

University of Arkansas at Monticello Technical Campus Annual Report

Technical Campus: Crossett

Academic Year: 2024 - 2025

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

Campus Mission:

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

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

Campus Vision:

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

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

- To increase concurrent credit offerings for area high schools by 5%. (continuing goal)
- Implement a high school Practical Nursing program with a 50% pass rate. (new goal)
- Implement 8-week session class offerings by 3% with a 60% pass rate. (new goal)

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Increase concurrent credit offerings for area high schools by 5%.	Continuing Goal: - UAM Crossett bypassed last year's goal of a 3% increase to 28% increase in concurrent offerings. - Continuing agreements with present concurrent school list (5). UAM added 1 new MOU with Monticello Occupational Education Center (MOEC) and began offering Medical Terminology. - Meet with new school districts to offer informational assistance on what classes/programs they could offer concurrently such as Beekman, Warren, and Monticello school districts.	- Continue to have discussions and add MOUs with Beekman (Louisiana) and Warren (Arkansas) school districts. - Continue to work with existing school districts that Crossett has MOUs with to increase the number of offerings. - Implement a high school Practical Nursing Program including all the pre-requisites for more area high schools. UAM has these offerings at Hamburg and SEABEC. - Increase the number of concurrent offerings at MOEC. - Continue to be in compliance with ACCESS.
Implement a high school practical nursing program with a 50% pass rate.	New Goal/Continuing: - UAM Crossett increased PN pre-requisite concurrent offerings in two area high schools (Hamburg and SEABEC) by adding A&P, Tech Math, and Nursing Assistant on our campus (online or face-to-face). - Crossett will begin the first PN classes July 2025 (AY26) with five students which will be housed at SEABEC and UAM Crossett.	- UAM will provide 2 weeks of drug math class before PN classes begin to increase pass rates. - UAM will host a 2-day study skills class before PN classes begin to increase pass rates. - UAM will use team teaching for both classes so that students have access to multiple teaching methods.
Increase 8-week session class offerings by 3% with a pass rate of 60%.	New Goal/Continuing: - UAM Crossett increased 8-week class offerings by 31% from AY23 to AY24. - UAM Crossett has seen an increase in pass rates when 8-week classes were added to the Health Information Technology (HIT) program in Spring 25.	- Increase 8-week offerings to Crossett's Health Information program. - Add 8-week classes to Crossett's Business Tech program.

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

Table 2: Campus Student Learning Outcomes

University Institutional Learning Outcomes	Campus Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<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.	Upon completion of technical programs, students can 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, “<i>Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.</i>” Strategic Plan Action: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.	This SLO supports UAM-CTC efforts to educate individuals who wish to pursue certificates and degrees in technical fields by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace.

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one-campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
<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.	Upon completion of technical programs, students can apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	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>”. Strategic Plan Action: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.	This SLO supports UAM-CTC efforts for student graduates to demonstrate entry-level/advanced marketable skills necessary to be competitive in today’s job market.
<i>Global Learning:</i> Students will demonstrate understanding of natural and human matters on an international level.	Upon completion of technical programs, students can apply their training toward an associate and/or a baccalaureate degree. Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	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>” Strategic Plan Action: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention	This SLO supports UAM-CTC efforts to develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

University Student Learning Outcome (Institutional Learning Outcome)	Campus Student Learning Outcome (may have more than one- campus SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Campus Vision, Mission, and Strategic Plan
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Upon completion of technical programs, students can apply their training toward an associate and/or baccalaureate degree. Upon graduation, students will demonstrate the entry-level/advanced marketable skills necessary to be competitive in the job market.	This Unit SLO supports the mission element “<i>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</i>”. Strategic Plan Action: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional and state workforce demands.	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 educate individuals by providing opportunities for academic growth, skill development, and specialized training to meet the diverse needs in the workplace.

UNIVERSITY AND PROGRAM ASSESSMENT

Describe with specific details how Student Learning Outcomes are assessed on your campus and how the results/data are used for course/program/campus improvements?

AACU RUBRIC DATA

Oral Communication

Context/course in which assessment was done: Fall 2024 Technical Communication (COMM 12053)

Describe assignment/exercise used for assessment: Students will present an oral presentation utilizing the Oral Communication Value Rubric. Select a topic of your choice which you are knowledgeable about, that interests you and is appropriate for public presentation. Give a five-minute oral presentation that should include guidelines and tips for oral presentation presented and discussed in class.

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

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed
Organization	2	1	2	0	0	3	5
Language	4	1	0	0	0	3.8	5
Delivery	1	1	3	0	0	2.6	5
Supporting Material	2	3	0	0	0	3.4	5
Central Message	2	3	0	0	0	3.4	5

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 and demonstrated enthusiasm for the subject.

Weaknesses:

- Sequence of material with transitional flow.

Opportunities for Growth:

- Incorporation of activities for an organized presentation with supporting material.

Threats to Effectiveness:

- Unpreparedness
- Composition of and size of class

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

- Provide activities for organizing a topic and identifying the pertinent information incorporating discussions/debates.

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

- Provide opportunities for self-reflection and peer evaluation.

Written Communication

Context/course in which assessment was done: Fall 2024 Technical Communication (COMM 12053)

Describe assignment/exercise used for assessment: Students will complete the following written assignments utilizing the Written Communication Value Rubric. Prepare a letter of application to accompany your resume submission. Select a position and company you would like to apply to and write the letter as if you have completed graduation requirements. The letter should be typed using correct letter formatting and correct grammar and mechanics.

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

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Context and Purpose for Writing	-	1	1	-	-	2.5	2
Content Development	-	1	1	1	-	2.5	2
Genre and Disciplinary Conventions	-	-	1	1	-	1.5	2
Sources and Evidence	-	-	1	-	-		2
Control of Syntax and Mechanics	-	-	2	-	-	2	2

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

Strengths:

- Students followed the content guidelines given for the type of letter written.

Weaknesses:

- Document format
- Compelling content

Opportunities for Growth:

- Organization and identification of the supporting material.

Threats to Effectiveness:

- Relevant information to include
- Needs of audience

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

- Provide smaller writing activities to cover each section of the writing assignment.

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

- Provide opportunities for self-reflection on the information included.

Critical Thinking

Context/course in which assessment was done: Fall 2024 Advanced Industrial Math (MATH 22163)

Describe assignment/exercise used for assessment: Binary Numbers:

Problem Statement:

Alice and Bob are working on a computer science project that involves binary numbers. They come across a sequence of binary digits that represents a set of decimal numbers. The sequence is:

1010, 1101, 0110, 1001, 1110

1. **Conversion Task:** Convert each binary number in the sequence to its decimal equivalent.
2. **Analysis Task:** After converting, determine the following:

- Which of the decimal numbers are even and which are odd?
 - What is the sum of all the decimal numbers you converted?
3. **Pattern Recognition:** Alice notices a pattern in the binary numbers. She claims that if you reverse the digits of each binary number and convert them back to decimal, you will also find a meaningful relationship.
- Reverse the digits of each binary number.
 - Convert the reversed binary numbers back to decimal.
 - Analyze if the results show any interesting pattern (e.g., ascending, descending, or any arithmetic relationship).
4. **Extension Task:** If Alice were to add a new binary number, 0111, to the sequence:
- Convert it to decimal and identify its parity (even or odd).
 - Discuss how the addition of this number affects the overall sum of the decimal numbers and if it introduces any new patterns in the context of the original sequence.

