

AHEOTA Assessment Report 2013-14

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Students successfully completing the UAM/CTM Heavy Equipment Program will be able to:

1. Demonstrate the safe, efficient operation of conventional heavy equipment.
2. Perform appropriately the skills necessary to obtain employment in the field of heavy equipment operations.
3. Successfully obtain national center for Construction Education and Research (NCCER) certifications.

These outcomes as well as additional program information can be found at the following websites:

www.AHEOTA.com and <http://www.uamont.edu/mcgehee/HeavyEquipment.htm>

The program's Student Learning Outcomes are prominently posted in each classroom, in each course syllabus (Appendix E), on both instructors' webpages, and printed on all brochures developed by the program (Appendix A).

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

SLO #1 and #2 relate to the UAM Mission Statement part "...use knowledge and technology with intelligence and responsibility..." In fulfilling these SLOs, the students will undoubtedly be using knowledge and technology responsibly. SLO #3 directly relates to the mission statement part "These (educational) opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training."

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

In order to offer the NCCER certification, the Heavy Equipment program is required to use the NCCER Content Learning Series curriculum. The NCCER curriculum is divided into modules where the student's knowledge is measured with the corresponding written test and skills are tested using performance tasks.

The students are required to score a 70 percent on each module test in order to demonstrate their knowledge of the material in each module AND to receive their NCCER certificates. The only exceptions to this requirement are the Basic Safety module and the “Drug and Alcohol Abuse on the Job” module. The student must score an 80 percent on the Basic Safety module test and a 100 percent on the Drug and Alcohol Test. It has been determined by the Heavy Equipment program that the students should be held to a higher standard in these two modules due to the subject content.

In addition to passing the module tests with at least a 70 percent; students are also required by the NCCER curriculum to complete performance tasks associated with each module. An example of such performance tasks is shown in Appendix B. These performance tasks include demonstrating proper prestart inspections of each machine, performing basic maneuvers with each machine, and carrying out a specific task designed to challenge the student’s skill using that particular machine. These tasks are the same tasks that will be associated with a job in the heavy equipment field. The student is observed performing the tasks by the instructor and is immediately given feedback on improvements needed (if the student did not pass) or receives credit for task if the student performed the given task correctly. Passing these performance tasks is considered evidence of learning. If the student passes the module tests, completes the required performance tasks, and meets other program requirements they will receive their NCCER certifications.

Below is a chart showing the percentage of students that start the program each semester who obtain their NCCER certifications. Obtaining NCCER certifications is evidence of learning for the AHEOTA program. Although higher percentages are sought after, the pass rates reflected below are deemed acceptable, because of stringent program requirements

Class	Starting Enrollment	Received NCCER Certifications	Pass Rate
Fall 2013	11	7	64%
Spring 2013	14	7	50%
Fall 2012	10	5	50%
Spring 2012	8	6	75%
Fall 2011	27	13	48.15%
Spring 2011	12	5	41.67%
Fall 2010	20	12	60%
Spring 2010	15	8	53.34%
Fall 2009	24	13	54.17%

The chart below reflects data from the University’s Gainful Employment Report for AHEOTA. While the job placement rates for some years are not as high as others, it shows that graduates of the programs are getting jobs. This rate is used as evidence of learning because having the certifications from the AHEOTA program increases a student’s chances of getting a job. In

order to graduate with the NCCER certifications the students are required to show competency of skills and knowledge through written tests as well as performance evaluations, as stated above.

Year	# of Students Graduating	# of Students Completing on Time	On time Graduation Rate	# of Students Employed in Related Field	Job Placement Rate
2009-2010	17	13	94%	16	94%
2010-2011	13	13	100%	4	33%
2011-2012	17	17	100%	9	53%

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

In each module, the instructor reviews study material in the textbook to teach the students certain skills and techniques. As part of the lesson, the instructor will also present alternative scenarios where circumstances are different from the textbook examples. This requires the student to use critical thinking skills to apply the knowledge gained from the lesson in order to successfully complete the alternative scenario and helps to ensure the student is learning the skill rather than memorizing information from the textbook.

After each exam the instructor reviews the most often missed questions with the students. The instructor reinforces the material and receives feedback from the students to gauge whether more time should be spent reviewing the material.

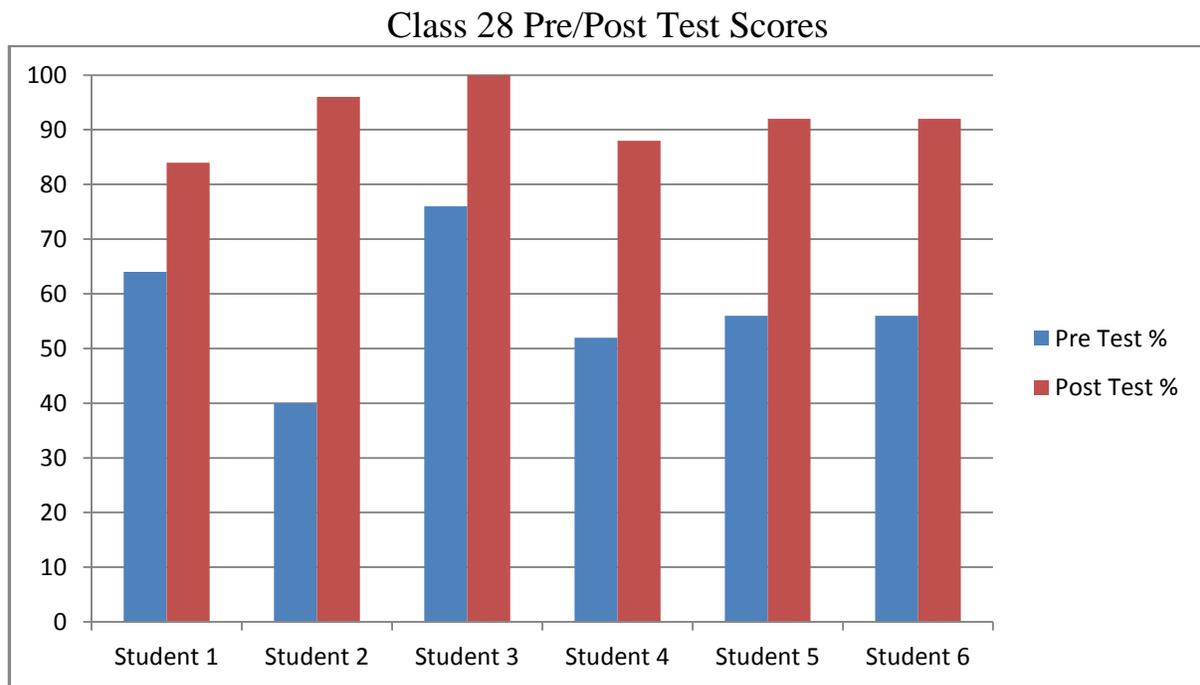
Group projects seem to help our students also. The students are given a task to complete as a class or divided into smaller groups and must use the skills learned to successfully complete the task. The instructor observes the groups as they progress through the task, but offers minimal instruction at the time. After the groups complete the task, the instructor and students view the results and talk about missteps and the corrective action for them. In some cases the students are given additional tasks to ensure that the skill has been learned.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Each student is given a pretest when starting and are given a post test at the end of the program. After analyzing the pre-test results, the instructors are able to focus on areas that the students

