

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: UAM-CTC

Academic Year: 2020 - 2021

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?

The mission of 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 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 a 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

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Student Success- Expand academic and degree offerings (technical and associate) to meet regional, state, and national demands.</p>	<p>Modify the Degree Pathway requirements for the Health Information Technology program and Industrial Production Technology program to increase enrollment.</p> <p>Modify the course requirements in the Industrial Production Technology program (CP and TC).</p> <p>Modify the course outline of the Health Information Technology program.</p>	<p>Complete- The admission score for the Health Information Technology program (CP and TC) and the Industrial Production Technology program (CP and TC) were lowered to the 13-15 pathway.</p> <p>In progress – A C&S proposal will be submitted in Fall 2021 to modify the math requirement for this program to accept MAT 1096 Technical Math or higher-level MAT or MATH course.</p> <p>In progress – A C&S proposal was submitted to the Technical C&S Committee to make the following modifications to the Health Information Technology program. The proposal will be reviewed in Fall 2021. Program modifications:</p> <ul style="list-style-type: none"> • Healthcare Office Skills – Reduced the number of hours required for the CP from 18 to 15. Students often have difficulty successfully completing 18 credit hours in one semester to complete the CP in a timely manner. The proposed modifications will remove the requirement for Essentials of the Human Body (or higher-level Anatomy course). • Health Information Technology Technical Certificate – Reduce the number of hours required for the TC from 39 to 36 in relation to removal of course from Certificate of Proficiency. 	<p>The changes to the required pathway scores for these two programs should allow for an increase in enrollment in both programs which would support meeting program viability requirements.</p> <p>This change will correspond with the changes in the Degree Pathway scores and should support increased enrollment and completion in the program.</p> <p>This change should support increased/timely completion of the Certificate of Proficiency and the Technical Certificate.</p>
<p>Student Success- Encourage and support engagement in academics, student life,</p>	<p>Continue to support student engagement opportunities on campus such as National</p>	<p>Complete- Please note due to ongoing COVID prevention strategies student engagement activities were limited for safety consideration.</p> <ul style="list-style-type: none"> • UAM-CTC inducted 23 new members into the National Technical Honor Society. 	<p>The ongoing COVID-19 Pandemic will be considered for future student activities. Student engagement activities will need to be considered on a case by</p>

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
and athletics for a well-rounded experience.	Technical Honor Society, UAM-CTC Bass Club, UAM-CTC Student Success Luncheon, and other student activities and events.	<ul style="list-style-type: none"> • UAM-CTC Bass Club maintained 10 active members; however due to COVID-19 students did not participate in the tournaments. • UAM-CTC Student Appreciation activities included providing students with the opportunities to get “to go” pre-packaged snack items in December 2020 and providing individual served donuts for concurrent welding students at the virtual awards banquet for SkillsUSA. • UAM-CTC PN students assisted with a drive-thru flu clinic on the UAM-CTC campus. 	case basis, with special care paid to student, faculty and staff safety through adherence to current COVID protection strategies.
Enrollment and Retention Gains- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.	Continue offering concurrent courses to include Blueprint Reading, English, math, and computer courses necessary to provide high school students the opportunity to earn a Certificate of Proficiency in Welding, and work towards earning a Technical Certificate in Welding Technology before exiting high school.	Complete/Continuing – The following concurrent courses were offered AY 20-21 to support CP/TC obtainment in Welding Technology: <ul style="list-style-type: none"> • WELD 1103 Blueprint Reading (1 section) 5 attempt/pass • WELD 1215 Shielded Arc Welding (2 sections) 17 attempt/pass • WELD 1115 Basic Welding (2 sections) 18 attempt /17 pass • WELD 1315 Gas Tung Arc Welding (1 section) 15 attempt/pass • WELD 1415 Gas Metal Arc Weld (1 sections) 14 attempt/pass • MAT 1203 Tech Math (2 sections) 18 attempt/pass • MAT 2213 Advanced Industrial Math (2 sections) 18 attempt/pass • Tech Computer Fundamentals and Tech Communication were not offered in AY 20-21 due to the 51% enrollment requirement. CPs in Welding Technology awarded to concurrent students – 17 Two concurrent students who graduated from high school in May 2020 returned to UAM-CTC during Summer I 2021 term and completed WELD 1513 Pipe Welding. One student plans to continue to take courses in Welding Technology in AY 21-22 in effort to complete TC.	The ongoing COVID-19 Pandemic will be considered for planning of future onsite concurrent courses. In 2020-2021 the number of students who could be accommodated in the onsite classrooms was decreased due to COVID-19 protection strategies.

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
	<p>Utilize concurrent courses such as Technical Math and Advanced Industrial Mathematics to assist students with mastery of necessary math skills in high school to succeed in technical courses in college.</p> <p>Offer additional courses that can lead to obtainment of CP/TC or advancement in UAM-CTC programs.</p>	<p>MAT Concurrent Offerings: MAT 1203 Tech Math (2 sections) 18 attempt/pass MAT 2213 Advanced Industrial Math (2 sections) 18 attempt/pass</p> <p>Additional Concurrent Offerings NA 1017 Nursing Assistant – (1 section) – 16 attempt/pass – This resulted in the awarding of 16 Certificates of Proficiency in Nursing Assistant HIT 1113 Med Term - (2 sections) - 29 attempt/pass COM 1102 Employability Skills/Ethics - (1 section) – 5 attempt/pass</p>	