Deliverables: Write a detailed report of your findings for each task, including all calculations and justifications for your analyses.

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

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for campus	Total # of students assessed on campus
Explanation of Issues	5	14	5	-	-	3	24
Evidence	7	9	6	2	-	2.875	24
Influence of Context and Assumptions	2	6	13	3	-	2.292	24
Student's Position (Perspective, Thesis/Hypothesis)	1	9	10	2	2	2.21	24
Conclusion and Related Outcomes (Implications and Consequences}	2	7	9	6	-	2.21	24

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

Strengths:

- Students were able to perform the necessary calculations to get the numbers to analyze.
- Most students were able to analyze and interpret patterns in numbers.

Weaknesses:

- In depth analysis
- Report layout

Opportunities for Growth:

- Deeper thought for analysis of data
- Necessary work for data interpretation

Threats to Effectiveness:

- Recognition of arithmetic patterns within data sets
- Proper reporting of data layout

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

- Provide more opportunities with sets of data for students to interpret and reveal relationships within that data set.

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

- None

Online Class Assessment Based on Simplified OSCQR: Campus Summary

***UAM Crossett had one eligible class in which to conduct this assessment. The instructor of this class was an adjunct faculty member not trained in assessment. Based on this fact UAM Crossett did not have online class assessments for this FY year.**

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

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

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

5.3. Learners have the opportunity to get to know the instructor.						
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.						
6. Technology Requirements						
6.1. Students are provided with detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.						
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.						

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

Strengths:

Weaknesses:

Opportunities:

Threats:

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

Data-based Campus Changes

Summarize all your campus changes predicted on assessment data.

- Provide opportunities for public speaking in other classes on campus.
- Provide more opportunities for writing activities in Tech Communication.
- Provide more opportunities for data interpretation in Tech Math and Advanced Industrial Math.

Public/Stakeholder/Student Notification of SLOs

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

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

I. TECHNICAL PROGRAMS OF STUDY Offerings

A. Technical Programs of Study Narrative & Chart

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT HOURS	CLOCK HOURS	TOTAL PROGRAM WEEKS
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	ASSOCIATES OF APPLIED SCIENCE					
30.9999	AAS General Technology	AAS	2/4/2005	60	Varies 825 – 1,583	69
52.0901	AAS Hospitality and Tourism Management	AAS	4/24/2020	60	1,080	69
15.0613	AAS Advanced Manufacturing Technology	AAS	4/20/2018	60	1,395	64
47.0303	AAS Industrial Technology	AAS	7/1/1992	72	1,650	74
Total	4					
	TECHNICAL CERTIFICATES					
15.0699	Manufacturing Principles & 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 Technology	TC	5/9/2003	45	825	37
15.0403	Electromechanical Technology	TC	9/12/2003	38	870	37
15.0499	Electromechanical Technology-Instrumentation Advanced Technical Certificate (2 nd year)	ATC (Advanced Technical Certificate)	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	36	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	16	240	16
52.0401	Basic Business Principles	CP	4/24/2009	15	225	16
19.0706	Child Development Associate	CP	5/9/2003	12	240	16
47.0303	Industrial Equipment Repair	CP	7/25/2008	16	390	16
51.0904	Emergency Medical Technician-Basic	CP	5/9/2003	8	176	16
51.0712	Healthcare Office Skills	CP	7/25/2008	18	285	16
51.3902	Nursing Assistant	CP	5/9/2003	7	150	16
51.1009	Phlebotomy	CP	7/31/2020	9	210	16
47.0201	HVAC/R	CP	1/26/2018	16	330	16

52.0901	Hospitality Skills	CP	4/27/2007	15	255	16
48.0508	Welding	CP	5/9/2003	10	375	16
Total	11					

B. Course Offerings – Instructional Delivery:

Semester/Term	Face-to-Face	Hybrid	Online	Hyflex	Concurrent	Total
Summer II 2024	-	-	-	-	-	0
Fall 2024	56	6	14	-	22	98
Spring 2025	54	6	14	-	14	88
Summer I 2025	11	2	4	-	-	17
TOTAL COURSES	121	14	32		36	203

C. Concurrent Course Offerings:

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

PN Nutrition and Wellness		X				
Nutrition				X		
Tech Small Business Management			X			
Nursing Assistant		X		X		
TOTAL COURSES	5	12	1	4	0	1

II. PROGRAM ENROLLMENT

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

SSCH & FTE BY PROGRAM MAJORS:

CIP CODE	TECHNICAL CERTIFICATES	2022-2023	2022-2023	2023-2024	2023-2024	2024-2025	2024-2025	3-Year Average	3-Year Average
	Technical Programs	SSCH	Head count	SSCH	Head count	SSCH	Head count	SSCH	Head Count
15.063	Advanced Manufacturing Technology	-	-	-	-	-	-	-	-
52.0401	Business Technology	504	14	504	14	612	17	540	15
19.0708	Early Childhood Technology	765	17	945	21	855	19	855	19
15.0403	Electromechanical Technology	1,102	29	608	16	1,026	27	912	24
15.0499	Electromechanical Technology – Instrumentation	812	29	448	16	420	15	560	20
51.0707	Health Information Technology	1,092	28	741	19	897	23	910	20
51.0000	Health Professions (Includes Phlebotomy and Nursing Assistant)	2,556	71	3,060	85	2,997	81	2,871	79
47.0201	Heating, Ventilation, Air Cond., & Refrig.	222	6	185	5	407	10	271	7
52.0901	Hospitality Services	510	15	306	9	274	5	363	10
15.0699	Industrial Production Technology	-	-	-	-	-	-	-	-
51.1613	Practical Nursing (Includes Pre-PN)	4,355	67	3,315	51	3,315	51	3,662	56

48.0508	Welding	481	13	407	11	1,036	28	641	17
	Related Instruction	2,250	250	2,304	256	1,602	178	2052	228
	Total Technical	14,649	539	12,823	516	13,441	454	13,638	503
	Total Technical Concurrent (Please see chart below)	680	184	781	200	1,152	314	871	233
	Total Non-Technical Education (Nutrition and ECED 10701, 10804, 10503, 10603, 10403)	1,515	101	1,590	106	1,425	95	1510	101
	TOTAL Technical & Non-Technical SSCH/FTE	16,844	824	15,194	822	16,018	861	16,019	837