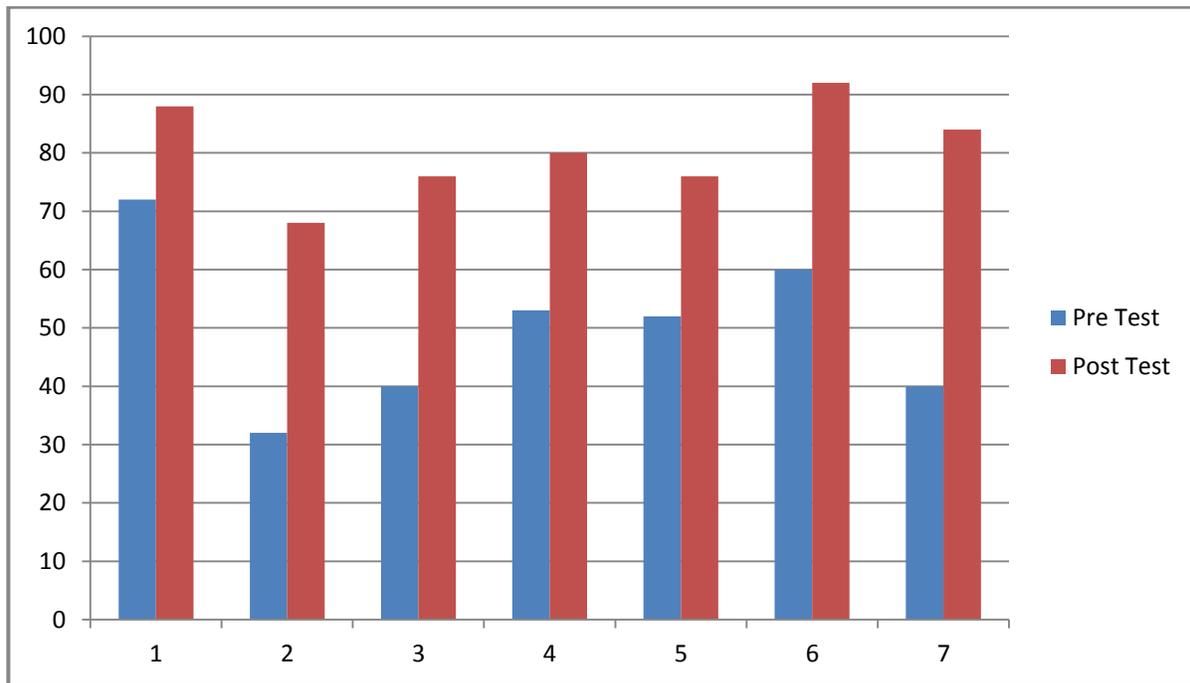
showed the least amount of comprehension. With each class, the area of focus could be different than the past classes, depending on the student's comprehension upon entering the program.

The chart below reflects each student's Pre/Post test scores for Class 28. Each student had a positive gain from pre to post-test score. As a class, the students of Class 28 averaged a 57% on the pre-test and, as a class averaged a 92% on the post-test. This class averaged a gain of 35 percentage points. Increases in test scores are considered evidence of learning for students in the AHEOTA program.



The chart below shows the pre/post-test results for Class 29. This class gained an average of 30.71 percentage points from the pre-test to the post-test, with the average pre-test score being 48.86% and the average post-test score being 80.57%. As stated above, this percentage increase is considered evidence of learning in the AHEOTA Program, since the students gained the comprehension to increase their scores on this test.

Class 29 Pre/Post Test Scores



6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

During the next field work courses, the students will be required to check specifications for fellow students' performance evaluations. The student operating the machine will progress through the evaluation for that machine and at certain intervals he/she will shut the machine down to allow the ground person to check the measurements of the trench, ditch, pad, or excavation. At this point, the ground person will communicate any corrections that need to be made for the evaluation to meet specifications. While the final grade is determined by the instructor, this activity will not only help the students build leadership, team work, and critical thinking skills, but it will also allow them to gain a different vantage point on the evaluation that they will also have to complete.

Based on past experience, class projects are very beneficial for the students, as they can be involved in planning the project, dealing with real issues, such as property line and corner markers, ground conditions, setting up and following work zone safety procedures, operating machinery, checking grade, and meeting job requirements and specifications. AHEOTA will attempt to procure a minimum of two class projects per year.

In the Fall 2013 AHEOTA advisory committee meeting, the need for a CDL program was expressed. (Appendix C) It was determined that the addition of a commercial driver's license to the list of certifications that a student can acquire from the AHEOTA program would benefit the student greatly in attaining a job in the field. Preparations were made and this addition was implemented in the Spring 2014 semester. During the spring semester the students prepare to take the written portion of the CDL test and the Summer II term will be used for the students to practice the driving skills and take the Road Skills portion.

During the Spring 2014 Advisory Meeting, members recommended that the students be afforded the opportunity to attain the OSHA Ten-Hour certification. (Appendix D) Accordingly, one instructor has registered to attend classes to become a certified instructor for the OSHA Ten-Hour class.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

This past year AHEOTA traveled to Saline County, AR to observe the road department replacing a culvert on one of the county roads. The students were able to witness a task from start to finish. This included the removal of the old pipe, the location of underground utilities, the proper setup of the work zone, and the installation of the new pipe at the proper elevation. This allowed the students see a real world application of the procedures discussed in AHEOTA courses. During this particular trip, the students were able to see some of the unexpected problems that can arise and how they were overcome by professionals in the field. In recognizing the benefit of these types of field trips, AHEOTA plans to continue providing the students with these opportunities.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Students are given a syllabus for each course on the first day of class. (Appendix E) Course requirements, grading scales, and other expectations for each course are explained to the students. The students are required to sign a syllabus agreement stating they understand and agree to follow all rules for the course outlined in the syllabus. (Appendix F) This form is kept in the student's file for future reference.

Each student completes a course evaluation at the end of every AHEOTA course. They are allowed to suggest any improvements and leave comments for each course in the evaluation. The results for these evaluations are compiled and made available to the instructor. An example of the compiled results for a course are in (Appendix G). The instructor is able to use results to make changes to courses, if needed.

Instructors complete self- and peer-evaluations each year. The self-evaluation allows the instructor to look at their own techniques and strategies for instruction, while the peer-evaluation allows them to see another instructor's methods. The peer-evaluation also gives the instructor a different perspective on their own methods. The self-evaluation and peer-evaluation are also part

of each instructor's annual performance evaluation completed by the assistant vice-chancellor. The results from these evaluations are discussed and recommendations on improvement are given, if needed.