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Enrollment and Retention Gains- Develop systematic structures for first-year and at-risk students.</p>	<p>Provide services for at-risk and provisional students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas and utilization Academic Alert system.</p>	<p>Complete/Continuing – Tutoring services were available upon request to UAM-CTC students during AY 2020-2021. Services were provided via phone, email and in one-on-one socially distanced classroom settings.</p> <p>UAM-CTC utilized the Maxient System for filing Academic Alerts. 184 alerts were filed for AY 2020-2021. Alerts were processed by the UAM Director of Academic Advising, professional advisors, UAM-CTC program advisors/faculty, the UAM-CTC Director of Student Services, the Assistant Vice Chancellor for UAM-CTC, and the Conditional Prep/At Risk counselor. Students were contacted by emails, phone calls, texts and one-on-one visits. Student interactions were documented and follow-up with instructors occurred.</p> <p>Intensive services were provided to 31 students identified as Conditional Prep AY 2020-2021. Services included academic counseling, registration, referral for tutoring, or other academic assistance, follow-up on Academic Alerts for attendance or academic issues, etc.</p> <p>17 of the identified Conditional Prep students received a total of 24 certificates or degrees in the following programs.</p> <ul style="list-style-type: none"> • AASGT – 4 • AASIT – 1 • Business Technology TC – 1 • Early Childhood Education TC - 4 • Electromechanical Technology TC – 2 • Health Information Technology TC - 1 • Welding Technology TC – 1 • Basic Business Principles CP – 1 • Child Development Associate CP – 2 • Industrial Equipment Repair CP – 2 • Healthcare Office Skills CP -1 • Nursing Assistant CP – 1 • Welding Technology CP - 3 <p>17 of the students identified as Conditional Prep have been registered for courses in the fall semester.</p>	<p>Tutoring services will need to be evaluated based on COVID-19 requirements for AY 2021-2022.</p> <p>The faculty will receive continuing education training on the use of the Maxient system for Academic Alerts during Professional Development Week 2021.</p> <p>Changes in personnel may impact this goal. UAM-CTC is currently seeking to fill the position of the full-time Vocational Counselor. The Conditional Prep Advisor is filling both roles. It is unclear if funding will be available to retain the Conditional Prep Advisor for AY 2021-2022.</p>

Goals/Actions	KPI	Assessment of Progress	Implications for Future Planning/Change
		<p>Support services were also provided to 47 students identified as “at-risk” at UAM-CTC. These students meet one or more of the following criteria: returning student who was previously not successful; low test scores; single parents; displaced workers; non-traditional students; economically depressed; students with mental and/or physical disabilities, veterans, first generation college students, GED, and home-schooled students who are not accustomed to a traditional classroom. Students were provided with one-on-one support with admissions, registration, attendance, grades, and/or referrals to other support services as needed.</p>	

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
<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 will be able to apply their training toward an associate and/or a 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 Actions: 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 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.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Upon completion of technical programs, students will be able to apply their training toward an associate and/or a 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>promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service-learning opportunities.</i>”</p> <p>Strategic Plan Actions: Develop systematic structures for first-year and at-risk students. Engage in concurrent enrollment partnerships with public schools, especially in the areas of 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 will be able to apply their training toward an associate and/or a 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>These Unit SLOs support 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 Actions: 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 opportunities.</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 educating individuals by providing opportunities for academic growth, skill development, and specialized training to meet the diverse needs in the workplace.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</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 is directly linked to upholding the mission element, “<i>servicing 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: 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.</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 in a wide range of technical careers.</p>

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 utilizing the Completer/Graduate Follow-up Survey. Graduates are surveyed approximately 6 months after graduation by phone. Students are asked questions regarding employment in field of study, continued education, and satisfaction with their program. Information from the survey is utilized during program assessments to identify necessary revisions. The Graduate Job Placement and Licensure rate for **2019-2020** is provided below.

Graduate Follow-up	Advanced Manufacturing Technology	Business Technology	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	Hospitality	Industrial Production Technology	Practical Nursing	Welding	Total
Total Graduates	5	4	1	47	35	9	1	1	14	5	123
Graduates Employed – Related Field	3	-	1	14	24	3	1		9	5	60
Graduates Employed – Unrelated Field	1	1	-	3	4	-	-	-	1	-	9
Not in Labor Force *1 Continuing Education *2 Military *3 Health/Family Care	1 *1-1	3 *1-2 *3-1	-	*1-27	1 1*1	6 *1-3 *3-3	-	1 *1-1	1 *3-1	-	40
Unemployed	-	-	-	-	1	-	-	-	-	-	1
Unknown	-	-	-	3	5	-	-	-	2	-	10
Total Graduates Available for Placement	4	1	1	20	34	3	1	1	12	5	80
Total Placement Rate – Related Field	75%	0	100%	70%	71%	100%	100%	100%	75%	100%	75%
Total Placement Rate – Related and Unrelated Fields	100%	100%	100%	85%	85%	100%	100%	100%	83%	100%	86%
Graduate Completers who took Licensure Exam	-	-	-	-	-	-	-	-	11	-	
Graduate Completers who	-	-	-	-	-	-	-	-	11	-	

Graduate Follow-up	Advanced Manufacturing Technology	Business Technology	Early Childhood Education	Electromechanical	Electromechanical Technology-Instrumentation	Health Information Tech	Hospitality	Industrial Production Technology	Practical Nursing	Welding	Total
Passed Licensure Exam											
Licensure Pass Rate	-	-	-	-	-	-		-	84.6%	-	

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

This SLO is evaluated utilizing data from the Office of Institutional Research. Information from the survey is utilized 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 advanced degree.

