurrent numbers have increased. Both technical and concurrent meet viability. We have already seen an increase in enrollment for the 23-24 school year from our concurrent students wanting to finish the technical certification.

B. **Career Pathways Progress Chart**

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	AAS Industrial Technology	AAS General Technology
Industrial Production Technology	0	0	0	0	0
Advanced Manufacturing Technology	0	0	0	0	0
Business Technology	9		5	-	3
Early Childhood Education	10		2	-	3
Electromechanical Technology	31	31	23	-	2
Electromechanical Technology-Instrumentation	29		26	22	22
Health Information Technology	16	16	10	-	2
Health Professions (Includes Phlebotomy)	22	17	5	-	4
HVAC/R	6	6	6	-	1
Hospitality Services	3	2	3	-	0
Practical Nursing (Includes Nursing Assistant)	31	21	11	-	6
Welding Technology (Includes Concurrent)	25	25	7	-	0
				-	
TOTALS	**172**	**109**	**98**	**22**	**43**
PERCENTAGES		**63%**	**57%**	**13%**	**25%**

C. **Licensures, Credentials, Certifications**

Description	Certifications/ Licensures/Awards	Quantity
NCCER Core Curriculum	Certifications	45
NCCER Construction Site Safety	Certifications	45
NCCER Craft Certifications	Certifications	10
NCCER Level I	Certifications	10
NCLEX (National Council Licensure Exam-PN)	Licensures	3
American Welding Society (AWS) and ASME	Qualifications	0
ACT National Career Readiness Certificate	Certifications	27
Certified Nurse Aid Exam	Certifications	7
Total Certifications/Licensures		**147**

Arkansas Skills USA
    Gold – Welding Sculpture
    Silver – Welding Sculpture
    Bronze – Welding Sculpture
    Honorable Mention – Welding
    Honorable Mention – Pipe Welding
	Awards	6

National Technical Honor Society	Awards	18
Total Awards		**24**
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		**171**

D. 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
2017-2018	17	12	8	12
2018-2019	20	15	14	15
2019-2020	20	14	12	13
2020-2021	11	9	9	8

2021-2022	11	5	3	5
Total	**79**	**55**	**46**	**53**

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
Ballard, Susanne	Instructor 10.5	BA, BS	Business Technology		19	15	4	CTC Curriculum and Standards, ACT WorkKeys Examiner
Byrd, Christopher	Instructor 9.0	BA	Electromechanical &Instrumentation		12	14	-	CTC Academic Appeals, CTC Faculty Equity & Grievance
Caldwell, Michael	Instructor 10.5	Corporate Training	Electromechanical &Instrumentation		14	-	-	CTC Student Affairs
Daws, Paul	Instructor 10.5	Technical Certificate	Electromechanical &Instrumentation		14	10	3	CTC Academic Appeals
Dubose, James	Instructor 10.5	Technical Certificate	Welding Technology		14	14	4	
Dubose, Donnie	Instructor 9.0	Technical Certificate	Welding Technology		14	10	-	CTC Academic Appeals
Fairris, Jerry	Instructor 9.0	EdD	Mathematics		9	12	-	CTC Faculty Equity & Grievance
Jones, Robbie	Instructor 10.5	Technical Certificate	HVAC/R Technology		14	11	2	CTC Faculty Equity & Grievance, CTC Studetn Affairs
Lindsey, Alice	Instructor 9.0	BS	Hospitality Technology		18	12	-	CTC Faculty Equity and Grievance
Noble, Kayla	Instructor &Other 10.5		Practical Nursing		4	6	4	CTC Academic Appeals, CTC Faculty Equity & Grievance
Owens, Richard	Instructor 10.5	BS	Electromechanical & Instrumentation		8	10	3	NA
Upshaw, Shela	Instructor 10.5		Practical Nursing		19	18	6	UAM Curriculum & Standards, CTC Student Affairs
Wallis, Kim	Instructor 10.5	MBA	Health Information Technology		18	15	6	CTC Academic Appeals, CTC Faculty Equity & Grievance, UAM Blackboard Committee, CTC National Technical Honor Society Chair; Coord. ACT WorkKeys Curriculum
White, Alisa	Instructor 10.5	Med, Ed Specialist	Early Childhood		9	18	6	CTC Curriculum & Standards, UAM Library
Jeffers, Jerry	Instructor 10.5		Electromechanical & Instrumentation		-	-	6	First year faculty Summer semester – No appointments
Jenkins, J. Legett	Instructor 10.5		Electromechanical & Instrumentation		-	12	-	CTC Faculty Equity & Grievance
Adjunct								
Baylis, Jerry	Adjunct	MAT	Math		3	0	3	
Beavers, Karon	Adjunct	ASN	HIT		6	6	3	
Harper, Barbara	Adjunct	AND	Practical Nursing		4	4	-	
Hawkins, Sherri	Adjunct	Technical Certificate	Phlebotomy		6	6	-	
Lafferty, Dennis	Adjunct	DPM	Nutrition		6	6	-	