AHEOTA advisory committee members are a great source of critiques for the program. During advisory meetings, the members are given a rating sheet to rate the program's efforts in recruitment and retention, field work, meeting program objectives, and gainful employment. These ratings are used to help AHEOTA instructors to improve student learning by making changes to the program. The compilation of results from the Fall 2014 Advisory meeting are shown in (Appendix H).

AHEOTA instructors teach non-credit courses across the state of Arkansas. The classes are usually with city and county entities, such as city street departments and county road departments. These courses allow the instructors to communicate with supervisors and employees to learn new trends in the field. Instructors are then able to bring that information back to the classroom for student learning. This is a great benefit for students since city and county entities are potential employers for our students.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

AHEOTA makes every effort to attend recruiting activities sponsored by UAM, job fairs and other activities such as school visits, writing letters to potential students, etc. Each instructor is required to complete a minimum of 6 recruitment activities per year. These activities are documented and included in the instructor's self-evaluation each year. An example recruiting contact documentation form is shown in (Appendix I). The instructors take time during the non-credit courses mentioned in question #8 to tell the attendees about the AHEOTA program and they also leave brochures at each location.

One way AHEOTA tries to retain students is through scheduling of courses. Each semester the courses are scheduled in consecutive days, such as Monday-Tuesday or Wednesday-Thursday, with the night class being on the first day. This schedule was developed to accommodate the students that live longer distances away. Versus a traditional MWF schedule, this schedule allows these “long distance” students to come to class on a Monday or Wednesday and only have to stay one night in a hotel, rather than two, three, or even four.

Both instructors make themselves completely available to all AHEOTA students. During the very first meeting with the student, the instructor gives them a business card with all phone numbers, including their cell number, and email address. They are encouraged to contact them with any questions at any time.

UAM – McGehee has a retention specialist that aids students in a number of ways such as tutoring, teaching study skills, employability workshops, etc. She formulates a retention plan each year. A copy of the 2013-2014 UAM – CTM Retention Plan is shown in (Appendix J).

**UAM CTM Heavy Equipment
Technical Certificate**

Would you like a long lasting successful career in a fast growing industry? Have you ever considered heavy equipment operations?

A growing need for heavy equipment operators creates unlimited opportunities for the trained and certified operator.

Due to a shortage of heavy equipment operators and advancing technology, heavy equipment operation has become a financially rewarding career.

The UAM CTM Arkansas Heavy Equipment Operator Training Academy (AHEOTA) specializes in developing the skills of the beginning heavy equipment operator.

Our goal is to develop a safe, skilled, ethical, and focused employee for the modern day worksite.

The UAM CTM AHEOTA program maintains scheduling to meet the needs of working students.

Classes meet Monday-Tuesday or Wednesday-Thursday of each week, except during Summer field courses. Completion of all AHEOTA required classes gives students 42 credit hours.

Graduates of our one-year program may receive certification recognized worldwide through the National Center for Construction Education and Research (NCCER). (Upon completion of entire program of study.)

Student Learning Outcomes

Students successfully completing the UAM CTM Heavy Equipment program will be able to:

Demonstrate the safe, efficient operation of conventional heavy equipment at the basic level according to National Center for Construction Education and Research (NCCER) standards.

Successfully obtain Heavy Equipment Operations certification from the National Center for Construction Education and Research.

Perform appropriately the skills necessary to obtain employment in the field of Heavy Equipment Operations.

HEO 1012 Orientation

HEO 1023 Basic Safety

HEO 1033 Employability

HEO 2082 Introduction to Earth Moving

HEO 2093 Heavy Equipment Safety

COMM 1203 Tech Communication or higher-level composition course

MAT 1203 Tech Mathematics or higher-level mathematics course

HEO 1046 Construction Equipment I

HEO 1052 Construction Equipment I Field Work

HEO 2109 Construction Equipment II

One of the following courses:

HEO 2216 Construction Equipment II Field Work

HEO 2126 Construction Equipment II Internship

**Appendix A
AHEOTA Brochure**



Appendix B
Performance Evaluation Example



NCCER
13614 Progress Blvd., Alachua, Florida 32615
Phone: (888) 622-3720 Email: info@nccer.org

HEAVY EQUIPMENT OPERATIONS

Performance Tasks

Level One

MODULE 22101-05 – ORIENTATION TO THE TRADE

This is a knowledge based module. There are no Performance Tasks for this module.

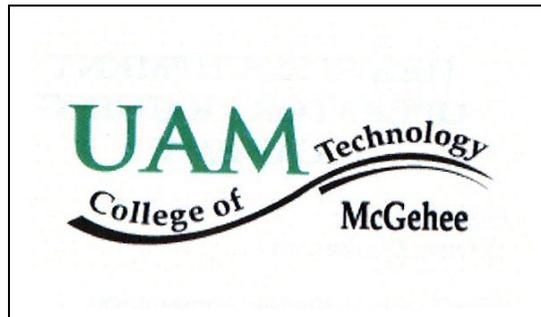
MODULE 22102-05 – HEAVY EQUIPMENT SAFETY

Task Number	Item	Date(s)	Recorded By
1	Demonstrate how to put on various types of personal protection equipment: hardhat, goggles, and ear protection.		
2	Place barricades and temporary traffic control devices for a highway construction zone.		
3	Demonstrate how to use flags or paddles to control traffic.		

MODULE 22103-05 – IDENTIFICATION OF HEAVY EQUIPMENT

Task Number	Item	Date(s)	Recorded By
1	Identify the various types of heavy equipment and their uses.		
2	Identify the basic parts of each type of equipment and differences in models among the same type of equipment.		
3	Point out the primary components of the vehicle drive system.		
4	Point out the primary components of the hydraulic system.		

Appendix C
Fall 2013 Advisory Meeting Minutes



Advisory Committee Meeting
October 21, 2013

Those in attendance were:

John Lipton
Jeff Wardlaw
Harold Hooper
Bill Ramsey
Mike Gowen
Kenny Stephens
Teresa Sandine
Jason Davis
David Carter
Bob Ware

Meeting was called to order by David Carter, who welcomed everyone and thanked them for coming.

There was no old business discussed.

Current enrollment was discussed. David said he currently has 8 second semester students and Jason has 12 first semester students. David explained the program of study for the heavy equipment program, the NCCER guidelines for receiving certifications from NCCER, and also explained the technical certificates that the students can earn from UAM.

Retention efforts were discussed. David handed out UAM-CTM Retention Plan. He explained that the school has a retention specialist-Tara Snider.

Teresa and David spoke of recruiting efforts that are being made. Teresa recruits all over the state at Workforce Centers, Dislocated Workers meetings, county fairs, etc. David explained that both instructors recruit when on the road, while completing the non-credit courses. John Lipton expressed a need for the program to attend the Municipal League Meetings that is held in the spring and fall. Mike Gowen agreed and suggested “rethinking” some of the ways we recruit.