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

High School	NAME OF CONCURRENT COURSE	2022-2023	2022-2023	2023-2024	2023-2024	2024-2025	2024-2025	3-Year Average	3-Year Average
		SSCH	Head count	SSCH	Head count	SSCH	Head count	SSCH	Head count
SEABEC	PN (Practical Nursing) Anatomy and Physiology	32	8	36	9	92	23	53.33	13.33
	Tech Math	-	-	-	-	30	10	10	3.33
	Nutrition	-	-	-	-	30	10	10	3.33
Crossett	Tech Medical Terminology	132	44	93	31	90	30	105	35
	Basic Welding	65	13	65	13	55	11	61.67	12.33
	Gas Tung Arc Welding	20	4	35	7	40	8	31.67	6.33
	Shielded Arc Welding	55	11	60	12	40	8	51.67	10.33
	Gas Metal Arc Welding	20	4	40	8	40	8	33.33	6.67
Hamburg	Tech Medical Terminology	105	35	66	22	165	55	112	37.33
	Blueprint Read	27	9	30	10	27	9	28	9.33
	Basic Welding	40	8	70	14	90	18	66.67	13.33
	Gas Tung Welding	30	6	35	7	40	8	35	7

	Shielded Arc Welding	40	8	70	14	80	16	63.33	12.67
	Gas Metal Arc Welding	30	6	35	7	40	8	35	7
	Tech Math	15	5	18	6	36	12	15	7.67
	Advanced Industrial Math	15	5	18	6	30	10	21	7
	PN (Practical Nursing) Anatomy and Physiology	-	-	32	8	20	5	17.33	4.33
	Tech Communication	-	-	15	5	45	15	20	6.67
	PN (Practical Nursing) Nutrition and Wellness	-	-	9	3	33	11	14	4.67
	Nursing Assistant	-	-	-	-	21	3	7	1
MOEC	Tech Medical Terminology	-	-	-	-	57	19	19	6.33
White Hall	Tech Small Business Management	54	18	54	18	51	17	53	17.67
	Total Technical Concurrent	680	184	781	200	1,152	314	871	232.67

C. Online Courses and Enrollment – 3 Year Average

Program	Name	2022-2023 Head count	# of classes 2022-2023	2023-2024 Head count	# of classes 2023-2024	2024-2025 Head count	# of classes 2024-2025	3-Year Average Headcount	3-Year Average # of classes
Business Technology	Tech Accounting I (BUSI 11293)	-	-	37	2	-	-	12.33	.67
	Tech Business English (BUSI 20093)	26	2	34	2	30	2	30	2
	Tech Spreadsheet Applications (BUSI 21693)	-	-	11	1	27	1	12.67	.67
	Tech Human Resources (BUSI 20793)	-	-	-	-	20	1	6.67	.33
	Tech Computerized Accounting (BUSI 21593)	-	-	15	1	-	-	5	.33
	Tech Small Business Management (BUSI 26193)	6	1	18	1	14	1	12.67	1.0
	Special Topic (BUSI 1980V)	-	-	-	-	1	1	.33	.33

	Computer Apps for Business (BUSI 13093)	-	-	17	1	-	-	5.67	.33
	Tech Accounting (BUSI 11293)	-	-	37	2	23	1	20	1.0
Early Childhood Education	Environments in Early Childhood (ECED 10503)	8	1	21	1	6	1	11.67	1.0
	Foundations in Early Childhood (ECED 10603)	9	1	23	1	6	1	12.67	1.0
	Tech Curriculum for Infants (ECED 11103)	6	1	16	1	7	1	9.67	1.0
	Development and Curriculum in Early Childhood (ECED 10403)	5	1	10	1	-	-	5	.67
	Tech Child Development (ECED 21503)	5	1	-	-	-	-	1.67	.33
	Tech Childcare Program Planning (ECED 21403)	-	-	8	1	5	1	4.33	.67
	Tech Child Guidance (ECED 20703)	5	1	-	-	-	-	1.67	.33
Health Information Technology	Tech Med Coding I (HIMT 10303)	49	3	24	1	54	2	42.33	2.0
	Tech Law and Ethics in Healthcare (HIMT 10203)	38	2	46	2	63	3	49	2.33
	Tech Essentials of the Human Body (HIMT 10403)	11	1	35	2	20	1	22	1.33
	Tech Medical Terminology (HIMT 11333)	54	2	54	2	72	2	60	2.0
	Tech Medical Coding II (HIMT 20433)	20	1	25	2	19	1	21.33	1.33
	Tech Advanced Medical Coding (HIMT 21433)	17	1	15	2	19	1	17	1.33
	Special Topics (HIMT 1980V)	-	-	-	-	1	1	.33	.33
Generic	Tech Computer Fundamentals (CPSI 11083)	34	2	35	3	72	4	47	1.33
	Tech Communication (COMM 12053)	6	1	23	2	-	-	9.7	1.0
	Tech Math (MATH 12073)	-	-	35	2	28	2	21	1.33
	Advanced Industrial Math (MATH 22163)	-	-	51	2	41	2	30.67	1.33

	Employability Skills and Ethics (SPCH 11052)	6	1	-	-	-	-	2	.33
	Development Orientation	51	3	-	-	-	-	17	1.0
	Nutrition (PHED 21143)	94	4	81	3	67	2	80.67	3
	Total	450	27	641	37	595	32	572.05	373.33

D. Workforce Training – Noncredit

<u>Course Name</u>	<u># students</u>	<u># hours</u>	<u>contact hours</u>	<u>Industry/Business</u>	
HEARTSAVER CPR AED FIRST AID	2	4	4	LIL JACOB LEARNING CENTER	
BLS HCP	1	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEARTSAVER PROVIDER	4	3	3	CHICOT MEMORIAL MED CENTER	
BLS HCP CPC	3	1	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	2	3	3	BLS HEALTHCARE PROVIDER	
BLS CPR	5	4	4	UAM CTC CAMPUS	
BLS HEALTHCARE PROVIDER	2	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	6	3	3	CHICOT MEMORIAL MED CENTER	
BLS	6	4	4	UAM CTC CAMPUS	
BLS	3	4	4	UAM CTC CAMPUS	
BLS HEALTHCARE PROVIDER	3	3	3	CHICOT MEMORIAL MED CENTER	
CPR FIRST AID AED	1	4	4	VAL'S LITTLE ANGELS TOO	
BLS CPR	10	4	4	UAM CTC CAMPUS	
BLS HEARTSAVER PROVIDER	6	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	1	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	5	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	4	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	2	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	1	3	3	CHICOT MEMORIAL MED CENTER	