McDonald, Cynthia	Adjunct	AASN	Practical Nursing				-	
Reed, Chelsey	Adjunct		Certified Nursing Assistant		7	7	-	
Andrews, Jennifer	Adjunct	ASN	Certified Nursing Assistant			-	-	

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

Addition of Jerry Jeffers, Electromechanical & Instrumentation for Summer 23.

Addition of Legett Jenkins, Electromechanical & Instrumentation for Spring 23 and resigned Summer 23.

Michael Caldwell, Electromechanical & Instrumentation resigned after Fall 22.

Jerry Fairris, Math, resigned Summer 23.

B. Professional Development Activities Chart

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Training Hours
7/12/22	Online Excel Training -Part 1			X	Christine Meroney/online	4
9/20/21	Facilitating Career Development Class 1			X	Monieca West/ Little Rock	8
9/28/22	Online Excel Training- Part 2			X	Christine Meroney/online	4
10/18/22	Facilitating Career Development Class 2			X	Brenda Berry/ Little Rock	8
11/15/22	Facilitating Career Development Class 3			X	Debbie Hardy/ Little Rock	8
11/25/22	CPI Fall Workshop			X	Monieca West/ Morrilton	8
2/15/23	CPI Spring Workshop		X	X	Monieca West/ Morrilton	8
4/5/22	CPI Leaders Academy			X	Linda Beene/ Little Rock	8
5/24/22	CPI Leaders Academy			X	Linda Beene/ Little Rock	8
6/21/22	CPI Leaders Academy			X	Linda Beene/ Little Rock	8
8/9/22-8/10/22	Professional Development Week	X		X	Varies/ Monticello	12
8/5/22	Mandatory Reporter Training	X	X	X	Online	2
9/9/22	UAM Faculty and Staff Training	X	X	X	Linda Rushing/ Crossett	3
10/14/22	UAM Faculty and Staff Training	X	X	X	Linda Rushing/ Crossett	3
5/23/23	UAM Faculty and Staff Training	X	X	X	Linda Rushing/ Crossett	3
4/27/23	Suicide Prevention Training	X	X	X	Online/Arkansas Rural Health Partnership	1
4/26/23	CPI Admin Assistant Training		X		Monieca West, Little Rock	8

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
	ACT/ Agreement	Assessment to assist with Career Readiness certificates	9/9/2016	Review Annually	7/1/22
HIT	Area Agency on Aging, Crossett/MOU	Internship site for Health Information Technology students	5/29/2018	1 term	7/1/22
PN	Arkansas Department of Health/ Agreement	Clinical education for Practical Nursing students	8/1/2016	No end date	7/1/22