Appendix C
Fall 2013 Advisory Meeting Minutes
Cont.

Members talked about the possibility of online courses being offered by the program.

David handed out the UAM Viability Report and explained its content to the advisory members.

The UAM Gainful Employment Report was given to advisory members. David pointed out the numbers for past years, where a drop had occurred in students having gainful employment. The interest in a UAM CDL Program was communicated by David and ALL members agreed that heavy equipment students NEED to obtain a CDL before entering the workforce. This need is present, because a lot of employers favor job seekers who have equipment training AND a CDL.

Mr. Ware joined the meeting and echoed the need for a CDL program that will go along with the heavy equipment program. He said he had been in contact with the Pine Bluff Truck Driving School to see if cooperation could be made between the two programs. Representative Wardlaw indicated that he felt he could secure funding for the addition of a CDL component to the Heavy Equipment Program, and that he would check further on that possibility.

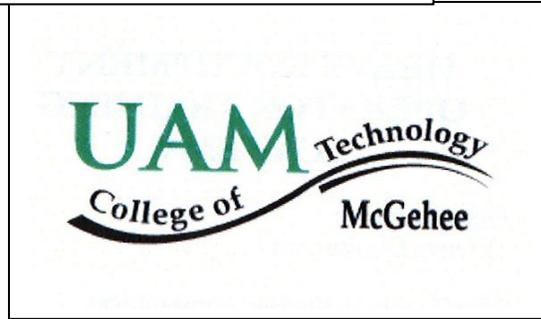
Kenny Stephens, from the City of North Little Rock, expressed interest in allowing the heavy equipment program to use their training facility and equipment to train students for the CDL on a non-credit basis. He also brought up the possibility of utilizing the Technology Transfer Program to pay for training.

Mr. Ware brought up the possibility of starting short, non-credit equipment classes that only train on one piece of equipment at a time.

Finally, members were asked to fill out a rating sheet, where they rate the program, using a 1-5 scaled (Poor = 1 and Excellent = 5), in the following areas: recruitment and retention, field work, safety training classes, meeting program objectives, gainful employment. The results of this survey will be compiled for future use.

With nothing further to discuss, and keeping in mind the lateness of the hour and the distance that some of our members had to drive, the meeting was dismissed with thanks to all who attended.

Appendix D
Spring 2014 Advisory
Meeting Minutes



Spring Advisory Committee Meeting
April 11th, 2014

Those in attendance were:

Laura Carter
Ken Jordan
Michael Harding
Nita McDaniel
Patrick Thomas
Jonalyn Reep
Dan Lee
Bill Ramsey
Mike Gowen
Kenny Stephens
Teresa Sandine
Jason Davis
David Carter
Bob Ware
Sharon Cantrell

Meeting was called to order by David Carter, who welcomed everyone and thanked them for coming.

There was no old business discussed.

Current enrollment was discussed. David said he had 7 students on roster and Jason had 9.

Recruitment efforts were discussed by Teresa, David, and Jason. Dan Lee asked if the program was able to go into high schools to recruit. Mr. Ware explained the current UAM policy on recruiting to the committee, where if AHEOTA is invited then a representative from UAM will be sent to distribute information for the main campus and the technical campuses. The advisory committee recommended that AHEOTA pursue the ability to be able to recruit in high schools for the program. The need for traditional college student participation in the program was

Appendix D
Spring 2014 Advisory
Meeting Minutes Cont.

discovered upon analysis of past classes by Teresa and Jason. Laura Carter suggested a more public approach to recruiting. She mentioned Wal-Mart as an example, where a variety of potential students could be reached. Michael Harding, from the Arkansas DWS in Monticello, explained his job in helping veterans get funding to go to school and explained how he was prepared to help the program in getting students.

David explained where the program is with the CDL Pilot Program. Students were spending at least 2 hours a week in class, during the spring semester, reviewing the CDL manual in an effort to take and pass the written portion of the CDL exam. As part of the preparation for taking their tests, the students are required to complete practice tests online. AHEOTA will purchase the packets for each student at the revenue office in Warren. This is a requirement by the State of Arkansas before taking the written test. Upon passing the written test and receiving a “learner’s permit” the student will be eligible to take the Summer CDL skills portion of the program. In the skills course, the student will learn to operate a vehicle on the road. The program plans to rent trucks for this term and the “spec building” in the Bradley County Industrial Park will be the site for this portion of the training. Ken Jordan offered his services in helping the program with the skills portion of the CDL program, since he has had experience in this field.

David talked about the grant that the program received from the Arkansas Contractors Licensing Board. The grant will match private funds up to \$24,500 from contributors. This grant would be used to purchase a motor grader simulator for the program. Currently the program has a total of \$7,500 in contributions to the grant. Mr. Ware stated he had promise for contributions from other entities in McGehee. He also said that UAM would contribute funds to purchase the simulator, but could not be matched by the grant because of the way it was stated. The deadline for the grant is June 30, 2014.

A log of upgrade classes was distributed to the committee. One sheet shows the classes completed for the 2013 year and the other shows completed classes for 2014 up until the date of the meeting. David explained that these classes are a source of income for the school and also a recruiting tool. Each class is used to promote the program and hopefully get word out about the Heavy Equipment Program.

David announced his recent certification to teach the OSHA 10-hour and 30-hour courses.

John Lipton was voted in as Chairman of the AHEOTA Advisory Committee and Nita McDaniel was voted in as Co-Chairman.

The meeting was adjourned.

Appendix E
Syllabus from Fall 2013 course

Fall 2013
COURSE SYLLABUS
UAM/CTM - AHEOTA
HEO 1046 Construction Equipment I

Instructor:	Jason Davis
Office:	SEACBEC – AHEOTA
Phones:	870-226-2750 870-226-2739 (fax)
Email:	davisj@uamont.edu
Time:	Wed./Thurs. 12:30-4:30
Course Description:	HEO 1046 Construction Equipment I 6 Credits: 6 hours lecture Construction Equipment I provides classroom training in blueprint reading, soils, grades and the dump truck/tractor. This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.
Prerequisite:	None
Co-requisite:	HEO 1153 Heavy Equipment Safety, HEO 1012 Orientation, and HEO 1023, Basic Safety
Course Goal:	Provide classroom training in blueprint reading, soils, grades and dump truck/tractor operations.

Student learning outcomes for the AHEOTA Program are:

Students successfully completing the UAM CTM Heavy Equipment program will be able to:

1. Demonstrate the safe, efficient operation of conventional heavy equipment at the basic level according to National Center for Construction Education and Research (NCCER) standards.
2. Successfully obtain Heavy Equipment Operations certification from the National Center for Construction Education and Research.

Appendix E
Syllabus from Fall 2013 course
Cont.