Year	AASGT	AASIT	AASMT	AA	AAN	AS	BA/BS/BAS/BBA/BSN	MAT	TOTAL
2020-2021	43	28	1	8	3	1	8	1	93
2019-2020	61	31	5	4	1	-	2	-	104
2018-2019	68	34	3	4	2	-	2	-	113
Total	172	93	9	16	6	1	12	1	310

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 Accreditation Reports (Nursing)
- Program Brochures
- Syllabi

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: Manufacturing Principles CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	-	2	-	2/.67	N/A
Sophomore	-	-	-	-	N/A
Junior	-	1	-	1/.33	N/A
Senior	-	-	-	-	N/A
Post Bach	-	-	-	-	N/A
Total	-	3	-	3/1	N/A

UNDERGRADUATE PROGRAM MAJOR: Industrial Production Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	9	2	-	11/3.67	N/A
Sophomore	1	-	1	2/.67	N/A
Junior	1	1	-	2/.67	N/A
Senior	-	-	-	-	N/A
Post Bach	-	-	-	-	N/A
Total	11	3	1	15/5	N/A

UNDERGRADUATE PROGRAM MAJOR: Advanced Manufacturing Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	12	5	-	17/5.67	N/A
Sophomore	2	2	1	5/1.67	N/A
Junior	1	1	1	3/1	N/A
Senior	1	-	-	1/.33	N/A
Post Bach	-	-	-	-	N/A
Total	16	8	2	26/8.67	N/A

NOTE: The Approval Date for all Advanced Manufacturing Technology courses was 4/20/18. Data is not available to provide 10-year total/average.

BUSINESS TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Basic Business Principles CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	-	7	1	8/2.67	10 / 1
Sophomore	-	1	-	1/.33	2 / .2
Junior	-	1	-	1/.33	2 / .2
Senior	-	-	-	-	-
Post Bach	-	-	-	-	-
Total	-	9	1	10/3.33	14 / 1.4

UNDERGRADUATE PROGRAM MAJOR: Business Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	-	8	5	13/4.33	91 / 9.1
Sophomore	-	1	-	1/.33	13 / 1.3
Junior	-	1	-	1/.33	4 / .4
Senior	-	-	-	-	2 / .2
Post Bach	-	-	-	-	1 / .1
Total	-	10	5	15/5	111 / 11.1

EARLY CHILDHOOD EDUCATION PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	6	9	2	17/5.67	24 / 2.4
Sophomore	1	2	4	7/2.33	9 / .9
Junior	-	-	-	-	1 / .1
Senior	-	-	-	-	-
Post Bach	-	-	-	-	-
Total	7	11	6	24/8	34 / 3.4

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	9	7	8	24/8	157 / 15.7
Sophomore	1	3	6	10/3.33	69 / 6.9
Junior	2	-	2	4/1.33	13/ 1.3
Senior	-	-	-	-	5 / .5
Post Bach	-	-	-	-	
Total	12	10	16	38/12.66	244/ 24.4

ELECTROMECHANICAL TECHNOLOGY-INSTRUMENTATION PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Industrial Equipment Repair CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	10	34	32	76/25.33	76/7.6
Sophomore	6	6	6	18/6	18/1.8
Junior	1	3	3	7/2.33	7/.7
Senior	1	-	-	1/.33	1/.1
Post Bach		-	-	-	-
Total	18	43	41	102/34	102/10.2

NOTE: The CP 10-Year Total & Average enrollment data above is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above). Changes were made in 2018 to attempt to correct this issue; however, 10-year average is based on 2018-2020 fall enrollment.

UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	39	44	37	120/40	390 / 39
Sophomore	14	15	11	40/13.33	94 / 9.4
Junior	2	3	4	9/3	14 / 1.4
Senior	1	-	-	1/.33	2 / .2
Post Bach	-	-	-	-	-
Total	56	62	52	170/57.67	500/50

UNDERGRADUATE PROGRAM MAJOR: Electromechanical Technology-Instrumentation TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	3	46	36	85/28.3	90 / 9
Sophomore	1	26	30	57/19	137 / 13.7
Junior	-	4	8	12/4	31 / 3.1
Senior	-	2	1	3/1	6 / .6
Post Bach	-	-	-	-	-
Total	4	78	75	157/52.30	264/ 26.40

HEALTH INFORMATION TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Healthcare Office Skills CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	1	9	2	12/4	18 / 1.8
Sophomore	1	3	3	7/2.3	9 / .9
Junior	-	-	-	-	-
Senior	-	1	-	1/.33	1 / 1.1
Post Bach	-	-	-	-	-
Total	2	13	5	20/6.63	28 / 3.8

UNDERGRADUATE PROGRAM MAJOR: Health Information Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	1	11	6	17/5.67	81 / 8.1
Sophomore	2	6	3	11/3.67	28 / 2.8
Junior	1	-	1	2/.67	13 / 1.3
Senior	-	2	1	3/1	6 / .6
Post Bach	-	-	-	-	1 / .1
Total	4	19	11	33/11.01	129 / 12.9

HOSPITALITY TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Hospitality Skills CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	1	7	3	11/3.67	5 / .5
Sophomore	-	2	1	3/1.0	3 / .3
Junior	-	-	-	-	-
Senior	-	-	-	-	-
Post Bach	-	-	-	-	-
Total	1	9	4	14/4.67	8 / .8

UNDERGRADUATE PROGRAM MAJOR: Hospitality Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	9	7	3	19/6.33	67 / 6.7
Sophomore	3	2	2	7/2.33	24 / 2.4
Junior	-	-	-	-	4 / .4
Senior	-	-	-	-	-
Post Bach	-	-	-	-	-
Total	12	9	5	26/8.66	95 / 9.5