BLS HEALTHCARE PROVIDER CPR	1	3	3	CHICOT MEMORIAL MED CENTER	
BLS HEALTHCARE PROVIDER	1	3	3	CHICOT MEMORIAL MED CENTER	
HEARTSAVER CPR /AED	1	4	4	CHICOT MEMORIAL MED CENTER (1 TRAINED BUT NOT ENROLLED DUE TO HOLD ON ACCOUNT	
BLS HEARTSAVER PROVIDER	1	3	3	CHICOT MEMORIAL MED CENTER	
HEALTHSAVER 1ST AID CPR	3	4	4	MOTHER GOOSE DAY CARE	
BLS	8	4	4	UAM CTC CAMPUS	
BLS	9	4	4	UAM CTC CAMPUS	
ELECTRICAL APPRENTICESHIP 1ST YEAR	2	152	304	UAM CTC CAMPUS	
ELECTRICAL APPRENTICESHIP 2ND YEAR	2	152	304	UAM CTC CAMPUS	
ELECTRICAL APPRENTICESHIP 3RD YEAR	6	152	912	UAM CTC CAMPUS	
ELECTRICAL APPRENTICESHIP 4TH YEAR	2	152	304	UAM CTC CAMPUS	
	TOTALS	103	694	1912	

V. STUDENT SUCCESS INITIATIVES

A. Narrative of Retention Initiatives:

- **Increasing the number of 8-wk classes available to students:** Crossett has seen positive results (lower DFW rates and positive feedback from students) when instruction is given in smaller chunks. Health Information Technology began 8-wk classes in Spring of 2025. This instructor stated that for the first time HIMT 10433 (Essentials of the Human Body) had zero D/F grades and more content was covered.
- **Contact with students when Progress Report grades post:** Crossett became aware of students not checking progress report grades which hindered the work that needed to be put in for improvement. The Business Tech instructor decided to send Blackboard (BB) messages that stated any student who checked progress report grades and spoke with their instructor regarding those grades would receive bonus points. Many students took that opportunity and in turn learned how to maneuver through WeevilNet. Crossett's Director of Student Services has continued to counsel each student who receives a D/F grade on progress report to gain knowledge of problems that may exist and discuss ways to succeed.
- **Academic Alerts:** Crossett continues to implement academic alerts for attendance, grades, and other concerns. The Director of

Student Services counsels each student that receives an academic alert to gain knowledge of barriers or problems and works with students to address those issues so that students can be successful.

B. Student Organizations and Accomplishments

- **National Technical Honor Society:** UAM Crossett inducted **18** students into the honor society for FY 24.
- **Arkansas Skills USA:** **23** UAM Crossett students (college and concurrent) attended the competition. The awards are as follows: **Gold** – High School Pipe Welding, **Silver** – College Pipe Welding and High School Sculpture, **Bronze** – College Pipe Welding and High School Pipe Welding.
- **ACT National Career Readiness Certificate:** **57** UAM Crossett students completed the ACT NCRC certifications. They range in awards from Bronze to Platinum. **5** Platinum, **14** Gold, **23** Silver, and **15** Bronze.
- **EPA Certification:** UAM Crossett added this certification for FY 24. **Ten** students (HVAC/R) obtained this certification and UAM Crossett is excited to offer it to other programs next year.

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 2022	FY 2023	FY 2024	GRADUAT E 3-YR. TOTAL & AVERAGE	MEETS OR BELOW VIABILITY STANDARDS
	Total Certificates of Proficiency								
15.0612	Manufacturing Principles	CP	4/20/2018	15/240	-	-	-	-	
52.0401	Basic Business Principles	CP	4/24/2009	15/225	1	9	5	Total: 15, Avg: 5	
19.0706	Child Development Associate	CP	5/09/2003	12/240	2	11	6	Total: 19, Avg:6.3	
47.0303	Industrial Equipment Repair	CP	7/25/2008	16/390	29	15	25	Total: 69, Avg: 23	
51.0904	Emergency Medical Technician-Basic	CP	5/09/2003	8/176	-	-	-	-	
51.0702	Healthcare Office Skills	CP	7/25/2008	18/285	8	7	12	Total: 27, Avg: 9	
47.0201	HVAC/R	CP	1/26/2018	16/330	6	4	9	Total: 19, Avg: 6.3	

52.0901	Hospitality Skills	CP	4/27/2007	15/255	1	5	1	Total: 7, Avg: 2.3	
51.3902	Nursing Assistant	CP	5/09/2003	7/150	20	25	47	Total: 92, Avg: 30.7	
51.1009	Phlebotomy	CP	7/31/2020	9/210	17	21	24	Total: 62, Avg: 20.7	
48.0508	Welding (includes concurrent)	CP	5/09/2003	10/375	20	34	33	Total: 87, Avg: 29	
	Total Technical Certificates								
15.0699	Industrial Production Technology	TC	4/20/2018	31/525	-	-	-	-	Below
15.0613	Advanced Manufacturing Technology	TC	4/20/2018	23/525	-	-	-	-	Below
52.0401	Business Technology	TC	9/12/2003	36/645	4	4	3	Total: 12 Avg: 3.6	Below
19.0708	Early Childhood Technology	TC	5/09/2003	45/825	2	4	7	Total: 13 Avg: 4.3	Meets
15.0403	Electromechanical Technology	TC	9/12/2003	38/870	24	20	20	Total: 64Avg: 21.3	Meets
51.0707	Health Information Technology	TC	7/25/2008	39/660	12	11	14	Total: 37 Avg: 12.3	Meets
51.0000	Health Professions	TC	4/30/2010	35/915-945*	5	2	0	Total: 7, Avg: 2.3	Below
47.0201	HVAC/R	TC	1/26/2018	37/795	6	3	8	Total: 17 Avg: 5.7	Meets
52.0901	Hospitality Services	TC	10/04/2007	34/735	3	2	4	Total: 9, Avg: 3	Below
51.3901	Practical Nursing	TC	9/12/2003	37/1,358	11	14	9	Total: 34 Avg: 11.3	Meets
48.0508	Welding Technology	TC	9/12/2003	37/1,035	7	7	16	Total: 30 Avg: 10	Meets
	Total Advanced Technical Certificate								
15.0499	Electromechanical Tech-Instrumentation	ADV. TC	9/12/2003	28/720	27	29	15	Total: 71 Avg: 23.7	Meets

	Total Associate of Applied Science Degrees								
15.0613	AAS Advanced Manufacturing Technology	AAS	4/20/2018	60/1,395	-	-	-	-	Below
30.9999	AAS General Technology (Crossett students only)	AAS	2/04/2005	60/825-1,583	43	53	43	Total: 139 Avg: 46.3	Meets
47.0303	AAS Industrial Technology	AAS	7/01/1992	72/1,650	22	26	15	Total: 63 Avg: 21	Meets
52.0901	AAS Hospitality and Tourism Management	AAS	4/24/2020	60/1,080	*	3	4	Total: 7, Avg: 2.33	Below
	GRAND TOTAL AWARDS				270	300	321	Total: 892 Avg: 297.3	

***Health Professions clock hours depend on which emphasis a student chooses; Nursing Assistant (NA) or Phlebotomy (PHL)**