3. Perform appropriately the skills necessary to obtain employment in the field of Heavy Equipment Operations.

Additional Student Learning Outcomes for this course are:

- 1) DUMP TRUCK/TRACTOR –operate dump truck and tractor in a safe and efficient manner. Module covers operation of dump trucks, general utility tractors, and different types of soil compaction equipment used in the construction industry. Describes duties and responsibilities of the operator, safety rules for driving and for basic preventive maintenance practices.
- 2) BLUEPRINTING READING –be able to read at a basic level, blueprints, including title blocks, lines, symbols, and revision symbols. Students will be introduced to graphic information found on site plans, evaluations, plan views, sectional and detail drawings.
- 3) SOILS – identify different types of soil, their composition and characteristics.
- 4) GRADES –read and interpret construction plans to determine grading requirements and will review basic grading operations and the concept of preparing graded surfaces using heavy equipment.

Text: Heavy Equipment Operations, Core Curriculum
 Author: NCCER
 Fourth Edition, 2009

Heavy Equipment Operations, Level I
 Author: NCCER
 Third Edition, 2012

Heavy Equipment Operations, Level II
 Author: NCCER
 Third Edition, 2013

Supplemental Materials: Videos: appropriate for information presented in class.

Grading Policy: Grades will be based on the quality of material presented to the instructor, tests on each module, on classroom and outside assignments, and on the final exam.

If a student scores below 70% (minimum score required by NCCER) he/she will be given another test, however, the first score the student achieves will be used as the UAM grade for that module, which will then be averaged with all other modules to obtain the final UAM grade.

All students are required to be current on all tests before going to the field.

Outside Assignments 15%	Classroom Assignments 15%	Module Tests 40%	Performance Evaluation 30%
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Final Exam: The final exam will be Wednesday, December 12, 2013.

Final Grade: The final grade will be based on:

100-90%	= A
89-80%	= B
79-70%	= C
69-60%	= D
59-0%	= F

Make up Exams: Make up exams must be taken within two weeks of the module exam missed. A full grade-point drop may be applied at the instructor's discretion.

Other Information:

There are two emphasis areas, Construction Emphasis and Timber Emphasis, in the Heavy Equipment technical certificate major. Students may elect to complete one or both of the areas. Reflected on the student's official transcript will be the emphasis area(s) completed at the time the certificate is awarded. Any student who desires to have both emphasis areas on the transcript should complete both of them prior to graduating.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Appendix E
Syllabus from Fall 2013 course
Cont.

- a. Copying from another student's paper
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor
 - c. Collaboration with another student during the examination

 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examination or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be either a drop of one or more letter grades on the examination/work, automatic failure of the examination/work in question and possible expulsion from the class for repeat offenders, at the instructor's discretion.

Cell Phone Usage

Cell phones are to be turned OFF and placed out of sight when tests are being administered. Making phone calls or sending texts during class is not allowed. Receiving phone calls or texts during class is discouraged, but allowed within reason. Excessive calls or texts received (more than 3) will result in the student being required to leave his or her phone in a vehicle or in the instructor's office during class. No ear phones or buds will be allowed during class.

Late Assignment Policy:

All assignments with specified due date will be treated with the instructor's late-assignment policy, which is:

Appendix E
Syllabus from Fall 2013 course
Cont.

- 1) Assignment handed in on or before the due date will be gladly accepted.
- 2) Assignments handed in up to one week past the due date will be accepted with an automatic deduction of 10%.
- 3) Assignments which are more than one week late **will not be accepted** and **will be given a zero grade**.

UAM will no longer mail grade reports to all students. You may access your grades through WeevilNet on the UAM Homepage. <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the registrar's office in Monticello or student services office in Crossett, McGehee or Warren.

Students with Disabilities:

It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the university's commitment to equal education opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-222-5360; fax 870-222-1105.

At UAM/CTM-Warren you need to notify AHEOTA School Liaison, Teresa Sandine, 870-226-2750.

Absences from Class:

If you have an excessive number of unexcused absences, (five or more), or if you display a flagrant lack of punctuality, we reserve the right to lower your final grade by a full grade point. Five tardies equal one unexcused absence. Attendance is strongly encouraged, especially during site-work, since skills can only be attained with hands-on experience.

Disruptive Behavior:

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others. A verbal warning will be given for the first offense. The instructor has the right to ask disruptive students to leave his class for a period of time to be determined by the instructor. Refusal to leave will result in the police being called to remove the student. Any student removed in this manner will not be allowed to attend class for the remainder of the semester.

Requirements for Heavy Equipment Operation

- 1) A score of 100% on the Employability Unit titled "Drugs/Medications and their Consequences in the Workplace" is required before being allowed to operate equipment in the field. The signed test shall be placed on file.
- 2) A score of 80% on the Safety Unit called "Basic Safety" is required before a student operates equipment in the field. The signed test is placed in the student's program file.
- 3) Students shall report to instructors any circumstances or medications that may impair spatial, mental or physical abilities before operating equipment in the field.
- 4) Students shall have a valid driver's license before operating equipment in the field.
- 5) Students are responsible for their personal behavior and well-being. This is a condition of participation in fieldwork activities. Before going into fieldwork students shall understand the general nature of the risks involved in this activity, including, but not limited to the size and power of the equipment operated which could cause injury or death.
- 6) Students shall abide by all specific requests by the AHEOTA program for their personal safety and/or the safety of others, as well as all AHEOTA rules and policies applicable to all activities in this program.
- 7) AHEOTA reserves the right to exclude participation in, or have the student withdrawn from, this program should behaviors detrimental to the safety or welfare of others be demonstrated by the student.

Office Hours:

Generally I will be available to help the students at any time in which I am not in class (on or off campus). Except for class times, instructors will be available from 8:00 a.m. until 4:30 p.m., Monday through Friday. If you are not on campus, it is advisable to call for an appointment.

Appendix E
Syllabus from Fall 2013 course
Cont.

Tentative Course Calendar – Construction Equipment I - FALL 2013

Aug 21– Go over syllabus. Start Basic Operational Techniques Module

Aug 22 – cont. Basic Operational Techniques Module

Aug 28 – cont. Basic Operational Techniques Module

Aug 29 – cont. Basic Operational Techniques Module

Sept 4 – cont. Basic Operational Techniques Module

Sept 5 – cont. Basic Operational Techniques Module

Sept 11 – Review Basic Operational Techniques Module

Sept 12 – Review Basic Operational Techniques Module

Sept 18 – Test Basic Operational Techniques Module

Sept 19 – Start Basic Operational Techniques Module

Sept 25 – Start Tractors Module

Sept 26 – cont. Tractors Module

Oct 2 – cont. Tractors Module

Oct 3– cont. Tractors Module

Oct 9 – Review Tractors Module

Oct 10 – Test Tractors Module

Oct 16 – Start Grades, Pt. I Module

Oct 17 – cont. Grades, Pt. I Module

Oct 23 – cont. Grades, Pt. I Module

Oct 24 – cont. Grades, Pt. I Module

Oct 30 – cont. Grades, Pt. I Module

Oct 31 – Review Grades, Pt. I Module

Nov 6 – Test Grades, Pt. I Module

Nov 7 – Start Dump Trucks Module

Nov 13 – cont. Dump Trucks Module

Nov 14– cont. Dump Trucks Module

Nov 20– cont. Dump Trucks Module

Nov 21 – Review Dump Trucks Module

Dec 4 – Test Dump Trucks Module

Dec 5 – Review for Final.