HVAC/R TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: HVACR CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	n/a	n/a	1	n/a	n/a
Sophomore	n/a	n/a	1	n/a	n/a
Junior	n/a	n/a	-	n/a	n/a
Senior	n/a	n/a	-	n/a	n/a
Post Bach	n/a	n/a	-	n/a	n/a
Total	n/a	n/a	2	n/a	n/a

UNDERGRADUATE PROGRAM MAJOR: HVACR Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	n/a	n/a	9	n/a	n/a
Sophomore	n/a	*2	2	n/a	n/a
Junior	n/a	n/a	4	n/a	n/a
Senior	n/a	n/a	-	n/a	n/a
Post Bach	n/a	n/a	-	n/a	n/a
Total	n/a	*2	15	n/a	n/a

NOTE: The HVACR program was not offered until Spring 2020, so no enrollment for 2018 or 2019. Two students did enroll in Fall 2019 but did not start the program till Spring 2020. Data is not available to provide 3-year total/average and 10-year total/average.

NURSING PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	8	10	5	23/7.68	29/ 2.9
Sophomore	-	1	1	2/.66	5 / .5
Junior	-	-	-	-	-
Senior	-	-	-	-	-
Post Bach	-	-	-	-	-
Total	8	11	6	25/8.34	34/3.4

NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above). Also, this CP is offered in both Fall and Spring semesters; however, only Fall enrollment is reflected above.

UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	31	33	19	83/27.67	410 / 41
Sophomore	9	5	6	20/6.67	141 / 14.1
Junior	7	8	2	17/5.67	58 / 5.8
Senior	4	5	-	9/3	25 / 2.5
Post Bach	-	-	-	-	4 / .4
*Special Student	-	-	-	-	1 / .1
Total	51	51	27	129/43	639 / 63.9

WELDING TECHNOLOGY PROGRAMS

UNDERGRADUATE PROGRAM MAJOR: Welding Technology CP

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	5	8	1	14/4.67	19 / 1.9
Sophomore	1	-	-	1/.33	1 / .1
Junior	-	-	-	-	-
Senior	-	1	-	1/.33	1 / .1
Post Bach	-	-	-	-	-
Total	6	9	1	16/5.33	21 / 2.1

NOTE: The CP enrollment data below is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the CP being added to their stack later. If the CP is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data (as seen above). Also, this CP is offered in both Fall and Spring semesters. No Spring enrollment data is captured.

UNDERGRADUATE PROGRAM MAJOR: Welding Technology TC

Classification	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	15	14	18	47/15.67	187 / 18.7
Sophomore	-	1	-	1/.33	14 / 1.4
Junior	-	-	-	-	2 / .2
Senior	-	1	-	1/.33	3 / .3
Post Bach	-	-	-	-	-
Total	15	16	18	49/16.33	206 / 20.6

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

Strengths

- Enrollment continues to be strong in the Electromechanical Technology and Electromechanical Technology-Instrumentation programs. This program reaches capacity enrollment each semester with additional students being placed on a program waiting list.
- Enrollment in the HVACR program grew from 5 the previous year to 15 for AY 20-21. This program continues to see growth in enrollment and maintains students throughout the course of the one-year program.
- The Early Childhood Education program showed increase in enrollment for AY 20-21 for both freshmen and returning students.
- Enrollment improved in the Welding Technology TC program.

Weaknesses

- Enrollment has dropped significantly in the Advanced Manufacturing Technology programs. Industry sponsorship of students was a large drawing factor for the program. Changes in management, economic downturns and COVID-19 have all caused industry partners to limit or end sponsorships. It is unclear what changes may occur in upcoming semesters.
- CP, Advanced TC, and AAS program enrollment numbers are consistently low due to requirements regarding TC/CP enrollment and financial aid. Students are initially enrolled in the TC program, with the CP, Advanced TC, and AAS related degrees being added later. If these certificates and degrees are not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data.

Opportunities for Growth

- The offering of the HIT program in a hybrid fashion, with courses offered on the Monticello and Crossett campus, is expected to create additional growth. While some course work has always been available in the online format, in Fall 2021 program courses will be offered in traditional, online and hybrid format. It is expected that the program enrollment numbers will grow for those wanting to seek a degree. It is hopeful with changes in the Degree Pathways score, and multiple campus offerings, the program will see growth.
- Partnership with the Arkansas Early Childhood Association TEACH program should support an increase in the Child Development Associate Certificate of Proficiency and Early Childhood Education Technical Certificate. This program provides early childhood centers funding to support current employees' efforts to enroll in and complete classes. As faculty continues to promote this opportunity to community partners and surrounding childcare centers it is expected that program enrollment numbers will grow.
- Courses for the Certificate of Proficiency in Manufacturing Principles will be offered on the Monticello campus for Fall 2021. It is hopeful with changes in the Degree Pathways score, and multiple campus offerings the program will see growth.

Threats to Effectiveness

- All programs face issues with the continued concerns regarding the COVID-19 pandemic. While some technical programs can utilize online learning formats, many programs must have in-person, hands-on skill-based training. Welding, HVACR, Electromechanical, Electromechanical-Instrumentation, Practical Nursing, Nursing Assistant and Phlebotomy all have required skill-based training and testing. Students who are not able to complete those elements of classwork and testing may find they are unprepared for state, national and industry-required testing for required credentials. While computer simulated training does provide some options, it does not replace the need for hands-on instruction under a skilled, knowledgeable instructor. In order to continue to graduate trained, competent students who are ready to compete in today's markets for high-pay technical jobs, we continue to develop plans to provide hands-on training to students while maintaining highest regard for the safety of our students, faculty and staff.