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

- **Industrial Production Technology:** Program has not been offered (inactive) in 4 years due to low demand from business and industry.
- **Advanced Manufacturing Technology:** (Manufacturing Principles CP, Industrial Production TC, Advanced Manufacturing Technology AAS) Program has not been offered in 4 years based on low demand from business and industry. Crossett has secured a grant from Arkansas Workforce Development for up to \$2 million for workforce development in the forestry related industry which will include revamping this program to train individuals for forestry related jobs.
- **Business Technology:** (Basic Business Principles CP and Business Technology TC) Business Tech has remained steady with no increase in 3 years. UAM Crossett was hoping when we took this program 100% online and offered new courses relevant to the needs of business and industry that Crossett would see growth, but that has not come to fruition. This is the first year UAM Crossett has not met viability. Crossett hopes that new recruiting efforts (social media and face-to-face), adding some face-to-face classes, and adding 8-week classes will entice new students and increase retention rates.
- **Early Childhood Education:** (Child Development Associate and Early Childhood Education TC) ECED has increased (75%) since last Academic Year (AY) year and UAM Crossett is expecting more growth with a change in instructor. The new instructor left industry in AY25 to become our full-time instructor for this ECED and has a vast amount of industry contacts to promote this program. In AY25 Crossett used adjuncts, including our new primary instructor, to teach all ECED classes.
- **Electromechanical Technology/Electromechanical Technology – Instrumentation:** (Industrial Equipment Repair CP, Electromechanical Technology TC, Electromechanical Technology-Instrumentation Advanced TC, AAS Industrial Technology) Analysis continues to show strong enrollment in all four programs but shows a dip in retention from year one (ELM) to year two (ETI). This dip was caused by the personal and educational difficulties of some of our students. UAM Crossett has implemented retention strategies (progress report grade counseling and one-on-one meetings when academic alerts are sent). This program has always shown strong enrollment numbers and Crossett's enrollment numbers for next year show a large increase in student headcount.

- **Health Information Technology:** (Healthcare Office Skills CP and Health Information Technology TC) Analysis shows that graduate numbers have had a small increase in AY25 even with grant money for tuition and fees no longer available. Offering the program 100% online has enticed students as many jobs in this field are work from home and many students enrolling did not want to commute. Crossett is hoping to continue this increase trend. UAM Crossett also added 8-week classes to its program Spring of 25 and saw an increase in class pass rates. This also enables students to begin the HIT program during any semester which would increase enrollment numbers.
- **Health Professions:** Crossett is aware that this program has not been viable for several years. Students who take the Phlebotomy course add Health Professions to their stack for financial aid purposes. Crossett is looking to adding a Health Professions CP for concurrent/college credit in the upcoming year and is looking into using Health Professions as a prerequisite for the Practical Nursing program to increase attainment credentials.
- **HVAC/R:** (HVAC/R Fundamentals CP and HVAC/R Technology TC) UAM Crossett was excited to see the increase in enrollment and graduates for AY25. UAM Crossett has been pleased with the recruiting efforts of the instructor and his knowledge of certifications needed in this field. This was the first year Crossett offered students the EPA certification before graduation. CTC is still in the process of having an accredited program (HVAC Excellence) for AY26. Crossett is seeing an increase in applications and enrollment for AY26.
- **Hospitality Services:** (Hospitality Skills CP and Hospitality Services TC) Even though this program increased in graduates Crossett is continuing to show a decline in enrollment (Crossett had one new student enrolled for AY25. The 3-year average continues to not meet. Based on this analysis UAM Crossett has decided to make the program inactive for the AY26 school year.
- **Practical Nursing:** An important distinction should be made related to this program. UAM-CTC Practical Nursing TC program (PN) has a limited enrollment of 20 students each year. UAM Crossett began classes with 18 enrolled students which is the same number we begin with for AY 26. Crossett will have four students returning from the past year. Crossett's practical nursing continues to be viable.
- **Welding Technology:** (Welding CP and Welding Technology TC) CTC saw a significant increase in its TC this AY (over 50%). Crossett continues to see high numbers for our concurrent CP welding students. UAM Crossett noticed that many of our welding students struggle with their basic classes such as computer fundamentals and tech math, so we have put tutoring sessions in place and expanded office hours in these classes for the welding students.

B. AAS Degree Completion Chart: Narrative and Chart

Years	AA Hospitality and Tourist Management	AAS Industrial Technology	AAS General Technology	AAS Advanced Manufacturing Technology	Overall AAS Degrees
2022-2023	-	22	43	-	65
2023-2024	3	26	52	-	81
2024-2025	4	15	43	-	62
TOTAL	7	63	138	0	208

C. Career Pathways Progress Chart

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	Advanced Technical Certificate	AA Hospitality and Tourist Management	AAS Industrial Technology	AAS General Technology	AAS Advanced Manufacturing Technology
Industrial Production Technology	-	-	-	-	-	-	-	-
Advanced Manufacturing Technology	-	-	-	-	-	-	-	-
Business Technology	17	5	4	-	-	-	3	-
Early Childhood Technology	19	5	7	-	-	-	6	-
Electromechanical Technology	27	29 (some second yr. obtained CP)	20 (some second year. obtained TC)	-	-	5	5	-
Electromechanical – Instrumentation Technology	15	0	15	15	-	13	13	-
Health Information Technology	23	22	14	-	-	-	7	-
Health Professions (includes Phlebotomy)	33	24 (CP)	0	-	-	-	-	-
HVAC/R Technology	10	9	8	-	-	-	1	-
Hospitality Services	5	1	4	-	4	-	5	-
Practical Nursing (Includes Pre-PN and Nursing Assistant)	51	47 (CP)	9 (PN)	-		-	8	-
Welding Technology (Includes concurrent)	73	33	16	-	-	-	-	-
				-				
TOTALS	273	175	97	15	4	18	48	-
PERCENTAGES		64%	36%	5%	1%	7%	18%	0%

D. Licensures, Credentials, Certifications

Description	Certifications/ Licensures/Awards	Quantity
NCCER Core Curriculum	Certifications	41
NCCER Construction Site Safety	Certifications	42
NCCER Craft Certifications	Certifications	83
NCCER Level I	Certifications	0
NCLEX (National Council Licensure Exam-PN)	Licensures	12
American Welding Society (AWS) and ASME	Qualifications	0 *no longer offer
ACT National Career Readiness Certificate	Certifications	57
Certified Nurse Aid Exam	Certifications	6
EPA 608 Universal	Certification	10
Total Certifications/Licensures		251
Arkansas Skills USA Gold – Pipe Welding Silver – Pipe Welding, Welding Sculpture Bronze – Pipe Welding, Pipe Welding	Awards	5
National Technical Honor Society	Awards	18
Total Awards		21
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		272

E. Graduate Job Placement by Program Chart

Graduate Follow-up	HP	AMT	BT	ECED	ET	ET/I	HIT	HOSP	HVAC R	IPT	PN	WLD	TOTAL
Total Graduates	2	0	3	4	15	29	14	2	3	0	16	7	95