Dec 12 – Final Exam



**UAM College of Technology McGehee
Fall 2013**



Final Exam Schedule

FALL 2013

CALENDAR OF EVENTS

August 12 (Monday): Schedule changes for preregistered students. Deadline for preregistered students to pay or make arrangements to pay tuition, fees, and room and board. Even students whose bill is **\$0 or less must** confirm their registration with a cashier at one of the three campus locations. This includes students who receive scholarships and other forms of financial aid.

August 13-16 (Tuesday through Friday): Professional Development activities for faculty and staff.

August 19 (Monday): Students who pay their tuition and fees by Monday, August 12, will be allowed to make schedule changes between 8:30 a.m. and 11:00 a.m. at the Monticello location and between 8:30 a.m. and 3:30 p.m. at the Crossett and McGehee locations.

August 19 (Monday): Orientation will begin at 1 p.m. in Meeting Room 1 for first-time freshmen.

August 19 (Monday): Registration for night-only students and graduate students from 5 to 7 p.m.

August 20 (Tuesday): Open registration from 8:30 a.m. until 3:30 p.m. at each campus location.

August 21 (Wednesday): First day of classes. Admission application deadline

August 21-23 (Wednesday through Friday): Students may make schedule changes.

August 23 (Friday) - Last day to register or add classes.

September 2 (Monday): Labor Day Holiday. All offices and classes closed.

October 4 (Friday): Deadline to apply for May graduation.

October 30 (Wednesday): Last day to drop a regular fall class. Grade will be W.

November 4 -15 Preregistration for spring.

November 26 (Tuesday): All classes will meet as usual. (day, evening, and distance education)

November 27 (Wednesday): Classes closed. University offices open.

November 28-29 (Thursday-Friday): Thanksgiving Holiday. All offices and classes closed.

December 6 (Friday): Last day of classes.

December 9-13 (Monday-Friday): Final exams.

December 18 (Wednesday): Fall conferral of degrees and awards.

Appendix F
Syllabus Agreement Example

*UAM College of Technology - McGehee
AHEOTA Syllabus Agreement - Fall 2013*

I, _____ do enter into an agreement with the Instructor of the courses:
PLEASE PRINT YOUR NAME

- I have viewed (at <http://www.uamont.edu/facultyweb/davis>) a copy of the syllabus (syllabi) for the course:

<input checked="" type="checkbox"/> HEO 1012 Orientation	<input type="checkbox"/> HEO 1033 Employability
<input checked="" type="checkbox"/> HEO 1023 Basic Safety	<input type="checkbox"/> HEO 2082 Intro./Earthmoving
<input checked="" type="checkbox"/> HEO 1046 Constr. Equip. I	<input type="checkbox"/> HEO 2109 Constr. Equip. II
<input checked="" type="checkbox"/> HEO 2093 Heavy Equipment Safety	

- I have read and do understand the requirements of the course, specifically the grading and attendance policies.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in: a grade of "0" on the assignment or test
- I understand that I am responsible for any information presented in orientations, syllabus, lectures, study guides, textbook(s), videos, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations. I also understand that more than five (5) unexcused absences may result in having my final grade lowered by a full grade point, at the Instructor's discretion.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.

Student's signature

Date

Appendix G
Student Course Evaluation Example

etw/ets/et.asp?nxappid=3F2&nxmid=foc...

**Course Evaluations
2136 2013**

**University of Arkansas
at Monticello**

Course: 1297 1 - CONSTRUCT EQUIP I

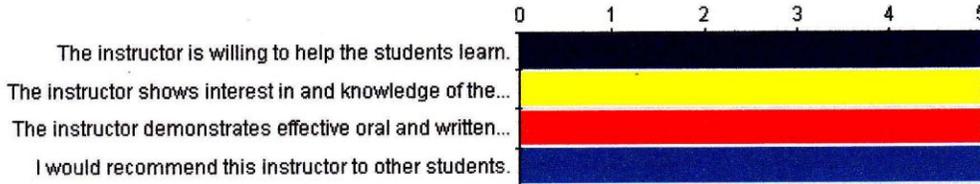
Department: MHEO

Responsible Faculty: Jason Davis

Responses: 9

Faculty: Davis, Jason B

Category/Section: Instructor Based Questions/General



[E] Strongly Disagree=01 | [D] Disagree=02 | [C] Neither Agree Nor Disagree=03 | [B] Agree=04 | [A] Strongly Agree=05

K E Y Questions	Statistics				Frequency					Response	
	Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
The instructor is willing to help the students learn.	5	5	5	0	-	-	-	-	8	8	11
The instructor shows interest in and knowledge of the subject.	5	5	5	0	-	-	-	-	8	8	11
The instructor demonstrates effective oral and written communication skills.	5	5	5	0	-	-	-	-	8	8	11
I would recommend this instructor to other students.	5	5	5	0	-	-	-	-	8	8	11

Appendix G
Student Course Evaluation Example
Cont.

**Course Evaluations
2136 2013**

**University of Arkansas
at Monticello**

Course: 1297 1 - CONSTRUCT EQUIP I

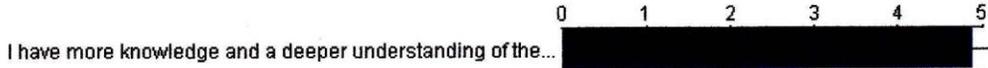
Department: MHEO

Responsible Faculty: Jason Davis

Responses / Expected: 9 / 11

Focus: Overall Results

Category/Section: Course Based Questions/General



[E] Strongly Disagree=01 | [D] Disagree=02 | [C] Neither Agree Nor Disagree=03 | [B] Agree=04 | [A] Strongly Agree=05

K E Y	Questions	Statistics				Frequency					Response	
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.9	5	5	.31	-	-	-	1	8	9	11

Question: What did you like and dislike most about this course?