Progression/Retention Data

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

Major: Business Technology TC	Number	Percentage
Number enrolled Fall 2018	-	-
Number and percentage graduated in that major during 18-19 academic year	-	-
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Early Childhood TC	Number	Percentage
Number enrolled Fall 2018	12	25%
Number and percentage graduated in that major during 18-19 academic year	2	16.7
Number and percentage that graduated in that major in Summer II and Fall 2019	1	8.3

Major: Electromechanical Technology TC	Number	Percentage
Number enrolled Fall 2018	56	89.3%
Number and percentage graduated in that major during 18-19 academic year	34	60.7
Number and percentage that graduated in that major in Summer II and Fall 2019	16	28.6

Major: Health Information Technology TC	Number	Percentage
Number enrolled Fall 2018	4	100%
Number and percentage graduated in that major during 18-19 academic year	3	75
Number and percentage that graduated in that major in Summer II and Fall 2019	1	25

Major: Hospitality Services TC	Number	Percentage
Number enrolled Fall 2018	12	25%
Number and percentage graduated in that major during 18-19 academic year	2	16.7
Number and percentage that graduated in that major in Summer II and Fall 2019	1	8.3

Major: Industrial Production Technology TC	Number	Percentage
Number enrolled Fall 2018	11	90.9%
Number and percentage graduated in that major during 18-19 academic year	10	90.9
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Advance Manufacturing TC	Number	Percentage
Number enrolled Fall 2018	5	100%
Number and percentage graduated in that major during 18-19 academic year	5	100
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Practical Nursing TC	Number	Percentage
Number enrolled Fall 2018	20	75%
Number and percentage graduated in that major during 18-19 academic year	15	75
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Welding Technology TC	Number	Percentage
Number enrolled Fall 2018	15	53%
Number and percentage graduated in that major during 18-19 academic year	8	53
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Electromechanical-Instrumentation Advanced TC	Number	Percentage
Number enrolled Fall 2018 <i>*The Advanced TC enrollment data is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the Advanced TC degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data</i>	4*	100% (925%)
Number and percentage graduated in that major during 18-19 academic year	37	925*
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Major: Associate of Applied Science in Industrial Technology	Number	Percentage
Number enrolled Fall 2018 <i>* The AASIT enrollment data is not reflective of true enrollment for the specified time period. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the TC program, with the AAS degree being added to their stack later. If the AAS degree is not added to the student's stack by the census date, the enrollment data is not reflected in the fall enrollment data.</i>	4*	100% (850%)
Number and percentage graduated in that major during 18-19 academic year	34	850*
Number and percentage that graduated in that major in Summer II and Fall 2019	-	-

Please note the HVACR Technical Certificate was not active during Fall 2018 and has no data to present.

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

Strengths

- Health Information Technology, Electromechanical Technology TC, Electromechanical-Instrumentation Advanced TC, and Associate of Applied Science in Industrial Technology show high completion rates within the appropriate progression time.
- If students adhere to the suggested schedule all TC programs can be completed within one year.

Weaknesses

- Many Early Childhood Education students are unable to attend as full-time students. This causes a delay in completion of the required coursework for the TC. We are hopeful offering courses online and continued promotion of the TEACH program will provide funding and flexibility for students to attempt more courses per semester.
- The Welding Technology program is set up in a way that requires students to complete Pipe Welding to earn a TC. Since limited numbers of students will be employed where Pipe Welding is required, students often go to work before completing this program. This results in decreased numbers of TCs awarded. Discussions are occurring between UAM-CTC and UAM-CTM to resolve this issue and provide flexible course options.
- Low enrollment in the Business Technology and Hospitality Services TC programs continue to impact viability.

Opportunities for Growth

- Offering additional courses in online or hybrid format provide working students flexibility of completing more courses per semester, increasing chances of timely completion.
- Revisions to the Degree Pathway score requirements for Health Information Technology and Industrial Production Technology TCs should increase enrollment. Projected revisions in the Health Information Technology CP/TC programs should improve program retention and completion.

Threats to Effectiveness

- All programs face issues with the continued COVID-19 pandemic. Many students face employment and childcare issues related to the pandemic. There is great consideration for the need for qualified program completers while maintaining the safety of our students, faculty and staff.

Gateway Course Success – N/A

Completion (Graduation/Program Viability) Table 6:

Undergraduate Program/Major	2018-2019	2019-2020	2020-2021	Three Year Total	Three Year Average
Associates of Applied Science					
AAS Advanced Manufacturing Technology * not available during this time	6	5	1	12	4
AAS General Technology (Crossett Students Only)	68	61	46	175	58.33
AAS Industrial Technology	33	32	28	93	31
Advanced Technical Certificate					
Advanced Technical Certificate Electromechanical Instrumentation Technology	37	35	30	102	34
Technical Certificates					
Advanced Manufacturing Technology	6	5	1	12	4
Business Technology	-	4	2	6	2
Early Childhood Education	3	1	7	11	3.67
Electromechanical Technology	41	48	38	127	42.33
Health Information Technology	8	9	3	20	6.67
Hospitality Services	2	1	4	7	2.33
HVACR Technology * not available during this time	n/a	-	11	11	N/A Only 2 of 3 years.
Industrial Production Technology * not available during this time	11	2	-	13	4.33
Practical Nursing	13	14	9	36	12
Welding Technology	9	5	6	20	6.67
Certificates of Proficiency					
Basic Business Principles	-	7	2	9	3
Child Development Associate	3	3	5	11	3.67
Healthcare Office Skills	5	9	3	17	5.67
Hospitality Skills	2	2	3	7	2.33
HVACR Fundamentals	n/a	5	8	13	N/A Only 2 of 3 years.
Industrial Equipment Repair	42	45	37	124	41.33
Manufacturing Principles * not available during this time	11	3	-	14	4.67
Nursing Assistant	59	60	28	147	49
Welding Technology	33	48	8	89	29.67