Graduates Employed - Related Field	0	-	0	3	0	25	2	2	1	-	13	4	50
Graduates Employed - Unrelated Field	1	-	1	1	-	1	2	-	1	-	1	-	8
Not in Labor Force (*1 Continuing Education, *2 Military, *3 Health/Family Care)	*1-1	-	*1-1	-	*1-15	*1-1 *3-1	*1-6 *3-1	-	*1-1	-	*1-1	*3-1	*1-26 *3-3
Unemployed	-	-	1	-	-	-	1	-	-	-	-	2	4
Unknown	-	-	-	-	-	1	2	-	-	-	1	-	3
Total Graduates Available for Placement	1	0	2	4	0	27	7	2	3	0	15	6	67
Total Placement Rate – Related Field	0%	-	0%	75%	-	93%	29%	100%	33%	-	87%	67%	75%
Total Placement Rate - Related & Unrelated	100%	-	50%	100%	-	96%	57%	100%	67%	-	90%	67%	87%

Total Placement Rate (Related and Unrelated) **87%**
Graduate Completers Who Took Licensure Exam **14**
Graduate Completers Who Passed Licensure Exam **12**
Licensure Pass Rate **86%**

HP – Health Professions; **AMT** – Advanced Manufacturing Technology; **BT** – Business Technology (Not offered during 2018-2019); **ECED** – 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.

F. Practical Nursing Overall Job Placement/Licensure

The 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
2020-2021	11	9	9	8
2021-2022	11	5	3	5
2022-2023	20	11	11	10
2023-2024	20	14	12	13

2024-2025	18	9	*0 (graduate in June)	0* (graduate in June)
Total	80	48	35	36

VII. FACULTY TEACHING ASSIGNMENT, WORKLOAD AND PROFESSIONAL DEVELOPMENT

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Susanne Ballard	Instructor 10.5	M.Ed.	Business Technology	-	14	15	9	CTC Academic Appeals, ACT CRC Examiner, NTHS Chair, CTC Student Services Committee
Christopher Byrd	Instructor 9.0	BA	Electromechanical & Instrumentation	-	12	-	-	CTC Academic Appeals (alternate), Technical C&S, CTC Student Services Committee
Paul Daws	Instructor 10.5	Technical Certificate	Electromechanical & Instrumentation	-	14	10	2	CTC Faculty Equity & Grievance
Donnie Dubose	Instructor 9.0	Technical Certificate	Welding Technology	-	4	-	3	Concurrent Welding Instructor, CTC Faculty Equity & Grievance, CTC Academic Appeals,
Jimmy Dubose	Instructor 10.5	Technical Certificate	Welding Technology	-	17	14	3	CTC Academic Appeals (alternate), CTC Student Services Committee
Jerry Jeffers	Instructor 10.5	Technical Certificate	Electromechanical & Instrumentation	-	14	12	6	CTC Academic Appeals (alternate), CTC Faculty Equity & Grievance
Alice Lindsey	Instructor 10.05	BS	Hospitality	-	16	10	-	Technical Programs' C&S
Kayla Noble	Instructor 10.5 & Other	AAS	Practical Nursing	-	4	6	4	CTC Academic Appeals (alternate), CTC Student Services
Rick Owens	Instructor 10.5	BS	Electromechanical & Instrumentation	-	8	10	3	CTC Academic Appeals
Ginnie Sellers	Instructor 9.0	MA	Math	-	15	15	-	CTC Academic Appeals, CTC Equity & Grievance, Concurrent Instructor
Shela Upshaw	Instructor 10.5	MSN	Practical Nursing	-	19	19	6	Head of Nursing Department, UAM C&S, CTC Faculty Equity & Grievance, Library Committee
Kim Wallis	Instructor 10.5	MBA	Health Information Technology	-	15	16	6	CTC Academic Appeals (alternate), UAM Blackboard Committee, NTHS Chair, ACT WorkKeys Curriculum Coordinator, Constitution and Bylaws Committee, Concurrent Instructor
Brad White	Instructor 10.5	Cooperate Training	HVAC/R Technology	-	16	11	2	CTC Academic Appeals,
Jeff Robinson	Instructor 10.5	Technical Certificate	Nursing Assistant	-	-	14	7	NA, Concurrent Instructor
Scott Clark	Instructor 9.0	Technical Certificate	Electromechanical & Instrumentation	-	-	14	-	NA
Adjunct								
Sherri Hawkins	Adjunct	Technical Certificate	Phlebotomy	-	6	6	-	

Dollie Williams	Adjunct	ASCP Certification	Phlebotomy	-	6	6	-	
Barbara Harper	Adjunct	AND	Practical Nursing	-	4	4	-	
Karon Beavers	Adjunct	ASN	Health Information Technology	-	6	6	-	
Elizabeth Gannaway	Adjunct	BSN	Practical Nursing	-	-	4	-	
Krissi Wall	Adjunct	BA	Early Childhood Education	-	6	6	-	
Amy Blankenship	Adjunct	BS	Early Childhood Education	-	6	6	6	
Alyson Dawson	Adjunct	BA	Early Childhood Education	-	-	3	-	
Elizabeth Nowlin	Adjunct	BA	Early Childhood Education	-	6	-	-	
Julia Hall	Adjunct	RN	Certified Nursing Assistant	-	7	-	-	

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

Dr. Alisa White (ECED) resigned August 8, 2024.

Chris Byrd (E&I) was promoted to Director of Student Services January 1, 2025.

Addition of Jeff Robinson January 2, 2025, to teach all Nursing Assistant classes.

Julia Hall resigned November 22, 2024.

Janell Harper resigned January 28, 2025.

Addition of Elizabeth Gannaway January 27, 2025, as an adjunct to teach the PN Anatomy and Physiology.

Addition of Alyson Dawson January 8, 2025, as an adjunct instructor for the Early Education program.

Addition of Elizabeth Nowlin August 21, 2024, as an adjunct instructor for the Early Education program.

Addition of Amy Blankenship August 21, 2024, as an adjunct instructor for the Early Education program.

Addition of Krissie Wall September 11, 2023, as an adjunct instructor for the Early Education program.

Addition of Scott Clark (E&I) January 2, 2025, to teach in the Electromechanical Mechanical-Instrumentation program.

Jana Kelley (NA) resigned August 1, 2025.