Response Rate: 55.56% (5 of 9)

- 1 I would recommend this program to other students.
- 2 i think this course helps out alot .anybody going into the construction field should have knowledge about safety on any job.
- 3 needs a cdl course
- 4 I liked everything
- 5 like all of it don't dislike anything

Appendix H
Rating results from Fall 2013 Advisory Meeting

2013 AHEOTA Advisory Meeting
Rating Results

Members are asked to rate the AHEOTA Program in the following areas:

1. Recruitment and Retention
2. Field Work
3. Safety training classes
4. Meeting Program objectives
5. Gainful Employment

Scale = Numbers 5-1 5 = Excellent 1 = Poor

	Areas					
Members	#1	#2	#3	#4	#5	
Mike Gowen	4	5	5	5	5	
Harold Hooper	5	5	5	4	4	
Kenny Stephens	4	5	5	4	4	
Bill Ramsey	4	4	4	4	2	
Anonymous	4	5	5	5	4	
Anonymous	5	4	4	5	4	
John Lipton	5	5	5	5	5	
Average rating:	4.4	4.7	4.7	4.6	4	

Appendix I
Recruitment Contact Form example

Name of Faculty or Staff Member: Jason Davis			
Name of Individual or Organizational Contact: Workforce Center			
Date:9/20/13	Location: Monticello	Requested By:	Total Time of Contact: 1 Hr
Purpose of Contact (Indicate any options that apply)			
Retention	Recruiting	Program/Course Input	Other
Description of Contact: I spoke to a group of people, young and old, about our program. I got great feedback from 4 young men. The oldest stated that he was very interested in the program and wanted to enroll for Spring 2014 courses. I believe his name was Robert Patton.			
Changes Occurring Because of Contact: Robert Patton enrolled in AHEOTA courses in the Spring `14 semester.			

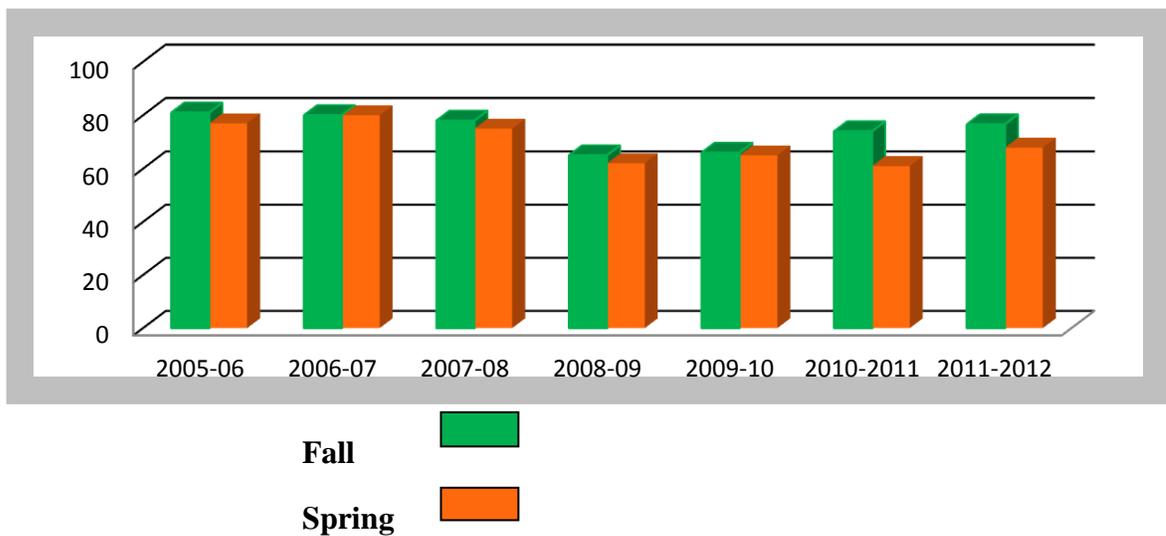
UAM College of Technology-McGehee 2013-2014 Retention Plan

Introduction

Student retention in higher education continues to be a challenging obstacle for many institutions including University of Arkansas at Monticello College of Technology-McGehee (UAM-CTM). After five years of reviewing retention rates by the Student Services Department, UAM-CTM began focusing on the growing concerns of retaining students. Since 2009, with previous retention rates being observed from 2005 to present, UAM-CTM implemented a plan to address the downward trend of retention rates.

The retention plan was supported by the Carl Perkins grant from the Arkansas Department of Higher Education. The UAM-CTM administration, Coordinator of Carl Perkins, and the Strategic Planning Committee initiated a pilot project on the McGehee campus in an effort to increase retention across all programs. The first step in this plan was the hiring of a retention specialist in October of 2009, utilizing Carl Perkins Funds. While the retention data collected from the Student Services Department includes the letter grades of D's and F's, and those students who have withdrawn from classes by the eleventh day, the hiring of the Retention Specialist has shown to have contributed to a significant increase for the Fall 2010 academic year.

UAM-CTM Retention Rates by School Year



UAM-CTM defines student retention as the student success that is shaped by a learning-centered environment, which focuses on the needs, expectations and goals of our diverse students by promoting successful learning partnerships through completion of college studies that are aligned to the academic and social achievement aspirations of students. While the retention rate fell in the Spring 2012 school year, current strategies along with future plans to increase retention are still being implemented.

Current Retention Strategies

Over the last two years, the Retention Specialist implemented a number of programs and activities to address student retention issues with one goal in mind, keeping students at UAM-CTM until their goals are reached and they succeed. Currently, some of the strategies in place include:

- **“Early Alert”:** When an instructor identifies a student is not progressing satisfactorily, a referral form is created by the instructor and sent to the Retention Specialist. The Retention Specialist contacts the student for further assistance. Once assistance has been given to the student in that particular area, the Retention Specialist continues to monitor their progress in that specific course. Approximately 95 Early Alert forms were mailed throughout the fall and spring semesters.
- **New Students:** At the beginning of each semester, all new students receive a “welcome” letter that introduces the retention specialist and includes a detailed list of services provided and contact information.
- **Retention Activities:** Meet and greet with students during the first two weeks of classes. Tutoring, time management skills, note-taking skills, study skills, test taking skills, stress management, listening skills, organizing and planning techniques, providing assistance with checking student e-mail and getting familiar with blackboard, and hosting scheduled study groups for individual classes such as: Technical Math, Early Childhood Education, Fundamental Concepts and Skills for Nursing, Nursing of Children and Technical Communication. Approximately 75 students were involved in the workshops presented by the Retention Specialist.
- **Classroom Visits:** During the beginning of each semester, the Retention Specialist visits classrooms with the permission of instructors, and hands out postcards with a list of services reiterating that help is available. Approximately ten classrooms were visited throughout the fall and spring semesters.
- **Attendance Spreadsheets:** As the semester progresses, instructors e-mail or provide a hard copy of students’ names who have missed numerous classes and are in danger of failing due to the lack of attendance. The Retention Specialist then mails an attendance letter to the student offering help on missed assignments, while encouraging them to contact their instructor immediately.
- **E-mail/Phone Logs:** The Retention Specialist keeps a detailed log of previous students who have received help and throughout the semester, contacts them through e-mail or a phone call, making sure they are doing well.