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
CPI	Arkansas Department of Higher Education/MOU	Career Pathways Initiative Grant	6/25/2018	1 year	7/1/22
	Arkansas Department of Higher Education/MOU	Regional Workforce Grant Program	7/1/2018	6 months	7/1/22
	Arkansas Department of Higher Education/MOU	College and Career Coach	7/1/2018	1 year	7/1/22
PN	Ashley County Medical Center/MOU	Clinical education for Practical Nursing students	3/5/2013	No end date	7/1/22
PHL	Ashley County Medical Center/MOU	Clinical site for Phlebotomy students	8/21/2019	No end date	7/1/22
PN	Belle View Estates Rehabilitation and Career Center/MOU	Clinical facility for Practical Nursing & Nursing Assistant students	9/1/2017	No end date	7/1/22
ECED	Carousel School, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/22
Concurrent	Crossett High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/22
ECED	Crossett Learning Center/MOU	Internship for Early Childhood Education students	9/1/2018	2 semesters	7/1/22
	Crossett Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/22
ECED	Discovery Children's Center/Agreement	Internship site for Early Childhood Education students	2/26/2019	1 semester	7/1/22
PN	Drew Memorial Hospital/MOU	Clinical education for Practical Nursing students	4/1/2017	No end date	7/1/22
ECED	Drew Central Public Schools	Internship site for Early Childhood Education students	7/1/2019	2 semesters	7/1/22
ECED	Hamburg Pre-K/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/22
	Hamburg Public School District/MOU	College and Career Coach	7/1/2018	1year	7/1/22
ECED	Monticello Public Schools	Internship site for Early Education Education students	7/1/2019	2 semesters	7/1/22
ECED	Kid's Korner, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/22
PN	Mainline Health Systems, Inc./MOU Portland	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/22
PN	Mainline Health Systems, Inc./MOU Wilmot	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/22

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
	Monticello Occupational Education Center/Agreement	Secondary Center Satellite Agreement	7/1/2018	1 year	7/1/22
	Monticello Occupational Education Center/Concurrent	Secondary Center Satellite Concurrent	7/1/2018	1 year	7/1/22
PN	Morehouse General Hospital/MOU	Clinical Education for Practical Nursing	8/21/2013	No end date	7/1/22
ECED	SEACAC/Head Start	Internship site for Early Childhood Education students	1/9/2019	1 semester	7/1/22
Concurrent	SEACBEC-Warren	Concurrent Credit	7/1/2018	1 year	7/1/22
HOSP	Aramark- Internship	Internship site for Hospitality students	1/1/2018	1 semester	7/1/22
HOSP	Trotter House/MOU	Internship site for Hospitality students	1/1/2018		7/1/22
NA	Stonegate Villa Health &Rehabilitation/Cooperative Agreement of Affiliation/MOU	Clinical facility for Nursing Assistant students	3/4/2016	No end date	7/1/22
NA	The Woods of Monticello Health and Rehabilitation Center	Clinical facility for Nursing Assistant students	5/24/2018	No end date	7/1/22
ELM	Arkansas Department of Education and UA Board of Trustees on behalf of UAM-CTC/MOU	Grant agreement for Electromechanical Technology Program	4/1/2021	1 year	7/1/22
	UAM-CTM, McGehee	Facility Lease/Adult Education	7/1/2019	1 year	7/1/22
CPI	M&H Eagle Mart, Crossett	Transportation Vouchers for Career Pathways' students	8/1/2017	No end date	7/1/22
CPI	Kids' Korner, Crossett	Childcare Vouchers for Career Pathways' students	2/1/2017	No end date	7/1/22
CPI	Sugar Plum, Crossett	Childcare Vouchers for Career Pathways' students	8/1/2007	No end date	7/1/22
CPI	Jelly Bean, Hamburg	Childcare Vouchers for Career Pathways' students	8/1/2007	No end date	7/1/22
CPI	It's All About Kids	Childcare Vouchers for Career Pathways' students	7/1/2020	No end date	7/1/22
CPI	Wee School, Crossett	Childcare Vouchers for Career Pathways' students	2/1/2008	No end date	7/1/22

B. Curricula Changes Narrative & Chart

Number	Action	Program Curriculum Changes

*Both Technical campuses have worked jointly to offer HIT and BUS classes online to our students. Although no official Curriculum and Standards have been made plans are underway to make C&S revisions in the future.