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

Provide an analysis and summary of the data related to Progression/Retention/Program Viability 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 TC and AAS Advanced Manufacturing Technology) –Data indicates that students are completing the full pathway for the Advanced Manufacturing Technology program. However, enrollment in the program continues to decrease. Limited employment partners have played a role in this decrease. Economic and safety concerns related to COVID-19 may have continued impacts on future enrollment. Currently the TCs and AAS would be considered as meeting viability standards. Hopefully offering courses on the Monticello campus will increase enrollment.
- **Business Technology Program** (Basic Business Principles CP and Business Technology TC) – Analysis of 3-year data indicates an increase in enrollment (5 students) in 20-21; however, completion numbers were low. While the current 3-year completion numbers do not meet viability standards, it is expected that this program will see some enrollment growth in 2021-2022 in relation to Degree Pathways and the offering of courses at UAM-CTC online, and on the UAM Monticello campus. It remains to be seen if completion numbers will grow in relation to projected enrollment increases. Area employers are expressing a strong need for the program as evidenced by several calls requesting graduate referrals for available jobs.
- **Early Childhood Education Program** (Child Development Associate CP, Early Childhood Education TC) – Analysis of 3-year data averages indicate the TC does not currently meet viability standards but is very close to requirement. Increased enrollment and completion numbers in 21-22 show improvement. Due to the closing of daycares and early childhood centers in relation to COVID-19 students were not able to complete all required practicum hours in the 20-21 academic year. Options are being explored for alternatives to current practicum requirements. Additional considerations include few Early Childhood Education students are full time students. Often students take 1-2 classes per semester as they are often working full time. The Degree Pathways, along with the availability of additional courses being offered online, may increase enrollment numbers.
- **Electromechanical Technology Program/Electromechanical Technology-Instrumentation** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical Technology-Instrumentation Advanced TC) – Analysis of 3-year data indicates strong enrollment and completion in all three programs. All programs far exceed the viability standards. This program is strong and continues to grow; however, this growth has resulted in increased resource needs (equipment, space, instructors). This is a consideration for future resource allocation.
- **Health Information Technology** (Health Information Technology TC, Healthcare Office Skills CP) – Analysis of 3-year data indicates decrease in enrollment and completion, however, viability standards are being met. Decrease in completion numbers may be linked to issues student had completing some classes in a completely online format. In 2021-2022 these courses will be offered in a hybrid format, with students having access to both in person and Zoom classes. Lowering the score required by Degree Pathways to enter the program, and offering courses on the Monticello campus, may increase enrollment numbers.

- **Hospitality Technology** (Hospitality Services TC, Hospitality Skills CP) – Analysis of 3-year data indicates lowered enrollment but improved completion numbers. This program TC does not meet viability standards. The effects of COVID-19 on the hospitality industry did impact student enrollment and student’s ability to complete courses. Many students were not able to adjust to online education format. Addition of the AASHTM, completion of new classroom with kitchen/lab facilities, and curriculum/program changes in hours/courses required to complete the CP and TC should result in increased enrollment numbers, and support students in completing the program in a timely manner.
- **Practical Nursing** (Nursing Assistant CP, *Practical Nurse TC PENDING, Practical Nursing TC) –
 - An important distinction should be made prior to discussions related to this program. The UAM-CTC Practical Nursing TC program (PN) has a 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 (PENDING). 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 the program. Due to requirements regarding enrollment and financial aid, students are initially enrolled in the PENDING, with the NA CP being added to their stack later. If the certificate is not added to the student’s stack by census, the fall enrollment data appears low.

With these considerations in mind, analysis of three-year data indicates continued enrollment in the PENDING program. Considering a maximum of 20 class openings per year for the PN program, completion data is strong. The program is meeting viability standards. However, numbers of viable candidates for the 20 class openings has decreased. Program staff are reviewing possible considerations for this decrease.

- **Welding Technology** (Welding CP, Welding Technology TC) – It is important to mention that Welding class size is dictated by the number of welding machines. Since AY 2016-2017 a maximum of 22 students could be enrolled in the program per semester. In response to the COVID-19 epidemic, and to maintain appropriate social distancing, numbers for concurrent welding students had to be decreased. Numbers of enrollment and completion do seem to be increasing based on 20-21 numbers, and the program does meet viability standards.