- **Workshops:** Over the fall and spring semester, several workshops were presented to students and faculty: “Meet and Greet Your Retention Specialist”, “Tailgating to Learn How to Communicate with your Instructors”, “Interview Skills for Job Placement Readiness”, “Interview Etiquette for Any Job” and “Employability Tips for the Workplace.” Individualized resume packets were given to each student during the employability workshops. The packets consisted of definition of cover letters and resumes, as well as resume paper and flash drives. The Retention Specialist worked one on one with each student once they completed their cover letter and resume to ensure the end result was that of professional status.
- **Increasing Faculty/Staff Involvement:** From the Student Services Department to the instructors, all educators and students will be reminded how the importance of “team work” leads to more success. The Retention Specialist will be asking all instructors to recognize one student per month who portrays dedication and hard work in their class. That student will be recognized and the Retention Specialist will send out e-mails to the entire UAM-CTM campus naming those students. A picture with their instructor will be taken and a bulletin board in the Student Center will represent those recognized students each month. Approximately 80 students were rewarded with the Student of the Month award.
- **Orientation:** Introduction of Retention Specialist at orientation where each student will be given a handout of what services are available. The Retention Specialist attended the overall orientation for all students as well as the Nursing Orientation which is an individualized session.
- **Career Fair:** In the spring semester, a career fair was held with all CTE students invited. Career Pathways and its dedicated representatives partnered with the Retention Specialist to make this event a success. The goal of the Career Fair was to allow employers to discuss with the students what is expected of them as an employee. For example, attitude, communication, ethics, etc. We wanted all students, not just second year students, but freshman as well to hear how completing their education led to success in the workplace. While career placement was at the top of the agenda, the Retention Specialist and Career Pathways felt the students need to know first-hand what was expected of them from the business world. Each session was individualized according to the programs UAM-CTM offered. Approximately two to three speakers presented to seven different programs during this event. Each speaker spoke about topics such as the dynamics of the hiring process which includes resumes and interviews; expected work habits; work values; work skills; and examples of the best/worst employee habits. As the career fair promoted job opportunities, the students were allowed to use their material and personal data that was taught at the employability workshop to pass out to employers in attendance. Approximately 125 students attended the Career Fair.
- **Global Career Development Facilitator:** UAMCTM now has on staff a certified GCDF (Global Career Development Facilitator). Approximately 156 students utilized the GCDF’s services during the 2011-2012 school year. This person performs specific kinds of tasks which help people learn about themselves, learn about jobs, make career choices and plans, and then carry out those plans. The GCDF helps the students perform self-evaluations. Students had to evaluate their work interest and work values. This was done by completing the Kuder Career Search Person’s, Super’s Work Values Inventory, and Kuder Skills Assessment evaluation. The student and GCDF worked together to interpret

the results. Students also took the Holland Interests and Skills Checklist. The results of this assessment were used as a talking point to encourage students in understanding their personality type and working environments which are most conducive to success for the student. The Work Importance Indicator were discussed and the results were used to relate those to Super's Work Values Profile with intention of discussing with the GCDF those areas of great importance to the student in the workplace. A personality test called the Jung Typology Test was administered to students. The student and the GCDF discussed the points of interest. The GCDF also assisted the student with employment skills including resume writing, interviewing skills, computer skills, creating a portfolio, and how to perform job searches. Counseling was also available.

New Retention Strategies for 2013-2014

For the 2013-2014 year, Perkins has decided to add a few new retention strategies in place. The Perkins Retention Specialist will take on several new strategies. We find that it is important not only to retain students until they complete a program, but also highly important to help them obtain a job after completing school. Some of the strategies that will be added for the 2013-2014 year are as follow:

- ***Employability Workshop:*** Students entering their last semester prior to graduating will be invited to attend a one-day workshop to help prepare them for the job search process. Speakers from business and industry will discuss the characteristics of a good employee and the interview process. Students will create a resume and a template cover letter. Students will leave with a digital copy of their resume, cover letter, and a list of typical interview questions. Students will also have hard copies of their resumes on bond paper.
- ***Career Fair:*** A career fair will expose all CTE students to professionals in their specific majors. Anticipating that the career fair will promote job opportunities, and to encourage students to use their material and personal data that was taught at the employability workshop. As UAM-CTM's Practical Nursing and Paramedic students mainly complete their programs in the fall semester, the Retention Specialist will dedicate a large portion of the Career Fair to these individuals.
- ***Job Shadowing:*** Calibrate with local business and industries to be able to provide job shadowing for technical students.
- ***Increase Improvement in English and Math:*** Since English and Math has the lowest retention rates, we decided to key in on that department. Instructors in these areas will be asked to nominate a few current students who are strong in these areas. That student, along with the Retention Specialist, will be asked to tutor on a volunteer basis before each test. The Retention Specialist will e-mail students in each class and announce the time and place that the tutor session will take place. Once again, those students who offer their services will be recognized throughout the campus as "UAM-CTM Leaders."

- **Workshops:** Throughout the year, three workshops will be held. The Retention Specialist will host a “**Take the Lead- Form a Study Group**”. This workshop details the benefits and characteristics of successful study groups, as well as possible pitfalls. Students will receive tips and advice on how to get a study group started. Students will also receive a sample Study Group Planning Form. The Retention Specialist will work one on one with those students who are interested in taking the initiative to be a leader and form these groups. The second workshop will be “**What Are You Going To Be When You Grow Up and Why?** This workshop will be presented to students by asking the following questions: How old were you the first time someone asked you these questions? Do you know the answers, yet? Self-assessment and career exploration are two hand-in-hand activities you will revisit throughout your entire life. If you don’t know “where are you headed” and/or cannot explain why you are headed there, this is the workshop for you. You will:
 - Identify your work-related values
 - Explore your personality type and interests
 - Review occupations and fields
 - Learn about occupational fit
 - Leave with an understanding of why you have chosen (or might consider) an occupation or field

The third workshop will be centered on the needs of improving all students math and reading skills. Based on the results of the tutors and the Math and Reading instructors, this workshop will be decided upon as the semester progresses.

Root Causes

In an attempt to explore effective strategies to increase student success and student retention, factors that affect student persistence and reasons why students depart from college must first be addressed. Also the reasons that students remain in college must be explored.

Factors Affecting Persistence and Success:

Clearly defined goals	Adequate Childcare
Understanding strengths	Comfortable Environment
Internally motivated	Positive College Perception
Invest time in succeeding	Faculty/Staff Interaction
Family involvement	Family Support
Accommodating schedule	Positive Learning Experience
Knowledge of resources	Self Motivation/Determination
Affordability	Social and Academic Integration

Reasons Affecting Student Departure

Faculty Communication

Course-related Difficulties

Finances

Change in Personal Circumstances

Lack Prerequisite

Transportation

Lack of Support

Health Related Issues

Lack of Social Connections

Child Care Issues

Class Schedules not flexible

Lack of Sense of Belonging

Teaching Styles don't Match Learning Styles

Academic Failure