C. Grants Narrative & Chart

Grant	Granting Agency	Awarded Amount	Grant Purpose
Career Pathways Initiative	Arkansas Dept. of Higher Education	$209,936.00	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.
Early Childcare & Education Projects	University of Arkansas at Fayetteville Early Childcare Education Projects	$19,500.00	The purpose of these childcare grants is to provide a variety of free early childcare classes to regional childcare center/agencies and individuals interested in the childcare field. The grants assist with covering the costs of instructors' salaries, benefits, travel, and instructional materials.
Traditional Electrical Apprenticeship	Office of Skills Development Arkansas Department of Commerce	$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 the electrical apprenticeship classes.
Arkansas Career and College Coach	Career and Technical Education Arkansas Department of Education	$35,248.00	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	**$34,405.00**	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.
		($305,489.00)	
Grants- Special			
Electromechanical- GEER Grant	Arkansas Dept. of Education Career and Technical Education	**$450,000.0**0	The grant is to be used to purchase equipment for the Industrial Technology program which is a high-wage, high-demand career field.
Centennial Grant	University of Arkansas at Monticello	**$5,000.00**	The grant is to purchase a new television for the Student Center and to purchase some games and recreational equipment for the UAM-CTC students.
		($455,000.00)	
TOTAL		**$760,489.00***	Please note: Additional grants are in progress/pending for this year Including a 3-year grant for over $3 million.

D. Projects & Equipment Expenditures – Chart

Quantity	Funding Source/Equipment Description	Department/Program	Total Amount
1	AMTEC Manufacturing Training System Simulator & Accessories/ Workforce Grant	Electro-Instrumentation	$218,700.00
1	Advanced Process Control Training System/ Workforce Grant	Electro-Instrumentation	$155,143.00
1	Mechanical Trainer/ Workforce Grant	Electromechanical	$29,435.00
1	Rexel—Allen Bradley Rockwell Customized Motor Control Center with Specifications/ Workforce Grant	Electro-Instrumentation	$15,794.00
2	Allen Bradley CompactLogix PLC	Electro-Instrumentation	$12,824.00
3 6	Centro-Durco Pumps Ductile Cast Iron Cast Iron Gear Pumps/ Workforce Grant	Electromechanical	$18,902.00

1	Folding Cart, Wireless Laser Projector & Mount/ ECEP Grant	Early Childhood Ed	$1,447.00
1	HP Inkjet Printer/ ECEP Grant	Early Childhood Ed	$258.00
1	Office Chair/ ECEP Grant	Early Childhood Ed	$662.00
2	Tabletop Easels/ ECEP Grant	Early Childhood Ed	$417.00
1	Cross-Cut Shredder/ ECEP Grant	Early Childhood Ed	$260.00
1	GBC Ultima 55 Thermal Laminator/ ECEP Grant	Early Childhood Ed	$3,166.00
1	Dell Laptop Computer, Screen and Accessories/ ECEP Grant	Early Childhood Ed	$2,114.00
1	Pacon Art Paper Racks/ ECEP Grant	Early Childhood Ed	$779.00
1	Realityworks real Care Babies & Accessories/ ECEP Grant	Early Childhood Ed	$4,594.00
20	Classroom Armless Chairs with Casters/ ECEP Grant	Early Childhood Ed	$4,240.00
1	Color Multifunction Printer/ CPI Grant	Career Pathways	$600.00
4	Control Positioners & Actuator Valves/ Carl Perkins Grant	Electro-Instrumentation	$34,405.00
1	Single Stage 75K BTU Gas Furnace U/H/ Contingency	HVACR	$1,845.00
1	95% Achiever Series Gas Furnace Endeavor Line/ Contingency	HVACR	$1,781.00
9	Desk Computers/ Contingency	2-Admin-VC & Adm. Asst. 1-Early Childhood Office 1-Information Tech Office 1-Maintenance Office 1-Health Infor Tech Office 1-Business Tech Office 1-Nursing Assistant 1-Student Services Office	$9,386.00
4	Laptop Computers/ Contingency	Electro-Instrumentation	$5,042.00
1	Desk Computer/ Contingency	Welding Office	$1,007.00
1	Desk Computer/ Practical Nursing	Practical Nursing	$1,297.00
3	Office/ Desk Chairs/ Practical Nursing	Practical Nursing	$567.00
1	Micro-Cut Shredder/ Practical Nursing	Practical Nursing	$255.00
1	Desk Computer/ Hospitality	Hospitality	$1,240.00
1	Desk Computer/ Administration	Admin – Fiscal Office	$1,240.00
1	Desk Computer/ University Police	University Police	$1,007.00
1	Multifunction Printer/ Electromechanical	Electro-Instrumentation	$192.00
1	Scanner/ Administration	Administration	$432.00
1	Cross-Cut Shredder/ Administration	Administration	$810.00

Total			$529,841.00

Other Unit Student Success Data

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

NA

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

MISSION

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

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