B. Professional Development Activities Chart

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Training Hours
07-29-24	Adult Mental Health First Aid USA	X			National Council for Mental Wellbeing/online	8.0
08-12-24	FERPA: Family Educational Rights and Privacy Act	X	X	X	Vector Solutions/online	1.0
08-12-24	Building Supportive Communities: Clery Act and Title IX	X	X	X	Vector Solutions/online	1.0
08-13-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
08-26-24	Mandated Reporter Training	X	X	X	Arkansas Commission on Child Abuse, Rape and Domestic Violence/online	1.0
09-13-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
09-14-24	Duty to Prevent Violence	X	X	X	Vector Solutions/online	1.0
10-11-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
10-15-25	Data Security & Privacy	X	X	X	Vector Solutions/online	1.0
10-15-24	Accommodating People with Disabilities	X	X	X	Vector Solutions/online	1.0
10-31-24	Pediatric Advanced Life Support	X			American Heart Association/Angela Willhite	
11-08-24	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
11-07-24	Stop Overdose Summit	X			U of A Criminal Justice Institute	6.0
12-12-24	CPI New Staff Training		X		Monieca West/CPI/online	2.0
01-10-25	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
01-17-25	Advanced Cardiovascular Life Support	X			American Heart Association/Jennifer Andrews	
01-30-25	Neonatal Resuscitation Program	X			American Heart Association/online and f to f	10
02-03-25	General Ethics in the Workplace	X	X	X	Vector Solutions/online	1.0
02-05-25 to 02-06-25	CPI Spring Workshop		X		Monieca West	12.0
02-07-25	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
02-08-25	Sit with Us: Anti Bulling Strategies for Arkansas Schools	X			Arkansas IDEAS Record of Learning/online	2.0
2-20-25	Human Trafficking: Who Are the Victims?	X			Arkansas IDEAS Record of Learning/online	1.0
02/25/25	2025 IDHI Stroke Program Video Consult Training	X			UAMS/online	1.5
03-19-25	Career Development Facilitator Training		X		Monieca West/ f to f and online	120.00
03-20-25	Arkansas HVAC/R Continuing Ed	X			RocketCert/online	4.0
04-11-25	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0
05-02-25	Staff and Faculty Monthly Meeting	X	X	X	Dr. Tracy Tucker/ UAM-CTC	2.0

06-19-25 to 06-22-25	International Nursing Association for Clinical Simulation and Learning Elevating Simulation Training	X			International Nursing Association for Clinical Simulation and Learning/ Denver, CO	23.5

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

A. MOUs, Agreements, and Partnerships Chart

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
PN	Nightingale of Crossett Nursing Home/ Agreement	Clinical Education for Practical Nursing Program	2-14-2024	No end date	07-01-2024
PN	Arkansas Department of Health/ Agreement	Clinical Education for Practical Nursing Program	8-02-2016	No end date	07-01-2024
PN	Ashley County Medical Center/ MOU	Clinical Education for Practical Nursing Program	3-05-2013	No end date	07-01-2024
PHL	Ashley County Medical Center/ MOU	Clinical Education for Phlebotomy Program	8-21-2019	No end date	07-01-2024
PN	Belle View Estates Rehabilitation and Career Center/ MOU	Clinical Education for Practical Nursing Program	9-01-2017	No end date	07-01-2024
PN	Baptist Drew Memorial Hospital/ MOU	Clinical Education for Practical Nursing Program	4-01-2017	No end date	07-01-2024
PN	Mainline Health Systems, Inc./ MOU- Portland	Clinical Education for Practical Nursing Program	3-01-2017	No end date	07-01-2024
PN	Mainline Health Systems, Inc./ MOU- Wilmot	Clinical Education for Practical Nursing Program	3-01-2017	No end date	07-01-2024
PN	Hamburg School District	Clinical Education for Practical Nursing Program	7-01-2024	No end date	07-01-2024
PN	Oakwoods Nursing Home, MerRouge, LA/ MOU	Clinical Education for Practical Nursing Program	7-1-2023	No end date	7-01-2024

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
NA	Stonegate Villa Health & Rehabilitation/ Cooperative Agreement of Affiliation/ MOU	Clinical Facility for Nursing Assistant Students	3-04-2016	No end date	7-01-2024
NA	The Woods of Monticello Health and Rehabilitation Center/ MOU	Clinical Facility for Nursing Assistant Students	5-24-2018	No end date	7-01-2024
NA	Dermott City Nursing Home/ MOU	Clinical Facility for Nursing Assistant Students	7-01-2024	No end date	7-01-2024
NA	Bradley County Medical Center/ MOU	Clinical Facility for Nursing Assistant Students	7-01-2024	No end date	7-01-2024
NA	Lake Village Réhabilitation and Care Center/ MOU	Clinical Facility for Nursing Assistant Students	7-01-2024	No end date	7-01-2024
NA	Somerset Senior Living at Crossett/ Agreement	Clinical Education for Nursing Assistant Students	6-19-2024	No end date	7-01-2025
Concurrent	Crossett High School/ MOU	Concurrent Credit	7-01-2018	1 year	7-01-2024
Concurrent	SEABEC – Warren/ MOU	Concurrent Credit	7-01-2018	1 year	7-01-2024
Concurrent	Hamburg Public School District/ MOU	Concurrent Credit	7-01-2018	1 year	7-01-2024
Concurrent	White Hall High School/ MOU	Concurrent Credit	7-01-2018	1 year	7-01-2024
Concurrent	Monticello Occupational Education Center/ MOU	Concurrent Credit	7-01-2018	1 year	7-01-2024
College and Career Coach	Hamburg Public School District/ MOU	College and Career Coach	7-01-2018	1 year	7-01-2024
College and Career Coach	Crossett Public School District/ MOU	College and Career Coach	7-01-2018	1 year	7-01-2024
College and Career Coach	Arkansas Department of Education/ MOU	College and Career Coach	7-01-2018	1 year	7-01-2024
PHL	UAMS	Phlebotomy Training	7-01-2023		
CPI	Arkansas Department of Higher Education/ MOU	Career Pathways Initiative Grant	6-25-2018	1 year	7-01-2025
CPI	Kids Korner, Crossett/ MOU	CPI Childcare	2-01-2017	1 year	5-21-2025
CPI	1 st Baptist Church Wee School, Crossett/ MOU	CPI Childcare	2-01-2008	1 year	5-21-2025
CPI	Sugar Plum Child Care Center, Crossett/ MOU	CPI Childcare	8-01-2007	1 year	5-21-2025
CPI	Jellybean Junction, Hamburg/ MOU	CPI Childcare	8-01-2007	1year	5-1-2025
ECED	Carousel School, Crossett/ MOU	Internship Site for ECED students	9-01-2018	1 year	8-21-2024
ECED	Hamburg Pre-K, Hamburg/ MOU	Internship Site for ECED students	9-01-2018	1 year	8-21-2024
ECED	Hermitage School District – PreK, Hermitage/ MOU	Internship Site for ECED students	10-22-2024	1 year	10-22-2024

Program	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
	UAM-CTM, McGehee Adult Education	Facility Lease/ Adult Education	7-01-2019	1 year	7-01-2024
	ACT/ Agreement	Assessment to assist with Career Readiness Certification	8-01-2016	Review Annually	7-01-2024
	Monticello Occupational Education Center/ Agreement	Secondary Center Satellite Agreement	7-01-2018	1 year	7-01-2024
PHL	Office of Economic Development UALR	UAMS Phlebotomy	7-01-2023	No end date	7-01-2024

B. Curricula Changes Narrative & Chart

Number	Action	Program Curriculum Changes
#1	Modify	Modify BUSI 20793 Tech Human Resources catalog description (language) to comply with Arkansas ACCESS

C. Grants Narrative & Chart

Grant	Granting Agency	Awarded Amount	Grant Purpose
Traditional Electrical Apprenticeship	Office of Skills Development	\$4,969.68	All employees working in the electrical field who are not licensed are mandated by legislation to be enrolled in an electrical apprenticeship program approved by the Bureau of Apprenticeship Training Union. Upon successful completion of the four-year program, an apprentice is eligible to take the state electrical licensure exam. This grant is utilized to pay the salary and benefits of a master electrician to teach electrical apprenticeship classes.
Career Pathways Initiative	Arkansas Department of Higher Education	\$209,514.00	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.