Faculty

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

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	18	8	UAM-CTC Academic Appeals Chair; UAM-CTC Faculty Equity and Grievance
Caldwell, Michael	Instructor 10.5	Corporate Training	Electromechanical & Instrumentation		14	12	6	UAM-CTC Faculty Equity and Grievance
Campbell, Jr., William	Instructor 10.5	Corporate Training	HVACR Technology		20	11	2	UAM-CTC Academic Appeals; UAM-CTC Student Affairs; UAM-CTC Academic Appeals
Daws, Paul	Instructor 9.0	Technical Certificate	Electromechanical & Instrumentation		10	10	-	First-year faculty – no appointments
Dubose, James	Instructor 10.5	Corporate Training	Welding Technology		14	14	3	UAM-CTC Academic Appeals; UAM-CTC Faculty Equity and Grievance; UAM-CTC Student Affairs
Dubose, Donnie	Instructor 9.0	Technical Certificate	Welding Technology		14	15	-	UAM-CTC Faculty Equity and Grievance; UAM-CTC Academic Appeals
Fairris, Jerry	Instructor 9.0	EdD	Mathematics		15	6	-	Returning faculty – no appointments
Jenkins, James	Instructor 10.5	Corporate Training	Electromechanical & Instrumentation		12	14	3	UAM-CTC Academic Appeals; UAM-CTC Faculty Equity and Grievance; UAM-CTC Student Affairs
Lindsey, Alice	Instructor 9.0	BS	Hospitality Technology		3	6	-	UAM-CTC Academic Appeals; UAM-CTC Student Affairs; Library Committee
Long, Keith	Instructor 10.5/75%	Corporate Training	Manufacturing		10	2	-	FAME Program Director; UAM-CTC Academic Appeals
Noble, Kayla	Instructor & Other 10.5	AASN	Practical Nursing		4	6	4	UAM-CTC Academic Appeals; UAM-CTC Faculty Equity and Grievance
Owens, Richard	Instructor 10.5	BS	Electromechanical & Instrumentation		11	10	3	UAM-CTC Academic Appeals; Technical Curriculum and Standards
Upshaw, Shela	Instructor 10.5	BSN	Practical Nursing		18	18	6	UAM-CTC Academic Appeals; UAM Curriculum and Standards
Wallis, Kim	Instructor 10.5	MBA	Health Information Technology, CFA		18	18	8	UAM-CTC Academic Appeals; Technical Curriculum and Standards; National Technical Honor Society Chair
White, Alisa	Instructor 10.5	MEd, Ed Specialist	Early Childhood Education		16	18	6	UAM-CTC Academic Appeals; UAM-CTC Student Affairs
ADJUNCT								
Andrews, Jennifer	Adjunct	ASN	Certified Nursing Assistant		7	7	-	

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Bayliss, Jerry	Adjunct	MAT	Math		3	-	3	
Beavers, Karon	Adjunct	ASN	Health Information Technology		5	5	2	
Harper, Barbara	Adjunct	ADN	Practical Nursing		4	5	-	
Lafferty, Dennis	Adjunct	DPM	Nutrition		6	6	3	

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

Addition of Paul Daws, Electromechanical-Instrumentation faculty.

Addition of Jerry Fairris, Math faculty.

Retirement of James Jenkins, Electromechanical-Instrumentation faculty.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	9,843		Baseline
2012-13	10,815	+ 9.8%	Increase
2013-14	10,738	-.07%	Financial aid was unavailable for Summer I term; decreased enrollment in Summer I term.
2014-15	6,272	-58%	Financial aid was unavailable for Summer II term; decreased enrollment in Summer II term. Institutional change to require all non-technical courses to be counted in UAM Monticello numbers instead of UAM-CTC; change in tuition for non-technical courses resulted in students transferring to less expensive programs (33% decrease in technical enrollment and 82% decrease in non-technical enrollment); decline in enrollment similar to other Arkansas institutions of higher education.
2015-16	5,171	-21.2%	Continued impacts from policy changes and overall higher education decline in enrollment as stated in 2014-2015 comments.
2016-17	5,490	+6.1%	Implementation 8-week classes in Welding Technology courses allowed multiple class offerings each semester allowing students to enter the program at different times/semesters. Increased number of welding machines allowed for increase from 10 to 22 students per classes. Increased enrollment in Electromechanical Technology and Practical Nursing.
2017-18	6,183	+ 12.6	Increases in enrollment in Electromechanical Technology, Practical Nursing, and Welding. Addition of Advanced Manufacturing Technology Program.
2018-19	7,761	+ 25.5	Increased enrollment in CP programs, continued max enrollment in Electromechanical and Nursing programs. Increased enrollment in Hospitality Technology.
2019-20	7,977	+2.78	Initial enrollment in HVACR Technology and Phlebotomy Technology programs. Decreased enrollment in Welding Technology.
2020-21	6250	-21.6	Decreased enrollment in concurrent welding due to space regulations based on COVID-19 social distancing requirements and no concurrent CNA student enrollment through Monticello Occupational Education Center due to COVID-19 related issues contributed to decrease.

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

Enrollment was down due to COVID-19. Also, in auditing the calculation of SSCH for each technical campus it was discovered that the Semester SSCH numbers for NON-TECHNICAL courses have been doubled counted. This error most likely inflated the previous two years SSCH numbers also. The correct calculation this year makes it appear there has been a drastic reduction in SSCH.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
ACT/Agreement	Assessment to assist with Career Readiness certificates	9/9/2016	Review Annually	7/1/2021
Area Agency on Aging, Crossett/MOU	Internship site for Health Information Technology students	5/29/2018	1 term	7/1/2021
Arkansas Department of Health/Agreement	Clinical education for Practical Nursing students	8/1/2016	No end date	7/1/2021
Arkansas Department of Higher Education/MOU	Regional Workforce Grant Program	7/1/2018	6 months	7/1/2021
Arkansas Department of Higher Education/MOU	Career Pathways Initiative Grant	6/25/2018	1 year	7/1/2021
Arkansas Department of Higher Education/MOU	College and Career Coach	7/1/2018	1 year	7/1/2021
Ashley Country Medical Center/MOU	Internship site for Health Information Technology	5/29/2018	1 term	7/1/2021
Ashley County Medical Center/MOU	Clinical education for Practical Nursing students	3/5/2013	No end date	7/1/2021
Ashley County Medical Center/MOU	Clinical site for Phlebotomy students	8/21/2019	No end date	7/1/2021
Belle View Estates Rehabilitation and Career Center/MOU	Clinical facility for Practical Nursing & Nursing Assistant students	9/1/2017	No end date	7/1/2021
Carousel School, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2021
Crossett High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2021
Crossett Learning Center/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2021
Crossett Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2021
Discovery Children’s Center/Agreement	Internship site for Early Childhood Education students	2/26/2019	2 semesters	7/1/2021
Drew Memorial Hospital/MOU	Clinical education for Practical Nursing students	4/1/2017	No end date	7/1/2021
First Baptist Church Wee School/MOU	Clinical facility for Practical Nursing students	10/30/2017	5 years	7/1/2021
First Step of Hamburg	Internship site for Early Childhood Education students	1/22/2019	1 semester	7/1/2021
Hamburg High School/MOU	Concurrent Credit	7/1/2018	1 year	7/1/2021
Hamburg Pre-K/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2021
Hamburg Public School District/MOU	College and Career Coach Grant	7/1/2018	1 year	7/1/2021
Kid’s Academy, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2021
Kid’s Korner, Crossett/MOU	Internship site for Early Childhood Education students	9/1/2018	2 semesters	7/1/2021
Mainline Health Systems, Inc./MOU Portland	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2021
Mainline Health Systems, Inc./MOU Wilmot	Clinical education for Practical Nursing students	3/1/2017	No end date	7/1/2021
Monticello Occupational Education Center/Agreement	Secondary Center Satellite Agreement	7/1/2018	1 year	7/1/2021

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Monticello Occupational Education Center/Concurrent	Secondary Center Satellite Concurrent	7/1/2018	1year	7/1/2021
Morehouse General Hospital/MOU	Clinical education for Practical Nursing	8/21/2013	No end date	7/1/2021
Oak Woods Rehab & Wellness	Clinical education for Practical Nursing	8/22/2019	No end date	7/1/2021
SEACAC/Head Start	Internship site for Early Childhood Education	1/9/2019	1 semester	7/1/2021
SEACBEC-Warren	Concurrent Credit	7/1/2018	1 year	7/1/2021
Stonegate Villa Health & Rehabilitation/Cooperative Agreement of Affiliation/MOU	Clinical facility for Nursing Assistant	3/4/2016	No end date	7/1/2021
The Woods of Monticello Health and Rehabilitation Center	Clinical facility for Nursing Assistant students	5/24/2018	No end date	7/1/2020
Trotter House/MOU	Internship site for Hospitality students	1/1/2018	1 semester	7/1/2021
Aramark – Internship	Internship site for Hospitality students	1/1/18	1 semester	7/1/2021
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	7/1/2021
Arkansas Virtual High School/MOU	Concurrent Enrollment	8/31/2020	1 year	7/1/2021
UAM-CTM, McGehee	Facility Lease/Adult Education	7/1/2019	1 year	7/1/2021
M & H Eagle Mart, Crossett	Transportation Vouchers for Career Pathways' Students	8/1/2017	No end date	7/1/2021
Kids' Korner, Crossett	Childcare Vouchers for Career Pathways' Students	2/1/2017	No end date	7/1/2021
Sugar Plum, Crossett	Childcare Vouchers for Career Pathways' Students	8/1/2007	No end date	7/1/2021
Jelly Bean, Hamburg	Childcare Vouchers for Career Pathways' Students	8/1/2007	No end date	7/1/2021
It's All About Kids	Childcare Vouchers for Career Pathways' Students	7/1/2020	No end date	7/1/2021
Wee School, Crossett	Childcare Vouchers for Career Pathways' Students	2/1/2008	No end date	7/1/2021

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

- The Degree Pathway admission score for the Health Information Technology program (CP and TC) and the Industrial Production Technology program (CP and TC) were lowered to ACT Composite Scores of 13-15.
- The offering of the HIT program in a hybrid fashion, with courses offered on the Monticello and Crossett campus, is expected to create additional growth. While some course work has always been available in the online format, in Fall 2021 program courses will be offered in traditional, online and hybrid format.

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

Encouraged and supported engagement in academics, student life, and athletics for a well-rounded experience by supporting student engagement opportunities on campus such as National Technical Honor Society, UAM-CTC Bass Club, UAM-CTC Student Success

Luncheon, and other student activities and events.

Continued systematic structures for first-year and at-risk students such as intensive advising, on-campus tutoring opportunities in English, math, and computer subject areas and utilization of the Academic Alert system.

Other Unit Student Success Data

NCCER Core Curriculum Certifications – 47

NCCER Level I – 27

National Council Licensed Practical Nurse Examination – 13

American Welding Society WPS B.1-1-022-94 Certifications (ASME 2G, 3G, 4G; AWS 3G and 4G) – 22

Career Readiness Certificate – 47

 Bronze – 7

 Silver – 16

 Gold – 12

 Platinum – 11

Certified Nurse Aid Exam – 6

Microsoft Certification – 1

SkillsUSA – 6

 GOLD – Welding Sculpture

 GOLD – Welding

 GOLD – Pipe Welding

 GOLD – Job Skills Demonstration

 SILVER – Welding Sculpture

 BRONZE – Pipe Welding

 HONORABLE MENTION – Welding

 HONORABLE MENTION – Pipe Welding

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

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

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

CORE VALUES:

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

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

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

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

- Develop, deliver, and maintain quality academic programs.
- Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
- Revitalize general education curriculum.
- Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
- Develop an emerging student leadership program under direction of Chancellor's Office.
- Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
- Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
- Invest in quality technology and library resources and services.
- Provide opportunities for faculty and staff professional development.
- Invest in quality classroom and research space.
- Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
- Create an Institute for Teaching and Learning Effectiveness.

- Expand accessibility to academic programs.
- Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
- Create a summer academic enrichment plan to ensure growth and sustainability.
- Develop a model program for college readiness.
- Revitalize general education.
- Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first-year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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