Arkansas Career and College Coach	Career and Technical Education Arkansas Dept. of Education	\$37,192.00	The purpose of this grant is to ensure that students attending area middle and high schools have the guidance/counseling support needed to increase attainment necessary for continued education/training beyond high school and/or entering workforce.
Carl Perkins Grant	Arkansas Dept. of Education	\$40,000.00	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/testing/licensure fees for its high-demand, high-wage programs.
ALIGN/ARPA High School Practical Nursing Grant	Office of Skills Development	\$600,000.00	The purpose of this grant is to implement a Practical Nursing Program for high school seniors. It provides these students with the opportunity to acquire a college attainment (technical certificate) before graduating high school.
Welding Equipment	Weyerhaeuser	\$15,000.00	This grant was used to purchase equipment for our Welding program.
Electromechanical-Instrumentation Equipment	Georgia Pacific	\$7,500.00	This grant was used to purchase equipment for our Electromechanical-Instrumentation program
HIRED Grant	State of Arkansas for Workforce Development	\$2,000,000.00	The purpose of this grant is to support workforce development in forestry related industry.
TOTAL		\$2,914,175.68	

D. Projects & Equipment Expenditures – Chart

Quantity	Funding Source/Equipment Description	Department/Program	Total Amount
17	Wingate / Laptops	Student/ Administrative	\$20,087.79
1	Wingate / Pipe Cutter	Welding	\$5,499.45
1	Wingate / Degree Torch	Welding	\$745.00
1	Carl Perkins/ Vic Cutting Machine	Welding	\$4,991.20
1	Carl Perkins / Band Saw	Welding	\$1,772.76
1	Wingate / Floor Drill	E&I	\$2,333.05
2	Wingate / Power Supply Input	E&I	\$1,879.80
4	Wingate / Relief Valve Pressure	E&I	\$1,278.06

2	Wingate / Megohmmeter Backlit Digital Display	E&I	\$1,676.14
1	Carl Perkins / Patient Lift	Nursing	\$608.95
1	ALIGN Grant / Injection Belly	Nursing	\$257.69
7	Information Technology / Dome Indoor-Outdoor Cameras	Information Technology	\$12,106.80
1	ALIGN Grant / Virtual Healthcare Clinic	Nursing	\$13,841.04
3	Electromechanical Technology / Control Transformer	E&I	\$900.00
3	Electromechanical Technology / Weigmann Enclosure	E&I	\$1,308.00
1	Carl Perkins / Mini cameras	HVAC	\$215.94
1	HIRED Grant / Hand Tool Package	HVAC	\$2,021.00
1	HIRED Grant / Commercial Refrigeration Learning System	HVAC	\$31,370.00
1	HIRED Grant / Mini Split Heat Pump Learning System	HVAC	\$26,083.00
6	HIRED Grant / John Deere Simulators	Heavy Equipment/McGehee	\$69,648.00
1	HIRED Grant / Advanced Hydraulic Excavator Dozer	Heavy Equipment/McGehee	\$120,870.00
1	HIRED Grant / Advanced Backhoe Dump Truck Simulator	Heavy Equipment/McGehee	\$116,280.00
3	ALIGN Grant / Privacy Screen	Nursing	\$402.21
1	ALIGN Grant / Manikin	Nursing	\$2,281.00
1	ALIGN Grant / Scale	Nursing	\$297.38
1	Carl Perkins / Television	Nursing	\$584.98
3	HIRED Grant / Simulator	Heavy Equipment/McGehee	\$4,942.50
1	HIRED Grant / Laptop and router	Heavy Equipment/McGehee	\$2,626.79
3	HIRED Grant / Track Feller	Heavy Equipment/McGehee	\$33,200.00
3	HIRED Grant / Log Loader	Heavy Equipment/McGehee	\$93,348.09
3	HIRED Grant / Simulator	Heavy Equipment/McGehee	\$130,158.54
6	HIRED Grant / Programmable Training System	Heavy Equipment/McGehee	\$131,760.00
3	Carl Perkins / 3 File Cabinets	Nursing	\$1,753.23
1	ALIGN Grant / Laptop	Nursing	\$2,180.99
1	ALIGN Grant / Brother Printer	Nursing	\$618.98
1	ALIGN Grant / Brother Printer	Nursing	\$421.91
4	ALIGN Grant / Hospital Beds	Nursing	\$14,900.00
1	HIRED Grant / Printer	Hired Project Coordinator	\$618.98
2	HIRED Grant / Laptops	Hired Project Planning/Coordinator	\$1,992.10
1	Carl Perkins / Angle Grinder	Welding	\$268.97
1	Carl Perkins / Bench Grinder	Welding	\$146.81

Other Unit Student Success Data

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

Revised April 2025

Addenda

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

MISSION

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

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

CORE VALUES:

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

- *Respect: We respect all people and all points of view, and we promote tolerance and acceptance.*

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 understanding of natural and human matters on an international level.

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

STRATEGIC PLAN

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

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

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

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

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

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

KPI: *Year-to-year student enrollment*

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

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

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

KPI: *Student satisfaction rate for support services*

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

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

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

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

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

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

KPI: *Academic standing data*

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

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

KPI: *On-time graduation rate*

KPI: *Number of credentials conferred year-to-year*

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

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

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

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

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

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

KPI: *Academic standing data*

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

KPI: *Number of senior projects and capstone experiences*

KPI: *Number of student internships and practicums*

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

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

Strategy 2.1.1: Expand the advertisement of job postings.

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

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

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

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

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

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

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

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

Outcome 2.3: Increase retention of faculty and staff.

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

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

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

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

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

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

KPI: *Average years of employment for faculty*

KPI: *Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

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

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

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

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

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

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

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

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

KPI: *Maintenance or construction projects accomplished each year*

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

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

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

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

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

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

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

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

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

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

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

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

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

Outcome 3.4: Augment operational funding through external efforts.

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

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

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

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

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
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary