University of Arkansas at Monticello
Academic Unit Annual Report

Unit: College of Technology-McGehee

Academic Year: 2021 – 2022

McGehee 's Mission

The mission of UAM College of Technology-McGehee is:

- To provide customized quality educational services to meet the needs of regional workforce development and enhance economic growth of the state.
- To provide the finest instructional resources and support services to enhance the growth and development of students.
- To be a life-long learning center composed of a highly professional team working to support customer needs and providing world-class quality workforce development.

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

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

Table 1: Assessment of Key Performance Indicators

Actions for Goal 1 Student Success	KPI	Assessment of Progress	Implications for Future Planning/Change
Expand accessibility to academic programs.	Offer additional online Courses. Schedule evening classes.	Courses for Fall 2021, Spring 2022 Fall 21': *13 Evening classes *14 Online classes *16 Concurrent Credit Courses Spring 22': *13 Evening classes *16 Online classes *16 Concurrent Credit Courses	Goal met; this goal will be continued annually.
Enhance the university's image, visibility, and influence.	Attend community activities as scheduled, obtain memberships to community organizations and volunteer when needed.	Administration, faculty, staff members and students participated in numerous community activities throughout the year. Each member documented their recruitment activity for the year. UAMCTM employees volunteered several hours at the following: Boys & Girls Club Teen Center, Owlfest, Pink Tomato Festival, Allied Health Meet and Greet, Nursing students volunteered and assisted Arkansas Department of Health (ADH) with flu clinics and assisted with health fairs with local hospitals.	Goal met; this effort will be continued annually.

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

UAM College of Technology McGehee assesses 2-3 programs annually on a rotational basis so that every program is assessed every three years. The diesel, emt/paramedic and heavy equipment technical programs were assessed in 2021-2022. The results are listed below.

Table 2: Diesel Technology Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	1. Successfully obtain the Commercial Driver's License (CDL).	• This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, but this objective also meets a student's affect needs by teaching them appropriate personal attributes needed for professional success.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.***

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	1. Demonstrate skills and knowledge to diagnose and repair all major systems found in current diesel equipment.	This SLO *fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.* The abilities and skills that the students learn in the diesel technology program.	• Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.*** • This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.***
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	1. Successfully obtain the Commercial Driver's License (CDL).		• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of***

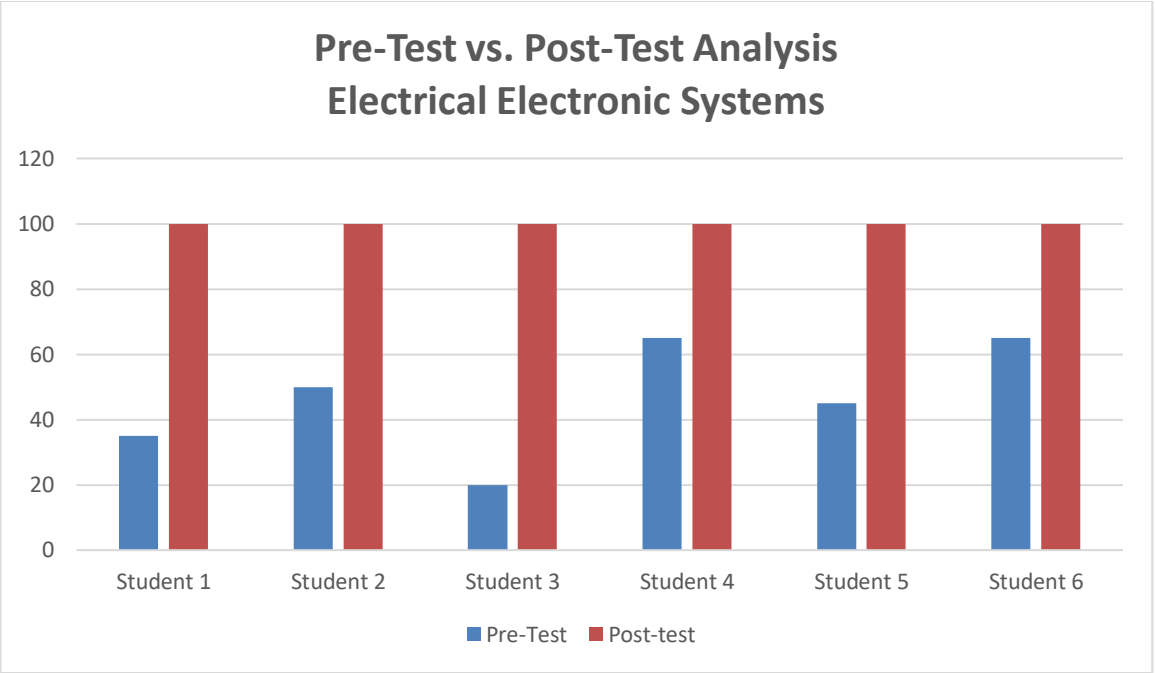
University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			quality academic programs.
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	1. Complete accurate work orders of diesel equipment repairs related to service history, diagnosis/analysis of problems and description of correct repairs.	• This objective allows students to be served in the communities of Arkansas and beyond, to improve the quality of life; as well as generate, enrich, and sustain economic development. Students completing this program are successful in Southeast Arkansas, and in other areas of the state and beyond.	• This objective assists in meeting the mission by ***providing the instructional and support services to enhance the growth and development of students*** as well as providing ***customized educational services to meet the needs of regional workforce***. Their success provides the evidence of their ***growth and development assisted by a highly professional team working to support customer needs and provide a world-class quality workforce***

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			development.

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

The students' performance in the Diesel Technology Program uses the classroom setting to measure student comprehension and learning; assessment is conducted in a variety of ways including the following: exam scores, homework scores, quizzes, projects to demonstrate competence in topics covered in class, student attendance, and participation in class. The students' performance in the shop is assessed utilizing a pretest at the beginning of the semester and reassessed utilizing a posttest at the end of the semester. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on as specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In automotive technology courses, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are re-assessed on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Utilization of pretests indicate how students are processing the information as each unit is reviewed and directs the instructor to areas in which additional instruction is necessary within that unit. The course Electrical/Electronic Systems provides students with a knowledge base to basic electricity, magnetism, and circuitry as they pertain to diesel equipment. The course also introduces batteries, charging, starting and accessory circuits with emphasis on testing, maintenance, and repair. Safety and special tools are pinpointed. The chart below depicts the pre and posttest results. The exam consisted of twenty multiple choice questions given to six students.



The Diesel Training Academy is a new program offering coursework necessary for the Certificate of Proficiency in Tractor and Trailer Operations to prepare a student to sit for an Arkansas Commercial Driver's License (CDL) and a Technical Certificate in Diesel Technology. Diesel is more than just trucks: it is a driving force behind today's economy. Diesel Technicians can obtain employment servicing farm equipment, tractor trailers, oil rigs, power plants, school buses, cargo ships, and construction vehicles just to name a few, and CDL drivers are needed nationwide. The Diesel Service Technology program provides students with knowledge and laboratory experiences in the diagnostic, repair, service, and maintenance of diesel equipment. Preventative maintenance and the importance of high-quality workmanship are emphasized. The ability to diagnose trouble accurately is the key to success in this field – and the program is designed to give students skills through many opportunities to receive direct practice. The instructor has business and industry experience and connections that move students from the "classroom" mindset to the consideration of application of knowledge and skills in the job market. Small class size gives students a good teacher-student ratio that support connections both within the educational setting and in future employment venues. The program provides a strong curriculum that includes both standard courses necessary in any auto shop environment along with specialty courses. Students are given opportunity in a safe, structured environment to evaluate their personality, leadership, and educational styles as they apply to the employment field they are entering. Courses offer the opportunity for students to be independent learners in self-managed modules, as well as offering team-based learning opportunities. The program faculty are "future focused" and utilize industry related resources and connections to evaluate and update course work to ensure students are well prepared

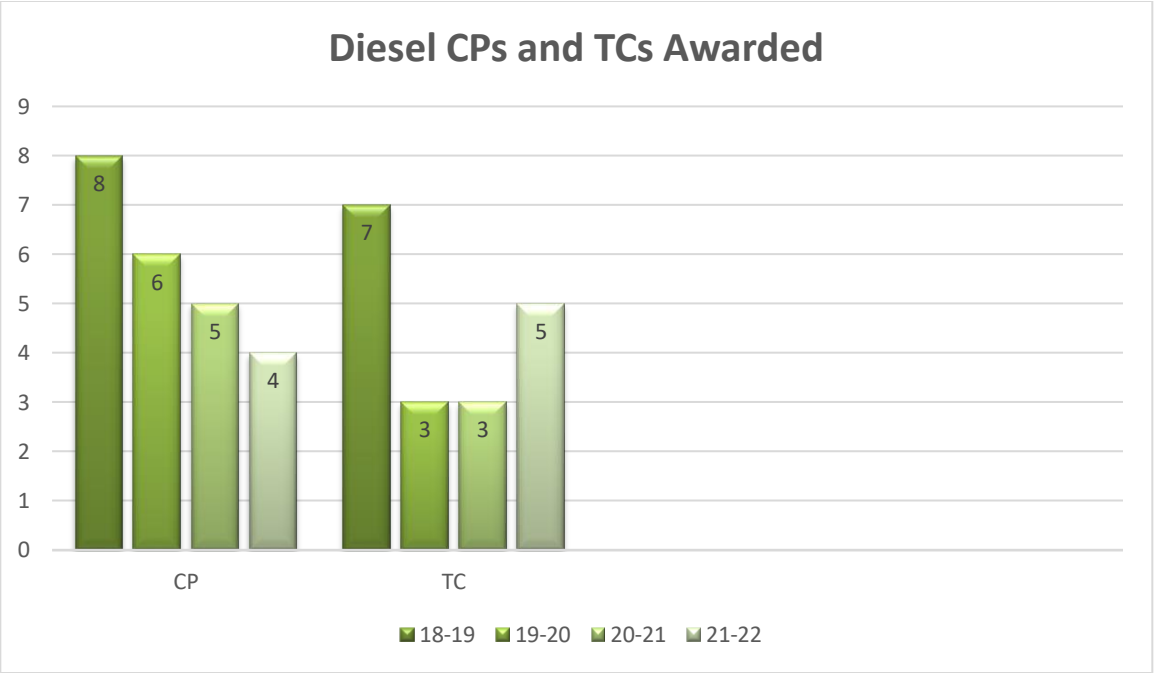
for employment.

Data from the UAM - CTM Diesel Technology Program is displayed on the University's Gainful Employment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning as successful completion of the program increases the likelihood of obtaining employment in the automotive industry. The diesel program has achieved a 100% on-time completion rate for two out of three years.

For School Year	# of Students Graduating	# of Students Completing On-Time	On-Time Graduation Rate	# of Students Employed in Related Field or Continuing Education	Job Placement Rate
2018-2019	7	7	100%	No graduates	
2019-2020	3	3	100%	7 grads - 3 CE = 4 eligibles; 4 working in field/4 eligibles = 100%	100%
2020-2021	3	3	100%	7 grads - 1 CE =6 eligibles; 6 working in field/ 6 eligibles = 100%	100%
2021-2022	5	5	100%	Data will be collected December 2022	100%

Data from the UAM – CTM Diesel Technology Program is displayed on the University' s Viability Report. The information from this report is depicted in the chart below and is also an indicator of student learning as completion of the awards indicates that students have successfully completed the requirements of the program. The Certificate of Proficiency (CP) is awarded after a student successfully completes the first four courses for a total of 11 credit hours obtained during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program for a total of 39 credit hours.

Award	Degree Code	Program Name	18-19	19-20	20-21	21-22
CP	0034	Tractor Trailer Operations	8	6	5	4
TC	4355	Diesel Technology	7	3	3	5



The diesel program is designed to measure student learning and understanding of concepts taught in each course. The variety of performance measures limit students' ability to memorize textbook content to earn grades. Methods such as class projects, and completed tasks require students to demonstrate the understanding of the concepts in hands on application in the tractor trailer and in the shop setting. Students are more likely to retain the material is they are afforded the opportunity to utilize the concepts. Working in small groups seem to work better for the students as far as learning the manual techniques. Random questioning of the material helps them to stay on task and reinforce their knowledge. A shop grading system was incorporated in the fall of 2019 as a measure of performing safety awareness, appearance, work ethic, attitude, attendance, etc.

Program faculty utilize actual trucks for use in accurately diagnosing problems with vehicles. The instructional material is designed to mimic a real-world shop atmosphere. After diagnosis, the students are required to write repair orders with real estimates. To obtain the most accurate estimate and lowest price for the "customer," the students are required to contact tractor trailer companies, as well as local part stores for price quotes.

Program faculty have identified the need to evaluate the program's effectiveness to the needs of a varied student base. Some students enter the program directly from high school and have minimal knowledge diesel concept application. Other non-traditional students enter the program with some experience in diesel engine systems components and, at times, without the ability to effectively recognize tools.

Faculty would like to interview local diesel/ shop personnel, program graduates, and current students to evaluate the impact of this gap and identify viable solutions to address this issue.

The role of the diesel service technician/mechanic has changed significantly over the last few years and continues to change rapidly. The need to create a program that will address the varied skill base for students leaving the program and entering the job market is important. While some changes have been made to expand the course offerings such as modification of the Certificate of Proficiency more research and review is needed. When considering the changing job field, and lower enrollment/viability numbers, reconfiguration of the program needs to be considered. Currently, faculty is developing questions that could be utilized to complete key informant interviews at local businesses and industries for input on program restructuring.

An area of improvement the instructor will make is in developing more knowledge and understanding of the diversity of adult learners. Finding a balance of rigor and responsiveness toward students and their needs will be accomplished through self-directed research and reading, through discussions with colleagues and supervisors, and through professional development.

Students enrolled in the UAM CTM Diesel program complete end of semester evaluations of the course, instructor, and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations is shared with the instructor by the assistant vice chancellor during the instructor's performance evaluation conference to determine what actions may be taken by the instructor.

The laboratory assignments and written tests are administered for students to demonstrate their understanding of theory through test scores. Their actual diesel ability is made evident through the laboratory work and hands-on projects. The instructor reviews the exams and laboratory results to ensure learners are both being taught and assessed for theory and performance – the proof of combined knowledge, skills, and abilities.

The faculty participates in self-evaluations and peer-evaluations. These evaluations allow the faculty to experience another faculty's strategies/methods of facilitating student learning. Peer evaluations are kept in the assistant vice chancellor's files and are shared with the faculty during yearly performance evaluations.

With the assistance of the Advisory Board, the instructor receives advice, recommendations, and feedback from members of the community of interest. The program of study is reviewed and strategies to improve student learning outcomes are discussed. The instructor has an open-door policy for stakeholders (employers). Business representatives communicate with the instructor openly concerning their needs for personnel and any deficits they may have assessed in the program's graduates.

In December 2020, the UAMCTM was awarded a $150,000 transportation grant from the Arkansas Division of Higher Education Workforce (ADHE) Regional Workforce Grant Program. This award will benefit this program by providing CDL training classes, instructor salary and supplies to enhance the diesel technology program.

Table 2: EMT/Paramedic Student Learning Outcomes

University Student Learning Outcome	**Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)**	**Alignment with UAM/University Vision, Mission and Strategic Plan**	**Alignment with Unit Vision, Mission, and Strategic Plan**
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	1. Demonstrate affective, cognitive, and psychomotor skills for the appropriate practice of emergency medical care.	• This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, but this objective also meets a student's affect needs by teaching them appropriate personal attributes needed for professional success.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.***

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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.	2. Demonstrate the ability to rapidly and appropriately provide emergency care at both clinical and emergency sites.	• This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, but this objective also meets a student's affect needs by teaching them appropriate personal attributes needed for professional success.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.***

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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.	2. Demonstrate integration of theory, clinical, and field content in manners that are appropriate, ethical, and legal.	This SLO *fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.* The abilities and skills that the students learn in the emt technology program.	• Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.*** • This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.***
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	2. Demonstrate competence to pass the National Registry Exam.		• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our

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			strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.***

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

Student learning data is collected and analyzed at defined points during a student's progression through the program. The material covered in the exams reflects the latest American Heart Association Guidelines and National EMS Education Standards. The EMS curriculum comprises five subject areas defined by the National Registry of EMTs: Airway, Cardiology, EMS Operations, Medical Emergencies, and Trauma. The assessment of each subject area is divided into Cognitive, Psychomotor, and Affective domains.

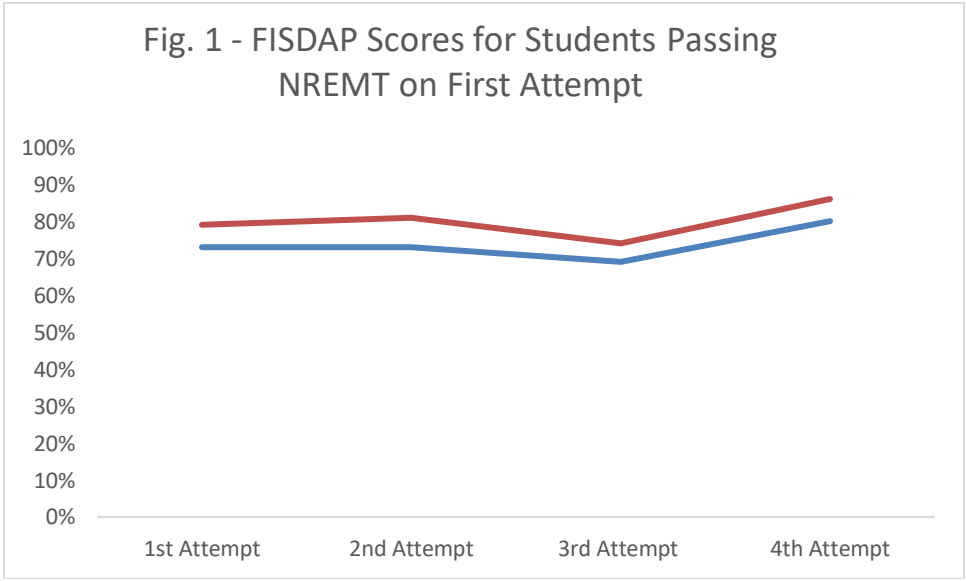
Cognitive:
The cognitive domain is evaluated utilizing chapter exams and comprehensive mid-term and final exams. Each EMT instructor takes a different approach to assessing student learning. During the Fall semesters, the instructor prefers paper exams. The Fall 2020 EMT class had an average final grade of B. 71% of the class passed the NREMT exam on their first attempt. 29% passed on the second attempt. No chapter or mid-term exam data could be located for the Spring 2021 EMT class, but the students took a comprehensive final using the JB Learning test preparation software. All students scored higher than 75% on the final exam. JB Learning does not recommend a cut-off score, but these students were approved to sit for the NREMT. The exam results were used to tailor each student's review efforts during the week before taking the NREMT. They passed the NREMT on their first attempt.

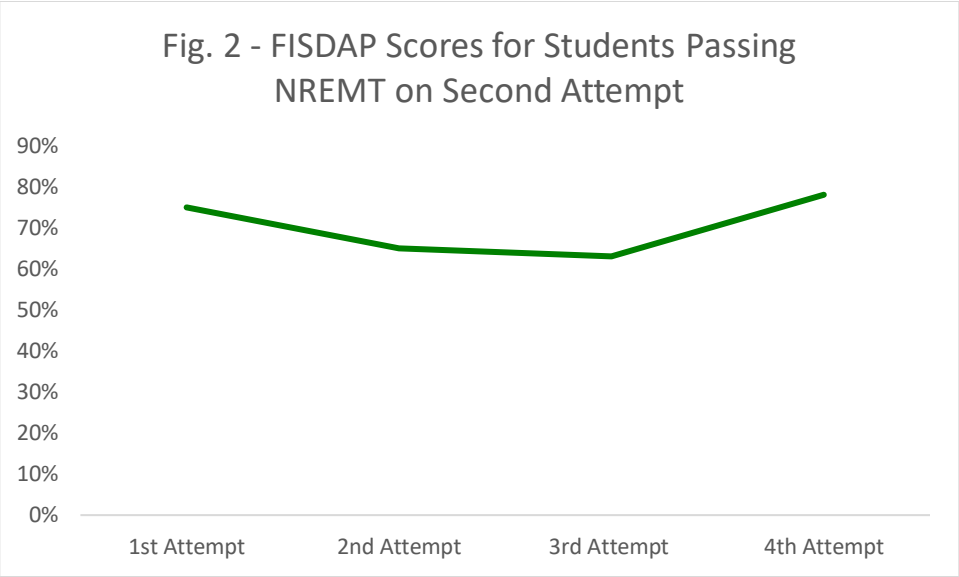
During Paramedic I-III, tests are given via Blackboard Learn. Blackboard can analyze individual student performance as well as the student cohort. This data informs the program's faculty of an individual student's learning progress and allows the program to see the group as a whole and then compare the individual to the cohort. An overview of the cohort's average, minimum and maximum scoring, and an item analysis occur with each exam. Data analysis offers the opportunity to evaluate the program curriculum and teaching methods/strategies used with a particular cohort. Suppose a particular item is answered incorrectly by 50% (or higher). In that case, the instructor reviews the question first to ascertain its appropriateness, then it is discussed with students for their feedback. It is either revised appropriately or removed from the exam if it is determined (for whatever reason) to be an "inappropriate" question. The first administration of the FISDAP Comprehensive Readiness exam occurs as the final during Paramedic III. The exam is administered three times during Paramedic IV to track progress during test preparation with the goal of improvement with each attempt. FISDAP deems students scoring above the recommended cut-off as ready for the NREMT.

The 2019-20 Cohort data indicates that students improved their scores with each attempt at the exam. However, students with an average score above the cut-off passed the NREMT on the first attempt. Students with an average below the cut-off required multiple attempts on the exam, but all students passed the NREMT within four attempts. Version 5 of the FISDAP exam was administered as the first and final attempt. Each student's scores improved between exams, with a class average improvement of eight points.

Student No.	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	No. of Attempts on NREMT
1	75%	65%	63%	78%	2
2	60%	67%	56%	71%	4
3	73%	73%	69%	80%	1
4	79%	81%	74%	86%	1
5	58%	66%	59%	67%	3
6	63%	62%	54%	72%	3

Table 1-Paramedic Students' FISDAP scores vs attempts on NREMT





Psychomotor:

Psychomotor skills are taught and assessed in the laboratory and clinical/field settings for both EMT and Paramedics. EMT students practice their skills in the classroom and must demonstrate proficiency in taking vital signs and performing a patient assessment prior to attending clinicals in the emergency room. Students' progress from the emergency room to the ambulance. As part of the final exam, EMT students participate in a psychomotor exam. The students rotate between medical, trauma, and a random skills station. The tester presents the student with a scenario and the student is required to demonstrate all skills required to assess, diagnose, and treat the patient from receipt of the call to handing off the patient to a higher level of care.

Paramedic students review basic life support skills learned as an EMT and learn advanced assessment skills during the first few weeks of the program. The instructor and their peers evaluate students in the skills lab using scores sheets. After proving proficiency in these skills, students learn how to place IVs and administer medications. Each skill has a corresponding score sheet and must be performed successfully as individual skill and as part of a scenario. The minimum number of times a skill must be performed is recommended by the CoAEMSP, determined by the Medical Director, and endorsed by the Advisory Committee. In the laboratory setting, students' progress from basic life support skills to advanced life support skills and from performing individual skills during lab sessions to incorporating multiple skills into scenarios and simulations.

Students' progress from learning skills in the lab to practicing on live patients in the emergency room. Once in the ER, evaluation becomes the responsibility of nurse preceptors. Each patient encounter and skills performed are recorded on the Daily Evaluation Form.

At the end of the shift, the preceptor rates the student's performance by answering questions about the three learning domains and rating their performance on a scale from one to five. Preceptors can provide additional remarks in the comment section near the end of the evaluation form.

During Paramedic III and IV, students transition from the ER to the ambulance. Field preceptors evaluate the students using the same method as the nurse preceptors. By the fourth semester students are responsible for the operations of the ambulance. They are required to perform a minimum of twenty team leads to complete the Capstone Field Internship. Paramedics also complete a Psychomotor Exam. However, this exam is a requirement for licensure, not just part of the final exam, and usually proctored by the AR Department of Health EMS Division.

Our students perform exceptionally well during clinicals, field internship, and on the Psychomotor Exam. The EMT and Paramedic students enrolled in the program during the 2020-21 school year received high marks from their preceptors. One EMT and one Paramedic student required retesting during the Psychomotor Exam.

Affective:
Student behavioral learning is evaluated and analyzed using the clinical/field evaluation form, utilized by clinical and field preceptors following a rotation in the hospital or on the ambulance. This form evaluates behavioral learning by looking at each student's interpersonal skills: rapport with all individuals, verbal communication with team members, written communication, professional working relationships, and leadership. Graduates and their employers evaluate the affective domain using the graduate and employer survey required by the CoAEMSP. Graduate student self-evaluations and employer evaluations collected for the 2020-19 Paramedic Cohort revealed a "successful" rating in the affective domain except one self-evaluation. That student rated themself as "unsuccessful." This student did not elaborate on the reason of this rating and did not specify which subject area within this domain was deficient. This student did require additional test review and one on one tutoring as well as encouragement to retake the NREMT exam. This student was successful on their 3rd attempt.

At the EMT level, a few changes must be made to our teaching model. Only two of the nine graduates who took the NREMT exam during the 2020-21 academic year required a second attempt. All nine students are licensed EMTs. Of those nine, one enrolled in the 2021-22 Paramedic cohort, one plans to enroll in the 2022-23 cohort, and one was accepted to the UAM Crossett Practical Nursing program. As a result of comments received on clinical evaluation forms, skills instruction needs revision. Historically, besides assessment skills, psychomotor instruction was left to the end of the semester. During the 2021-22 academic year, skills will be taught when they are presented in each chapter. Doing so will ensure that students receive ample instruction and practice before stepping into the ambulance during field clinical.

Increasing the number of times, the FISDAP comprehensive exam is given during the final semester of the program proved beneficial. However, the unit testing schedule and remediation policies of the Paramedic Program need adjustments to determine and address

weaknesses earlier. While 100% of the 2019-20 cohort achieved certification and licensure, 67% of the students required multiple attempts at the NREMT. The CoAEMSP minimum threshold for passing the exam within three attempts is 70%. This threshold cushions the program but costs our students money on additional attempts and potential wages. Early intervention will improve student retention and success. 70% of the students passing on the first attempt is an ambitious target but more beneficial to our students.

Students complete a course evaluation at the end of each course. The results help improve teaching strategies for the next class. Throughout the program, students are encouraged to voice concerns professionally. Our instructors are amendable to students' needs and are passionate about student success. The CoAEMSP mandates that all graduates, regardless of success on the National Registry exam, and the employers of graduates who become nationally registered paramedics receive a survey to evaluate the Program's success in creating competent entry-level paramedics within six to twelve months following graduation. The surveys ask the graduates and the employers to evaluate their performance in the Cognitive, Psychomotor, and Affective domains and rank their abilities in each domain as Unsuccessful, Marginal, or Successful/Competent. The surveys also ask the student and employer to indicate deficient subject areas in each domain.

The Spring 2022 EMT classes will receive a comprehensive readiness exam as part of the NREMT exam prep section of the class. It will expose students to NREMT-style questions but not be used to determine eligibility to sit for the exam. EMT students will receive skills instruction corresponding to the lecture material outlined in the course syllabus schedule.

The paramedic program is in the process of transitioning from the use of FISDAP readiness testing to the EMS Testing platform. EMS Testing has a robust question bank that closely mimics the style of questions found on the NREMT exam. EMS Testing exams are adaptive to each student's performance and require students to continue answering questions from previous exams until they answer them correctly. The 2022-23 Paramedic Cohort will use both platforms to compare the question and testing styles. The new testing schedule will include pre- and post-lecture quizzes for each chapter, unit exams following the completion of each subject area, remediation assignments if indicated by unit exams, and each semester's mid-term and final exams will be comprehensive. Comprehensive exams will focus on instruction from the program's start to the penultimate lecture preceding the exam, not just information covered during a single semester.

The CoAEMSP sets minimum recommendations on the type, amount, and setting in which skills are performed. Implementation of the CoA's new minimum competency recommendations must be complete for all students enrolling in the program after January 1, 2023. The changes will require adjustments to the laboratory, scenario, simulation, clinical, and internship schedule. The minimum competencies are under review by the Program Director. Once the Medical Director approves, the minimums and the implementation plan will be presented to the Advisory Committee during the Fall 2023 meeting for endorsement.

Due to the pandemic, the 2019-2020 Cohort had to adjust to a virtual classroom experience via Zoom. To ensure that the time spent in virtual meetings was used appropriately, students completed workbook assignments and prepared a list of questions before class. Students who passed the NREMT on the first attempt reported that the workbook assignments forced them to open their books and were a large part of why they passed the certification exam. We continued utilizing the workbook assignments during the 2021-22 Cohort, and that student also passed on the first attempt.

The pandemic also opened our eyes to the need for enhanced scenarios and simulations. In Fall 2021, the program acquired an augmented reality system called PerSim. The system is portable, can be used by students working in teams of two, and can be projected to the Smart Board for the remaining students to observe and participate. The Allied Health Department also purchased a new SimMan, which we will incorporate into our simulation program. These projects are new endeavors and will improve with time and practice.

Students enrolled in the UAM-CTM Paramedic program evaluate courses, instructors, clinical/field sites, and preceptors at the end of each semester. These evaluations ensure students can meet the SLOs through didactic and skills instruction, scenario practice, and live patient interactions.

UAM compiles course and instructor evaluations and sends them to the individual campuses. The results of these evaluations are shared with the EMS director by the assistant vice chancellor during the director's performance evaluation conference to determine what actions may be taken by the instructor. The data is also available to the instructor via Blackboard.

Since the clinical/field portion of the EMT Program is a preceptorship, the students are given a chance at the end of each semester to evaluate their preceptors and the hospital and ambulance services. This opportunity allows students to weigh in on their learning experience outside the classroom. In the past, poor evaluations of preceptors were addressed by simply removing the person from the list of approved preceptors. Students will evaluate their preceptor at the end of each clinical shift to help determine if additional preceptor training is needed, whether the student will benefit from changing preceptors, or if a preceptor is no longer a fit for our Program. Site evaluations will occur near the end of an experience period to allow students time to immerse themselves in the company and industry culture. The results determine if a site provides a variety of patient interactions and adequate skills for each provider level to achieve the minimum competencies required by the CoAEMSP and NREMT.
The faculty participates in self-evaluations and peer evaluations. These evaluations allow the faculty to experience another faculty member's strategies/methods of facilitating student learning. The Vice-Chancellor shares peer evaluations with the faculty during yearly performance evaluations (Appendix H).

With the assistance of the EMS Advisory Committee, the EMS Director gains valuable advice from members of the community. After reviewing the Program of study, the Committee discusses strategies to improve student learning outcomes. Annually, the Advisory

Committee, along with instructors, the Medical Director, Program Director, and students, complete a Resource Assessment Matrix (RAM) as required by the CoAEMSP. The RAM is an additional tool for ensuring the achievement of the SLOs by ensuring the Program has appropriate equipment, staff, and facilities.

Six to twelve months after a paramedic cohort graduates, their employers receive a survey designed to evaluate the Program's effectiveness by reflecting on the employee's performance as an entry-level provider (Appendix I). The director also has an open-door policy for stakeholders (employers). Ambulance service owners communicate with the director openly concerning their needs for personnel and any deficits they may have assessed in the Program's graduates. The Program Director and instructors use the results to adjust the Program and lectures to address the deficiencies. The EMS Director strives to produce Paramedics and EMTs prepared to enter the workforce and become productive healthcare community members.

Table 2: Arkansas Heavy Equipment Operator Training Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	1. Demonstrate the safe, efficient operation of conventional heavy equipment.	• This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, but this objective also meets a student's affect needs by teaching them appropriate personal attributes needed for professional success.	• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.***

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	2. Perform appropriately the skills necessary to obtain employment in the field of heavy equipment operations.	This SLO *fosters a quality of comprehensive and seamless education with the ability to succeed in the global environment.* The abilities and skills that the students learn in the heavy equipment operator training program.	• Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of quality academic programs.*** • This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.***
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	1. Successfully obtain National Center for Construction Education and Research (NCCER) certifications.		• This objective is congruent with our mission and provides ***customized communication services to meet the needs of regional workforce.*** • Addresses our strategic plan by ***ensuring the development, delivery, and maintenance of***

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			quality academic programs.

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

The students in the Heavy Equipment Operator Training Program are required to use the NCCER Contren Learning series curriculum. This curriculum is divided into modules (chapters) in which the student's knowledge is measured with the corresponding written test and skills are tested using performance tasks. Students are also required to receive a minimum score of 70 percent on each module exam to demonstrate their knowledge of the concepts of each module to receive the NCCER certification.

In addition to passing the module test, students are required to complete performance tasks associated with each module. These performance tasks include demonstrating appropriate prestart inspections of each machine, performing basic machine maneuvers, and executing a specific task designed to challenge the student's proficiency using the selected machine. These tasks are the same tasks that will be associated with a job in the heavy equipment workforce. The student is observed while performing the skill by the instructor and immediately receives feedback on improvements needed (if the student did not pass) or receives credit for the task (if the task is performed correctly). Passing these performance tasks is considered evidence of learning. The student must pass the modules tests, complete the required performance tasks, and meet other program requirements to receive the NCCER certifications.

Data from the UAM - CTM Heavy Equipment Technology Program is displayed in the program's Assessment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The percentage of students that start the program each semester and obtain their NCCER certifications is depicted below. Higher NCCER certifications are sought, the pass rates reflected below are deemed to acceptable, due to the stringent

program requirements.

Class	Beginning Enrollment	Ending Enrollment	Pass Rate	Students obtaining NCCER Certifications	Percentage obtaining NCCER Certification
Class 40-Fall 19-Summer 20	19	11	58%	8	72.7%
Class 41-Fall 20-Summer 21	6	4	75%	4	100%
Class 42-Fall 21-Summer 22	7	4	57%	4	100%

Data from the UAM - CTM Heavy Equipment Program is displayed on the University's Gainful Employment Report. The information from this report is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning as successful completion of the program increases the likelihood of obtaining employment in the automotive industry. The heavy equipment program has achieved a 100% on-time completion rate for two out of three years.

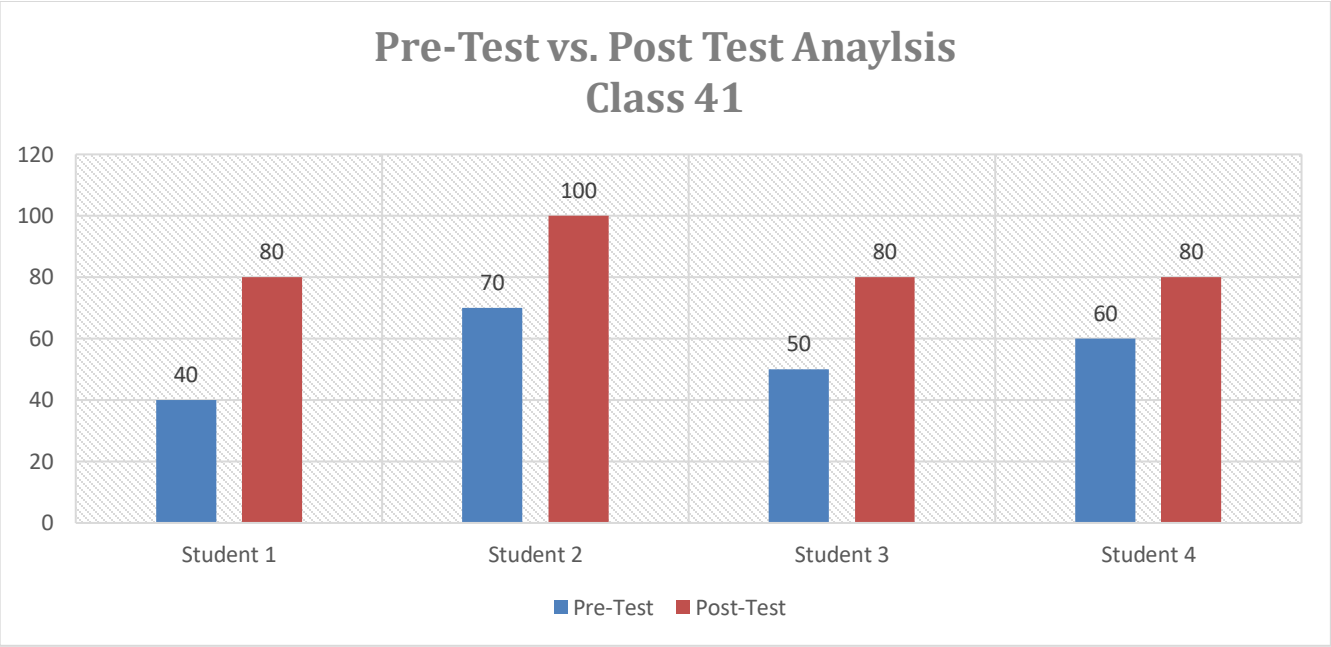
For School Year	# of Students Graduating	# of Students Completing On-Time	On-Time Graduation Rate	# of Students Employed in Related Field or Continuing Education	Job Placement Rate
2018-2019	8	8	100%	8 grads - 0 CE = 8 eligibles; 6 working in field/8 eligibles =75%	75%
2019-2020	10	10	100%	10 grads - 0 CE = 10 eligibles; 10 working in field/10 eligibles = 100%	100%
2020-2021	4	4	100%	4 grads - 0 CE =4 eligibles; 4 working in field/ 4 eligibles = 100%	100%
2021-2022				Data will be collected December 2022	

Data from the UAM – CTM Heavy Equipment Program is displayed on the University' s Viability Report. The information from this

report is depicted in the chart below and is also an indicator of student learning as completion of the awards indicates that students have successfully completed the requirements of the program. The Certificate of Proficiency (CP) is awarded after a student successfully completes the first 4 courses for a total of 14 credit hours obtained during the first semester of coursework. The Technical Certificate (TC) is awarded after a student successfully completes all coursework in the program for a total of 42 credit hours.

Award	Degree Code	Program Name	18-19	19-20	20-21	21-22
CP	1475	Heavy Equipment Safety and Basic Maintenance	3	10	4	5
TC	4617	Heavy Equipment Operation	3	11	3	3

Utilization of pretests indicate how students are processing the information as each unit is reviewed and directs the instructor to areas in which additional instruction is necessary within that unit. The course Basic Safety provides students with an introduction to Heavy equipment construction and theory of operation for all engine systems and components including disassembly, inspection, repair, and reassembly procedures. The chart below depicts the pre and posttest results. The exam consisted of 40 multiple choice questions given to 5 students.



The heavy equipment program is designed to measure student learning and understanding of concepts taught in each course. The variety of performance measures limit students' ability to memorize textbook content to earn grades. Methods such as alternative scenarios, and completed tasks require students to demonstrate the understanding of the concepts in direct application in the work setting. This requires students to use critical thinking skills to apply knowledge gained from the course content to successfully complete these alternative scenarios. Students are more likely to retain the material if they can put the concepts into action. Working in small groups and group projects seem to work better for the students as far as learning the manual techniques. Random questioning of the material helps them to stay on task and reinforce their knowledge. A grading system was incorporated in the fall of 2019 as a measure of performance including safety awareness, appearance, work ethic, attitude, attendance, etc.

Heavy Equipment Operator Training Academy has a partnership with the Arkansas Highway and Transportation Department (AHTD) in the program T2. The director of the Heavy Equipment Program teaches several non-credit classes. These classes assist the AHTD to train their employees at a minimal cost in a specifically, county/state individualized manner. This partnership also benefits the college and its students by allowing exposure of the program's instructors which could increase retention and placement rates and serves as a recruiting tool for those employees who want to educate themselves.

Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc. The program purchased a motor grader simulator in 2015 to use as an instructional tool. This purchase was necessary to remain current with industry's technology and ensure student success in the heavy equipment arena.

With every class the instructors schedule a day for students to visit the Arkansas 1-Call Center in Conway, AR. This visit is an educational opportunity as well as a professional opportunity. The students learn why you "Call First" before you dig anywhere! This center is a locator center, they have the equipment to locate electric lines, water and gas pipes and other underground obstacles that you would not want to disturb and would be dangerous to the heavy equipment operator, other workers, and the public. This visit is also professional; the students may be recruited into this company and industry. In 2016 the program began leasing an off-road articulating dump truck. This is a curriculum requirement of the NCCER. The off-road articulating dump truck is being used quite often in the construction industry and students need training to meet the industry's needs as heavy equipment operators. Students are given the opportunity to practice maneuvers and particular skills before being evaluated in the field.

In the Summer 2022, the heavy equipment fieldwork class demolished the old apartments located on the Monticello campus. Students used various pieces of heavy equipment machinery to complete this task, under the immediate supervision of the instructor. During this task, students demolished and hauled off debris for 5 buildings, smoothed and leveled soil over destruction site and various other related tasks.


550J

In December 2020, the UAMCTM was awarded a $85,000 transportation grant from the Arkansas Division of Higher Education Workforce (ADHE) Regional Workforce Grant Program. This award will benefit this program by providing funds for equipment rental for backhoe and bulldozer non-credit course offerings and supplies.

On July 7, 2022, the UAMCTM heavy equipment program was awarded a $225,000 grant from the Arkansas Department of Higher Education's (ADHE) Regional Workforce Grant Program. This award will benefit this program by providing funds to purchase a new semi-truck and trailer.

An area of improvement the instructor will make is in developing more knowledge and understanding of the diversity of adult learners. Finding a balance of rigor and responsiveness toward students and their needs will be accomplished through self-directed research and reading, through discussions with colleagues and supervisors, and through professional development.

Students enrolled in the UAM CTM Heavy Equipment program complete end of semester evaluations of the course, instructor, and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations is shared with the instructor by the assistant vice chancellor during the instructor's performance evaluation conference to determine what actions may be taken by the instructor.

The laboratory assignments and written tests are administered for students to demonstrate their understanding of theory through test scores. Their actual work site ability is made evident through the laboratory work and hands-on projects. The instructor reviews the exams and laboratory results to ensure learners are both being taught and assessed for theory and performance – the proof of combined knowledge, skills, and abilities.

The faculty participates in self-evaluations and peer-evaluations. These evaluations allow the faculty to experience another faculty's strategies/methods of facilitating student learning. Peer evaluations are kept in the assistant vice chancellor's files and are shared with the faculty during yearly performance evaluations.

With the assistance of the Advisory Board, the instructor receives advice, recommendations, and feedback from members of the community of interest. The program of study is reviewed and strategies to improve student learning outcomes are discussed. The instructor has an open-door policy for stakeholders (employers). Business representatives communicate with the instructor openly concerning their needs for personnel and any deficits they may have assessed in the program's graduates.

The instructor makes every effort to attend recruiting activities, as well as job fairs, school visits, participate in KATV 7 College Week, and many other events. Instructors are required to obtain a log of all recruiting activities. Site tours are arranged for students, when requested.

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication
COM 1203 – 302
Spring 2022

If the dimension is not assessed, leave blank.

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

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

Strengths

- Students wording in submitted assignment.
- The formatting of the assignment.
- The professional outline and appearance of the assignment.

Weaknesses

- Students used run on sentences.
- The lack and incorrect use of punctuation.
- Inability to use the correct verbiage in sentence structure.

Opportunities for Growth

- Using the same words repeatedly.

Threats to Effectiveness

- Students who appear shy and nervous during this assignment.
- Students who speak English as a second language
- Student who speak using slang terminology.

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

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

Written Communication
BUS 2003 – 377 (1711)

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context and Purpose for Writing	2	1	1	1			5
Content Development	0	2	2	1			5
Genre and Disciplinary Conventions	2	1	1	1			5
Sources and Evidence	2	1	1	1			5
Control of Syntax and Mechanics	3	1	1				

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

Strengths

- Understanding the difference of the types of sentences.

- The student's ability to write complete sentences.
- The use of the correct verbiage.

Weaknesses

- The use of run on sentences.
- Errors in comma usage.

Opportunities for Growth

- Student's understanding how sentence structure affects the meaning of what the reader is envisioning.

Threats to Effectiveness

- Unable to understand the differences among sentence structure and punctuation.

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

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

Critical Thinking
MAT 1203 – 301 (1442)
Fall 2021

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues							
Evidence	1	1	1	5	2	1.4	10
Influence of Context and Assumptions							

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

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

Strengths

- Critical thinking needs significant work.

Weaknesses

- Students are not enrolling in college prepared.

Opportunities for Growth

- Lots of practice opportunities.

Threats to Effectiveness

- Lack of student preparation.

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

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

Global Learning

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

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

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

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

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

Teamwork

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings							
Facilitates the Contributions of Team Members							
Individual Contributions Outside of Team Meetings							
Fosters Constructive Team Climate							
Responds to Conflict							

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

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

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

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

Public/Stakeholder/Student Notification of SLOs

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

- Unit website
- Course syllabi
- Program brochures
- Advisory Board meetings
- Program Reviews

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: Automotive Diagnostics Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	0	4	1	5/1.66	
Sophomore	1	0	1	1/0.33	
Junior	0	0	0	0	
Senior	0	0	0	0	
Post Bach	0	0	0	0	
Total	0	4	2	6/2	

UNDERGRADUATE PROGRAM MAJOR: Automotive Service Technology Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	8	12	5	25/8.33	69/6.9
Sophomore	1	1	4	6/2	11/1.1
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	9	13	9	31/10.33	80/8.0

UNDERGRADUATE PROGRAM MAJOR: Basic Business Principles Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	8	28	13	49/16.33	
Sophomore	0	1	6	7/1.16	
Junior	0	1	0	1/0.33	
Senior	0	0	0	0	
Post Bach	0	0	0	0	
Total	8	30	19	57/19	

UNDERGRADUATE PROGRAM MAJOR: Business Technology Technical Certificate (formerly Administrative Office)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	10	37	22	69/23	129/12.9
Sophomore	0	2	9	11/3.66	25/2.5
Junior	0	1	2	3/1	12/1.2
Senior	0	0	1	1/0.33	5/0.5
Post Bach	0	0	0	0	0
Total	10	40	34	84/28	171/17.1

UNDERGRADUATE PROGRAM MAJOR: Child Development Associate Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	11	22	10	43/14.33	44/4.4
Sophomore	0	2	3	5/1.66	6/0.6
Junior	0	1	1	2/0.66	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	11	25	14	50/16.66	52/5.2

UNDERGRADUATE PROGRAM MAJOR: Correctional Lew Enforcement Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	-	-	3/0.3
Sophomore	-	-	-	-	4/0.4
Junior	-	-	-	-	2/0.2
Senior	-	-	-	-	1/0.1
Post Bach	-	-	-	-	0
Total	-	-	-	-	10/1

UNDERGRADUATE PROGRAM MAJOR: Diesel Technology Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	6	10	11	27/9	47/4.7
Sophomore	2	3	4	9/3	3/0.3
Junior	0	1	0	1/0.33	3/0.3
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	8	14	15	37/12.33	53/5.3

UNDERGRADUATE PROGRAM MAJOR: Early Childhood Education Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	32	42	30	104/34.66	374/37.4
Sophomore	12	9	17	38/12.66	152/15.2
Junior	3	5	7	15/5	39/3.9
Senior	2	2	4	8/2.66	17/1.7
Post Bach	1	1	1	3/1	4/0.4
Total	50	59	59	168/56	586/58.6

UNDERGRADUATE PROGRAM MAJOR: EMT Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	1	6	0	7/2.33	12/1.2
Sophomore	0	0	0	0	0
Junior	0	0	1	1/0.33	0
Senior	0	0	1	1/0.33	2/0.2
Post Bach	0	0	0	0	0
Total	1	6	2	9/3	14/1.4

UNDERGRADUATE PROGRAM MAJOR: EMT Paramedic Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	5	6	7	18/6	117/11.7
Sophomore	6	0	1	7/2.33	43/4.3
Junior	2	0	0	2/0.66	15/1.5
Senior	3	0	1	4/1.33	25/2.5
Post Bach	2	0	0	2/0.66	4/0.4
Total	18	6	9	33/11	204/20.4

UNDERGRADUATE PROGRAM MAJOR: Health Professions Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	0	1	8	9/3	6/0.6
Sophomore	0	0	1	1/0.33	1/0.1
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	0	1	9	10/3.33	7/0.7

UNDERGRADUATE PROGRAM MAJOR: Heavy Equipment Safety Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	5	4	0	9/3	117/11.7
Sophomore	0	0	0	0	
Junior	0	0	1	1/0.33	
Senior	0	0	0	0	
Post Bach	0	0	0	0	
Total	5	4	1	10/1.33	

UNDERGRADUATE PROGRAM MAJOR: Heavy Equipment Operator Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	20	6	4	30/10	117/11.7
Sophomore	0	0	0	0	8/0.8
Junior	0	0	1	1	3/0.3
Senior	0	0	0	0	4/0.4
Post Bach	0	0	0	0	1/0.1
Total	20	6	5	31/10.33	16/1.6

UNDERGRADUATE PROGRAM MAJOR: Health Information Technology Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	3	4	4	11/3.66	85/8.5
Sophomore	2	2	3	7/2.33	41/4.1
Junior	1	2	2	5/1.66	18/1.8
Senior	0	2	2	4/1.33	9/0.9
Post Bach	0	2	1	3/1	3/0.3
Total	6	12	12	30/10	156/15.6

UNDERGRADUATE PROGRAM MAJOR: Health Office Skills Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	1	1	2	4/1.33	8/0.8
Sophomore	1	0	3	4/1.33	7/0.7
Junior	0	0	0	0	1/0.1
Senior	0	0	1	1/0.33	1/0.1
Post Bach	0	0	0	0	0
Total	2	1	6	9/3	17/1.7

UNDERGRADUATE PROGRAM MAJOR: Hospitality Services Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	0	1	1	2/0.66	2/0.2
Sophomore	0	0	0	0	6/0.6
Junior	0	0	0	0	5/0.5
Senior	0	0	0	0	0
Post Bach	0	0	0	0	2/0.2
Total	0	1	1	2/0.66	15/1.5

UNDERGRADUATE PROGRAM MAJOR: Hospitality Service Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	0	5	8	13/4.33	131/13.1
Sophomore	0	2	1	3/1	22/2.2
Junior	0	0	1	1/0.33	8/0.8
Senior	0	0	0	0	2/0.2
Post Bach	0	0	0	0	0
Total	0	7	10	17/5.66	163/16.3

UNDERGRADUATE PROGRAM MAJOR: Nursing Assistant Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	3	10	1	14/4.66	15/1.5
Sophomore	3	1	2	6/2	7/0.7
Junior	1	0	0	1/0.33	2/0.2
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	7	11	3	21/7	24/2.4

UNDERGRADUATE PROGRAM MAJOR: Practical Nursing Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	33	22	18	73/24.33	304/30.4
Sophomore	9	8	14	31/10.33	132.13.2
Junior	8	3	6	17/5.66	74/7.4
Senior	3	3	1	7/1.33	26/2.6
Post Bach	0	0	0	0	5/0.5
Total	53	36	39	128/42.66	541/54.1

UNDERGRADUATE PROGRAM MAJOR: Pending Practical Nursing AAS Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	3	6	7	16/5.33	29/2.9
Sophomore	4	1	2	7/1.33	18/1.8
Junior	1	1	0	2/0.66	8/0.8
Senior	0	1	0	1/0.33	3/0.3
Post Bach	0	0	0	0	0
Total	8	9	9	26/8.66	58/5.8

UNDERGRADUATE PROGRAM MAJOR: Tractor Trailer Operations Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	0	6	1	7/1.33	
Sophomore	2	0	0	2/0.66	
Junior	0	0	0	0	
Senior	0	0	0	0	
Post Bach	0	0	0	0	
Total	2	6	1	9/3	

UNDERGRADUATE PROGRAM MAJOR: Welding Certificate of Proficiency

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	4	2	1	7/1.33	10/1
Sophomore	0	1	1	2/0.66	2/0.2
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	4	3	2	9/3	12/1.2

UNDERGRADUATE PROGRAM MAJOR: Welding Technical Certificate

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	19	17	14	50/16.66	173.17.3
Sophomore	0	1	0	1/0.33	9/0.9
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Post Bach	0	0	0	0	0
Total	19	18	14	51/17	182/18.2

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

Progression/Retention Data

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

Major: Automotive Service Technology Technical Certificate	**Number**	**Percentage**
Number of majors classified as freshman in fall 2020	**5**	
Number of majors classified as sophomore in fall 2020	4	
Number and percentage graduated in that major during 20-21 academic year	1	
Number and percentage that graduated in that major during 21-22 academic year	7	77%

Major: Basic Business Principles Certificate of Proficiency	**Number**	**Percentage**
Number of majors classified as freshman in fall 2020	**13**	
Number of majors classified as sophomore in fall 2020	6	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	8	42%

Major: Business Technical Certificate (formerly Administrative Office)	**Number**	**Percentage**
Number of majors classified as freshman in fall 2020	**21**	
Number of majors classified as sophomore in fall 2020	7	
Number and percentage graduated in that major during 20-21 academic year	8	29%
Number and percentage that graduated in that major during 21-22 academic year	4	

Major: Child Development Associate Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**10**	
Number of majors classified as sophomore in fall 2020	3	
Number and percentage graduated in that major during 20-21 academic year	11	69%
Number and percentage that graduated in that major during 21-22 academic year	13	100%

Major: Correctional Law Enforcement Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**0**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: Diesel Technology Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**11**	
Number of majors classified as sophomore in fall 2020	4	
Number and percentage graduated in that major during 20-21 academic year	3	36%
Number and percentage that graduated in that major during 21-22 academic year	5	33%

Major: Early Childhood Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**30**	
Number of majors classified as sophomore in fall 2020	17	
Number and percentage graduated in that major during 20-21 academic year	13	28%
Number and percentage that graduated in that major during 21-22 academic year	13	28%

Major: EMT Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**0**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year		
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: EMT Paramedic Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**0**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: Health Professions Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**1**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: Health Office Skills Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**1**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: Hospitality Service Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**5**	
Number of majors classified as sophomore in fall 2020	2	3%
Number and percentage graduated in that major during 20-21 academic year	2	
Number and percentage that graduated in that major during 21-22 academic year	1	14%

Major: Hospitality Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**0**	
Number of majors classified as sophomore in fall 2020	1	
Number and percentage graduated in that major during 20-21 academic year	1	
Number and percentage that graduated in that major during 21-22 academic year	1	100%

Major: Nursing Assistant Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**10**	
Number of majors classified as sophomore in fall 2020	0	
Number and percentage graduated in that major during 20-21 academic year	45	
Number and percentage that graduated in that major during 21-22 academic year	61	

Major: Office Support Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**3**	
Number of majors classified as sophomore in fall 2020	1	
Number and percentage graduated in that major during 20-21 academic year	1	
Number and percentage that graduated in that major during 21-22 academic year	7	

Major: Pending Practical Nursing AAS Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**6**	
Number of majors classified as sophomore in fall 2020	1	
Number and percentage graduated in that major during 20-21 academic year	0	
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: Welding Certificate of Proficiency	Number	Percentage
Number of majors classified as freshman in fall 2020	**2**	
Number of majors classified as sophomore in fall 2020	1	
Number and percentage graduated in that major during 20-21 academic year	6	
Number and percentage that graduated in that major during 21-22 academic year	21	

Major: Welding Technical Certificate	Number	Percentage
Number of majors classified as freshman in fall 2020	**17**	
Number of majors classified as sophomore in fall 2020	1	
Number and percentage graduated in that major during 20-21 academic year	6	
Number and percentage that graduated in that major during 21-22 academic year	21	

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

Strengths

- The Automotive Technology program's enrollment is increasing with projected enrollment improving, as well.
- The Diesel Technology program's enrollment is increasing each semester.
- The Early Childhood Education program has a 3-year average of 56 students.
- The Heavy Equipment Operator Training Academy had an increase in enrollment this previous year.
- The Hospitality program has experienced an increase in enrollment. Classes are being offered on the Monticello campus.
- The Paramedic program has a 3-year average of 33 students.
- The McGehee Practical Nursing program is the only nursing program in the state with an eight-year 100% pass rate on the NCLEX exam. This status is an excellent recruitment toll to attract potential students.
- The Nursing Assistant program has a 3-year average of 21 students.
- The Welding program's program enrollment is increasing each year.

Weaknesses

- McGehee and Crossett campuses are discussing program revisions in Health Information Technology.

Opportunities for Growth

- Administrative Office Technology program has expanded course offerings to the Monticello campus. We are confident that we attract additional students. Online course offerings have increased.
- Early Childhood Education program is now being offered on all three UAM campuses.
- The Health Professions program is financial aid eligible; therefore, students will be given the opportunity selecting it as a major.
- The Heavy Equipment program will be moving from the Warren SEACBEC campus to the Diesel Training Academy in Monticello.
- The possibility of the creation of a Millwright Technical Certificate (TC) for the manufacturing industry.
- The possibility of the creation of an Agriculture Management Technical Certificate (TC) for the agriculture and farming industries. We have applied for a grant through USDA, in conjunction with other agencies.
- The possibility of the creation of a Medical Assistant (TC) for the health professions industry.

Threats to Effectiveness

- Early College High School Technical Students are not being captured in McGehee' s data.
- The Certificate of Proficiency (CP) major cannot be added until after the Technical Certificate major is added initially during the admissions process. We are not capturing our CP major at census, because we request the major to be added several weeks in to the semester. The CP attainments are captured in Table 6. We will begin to add this certificate to the student's academic before Census beginning 2023.

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

Table 5: Gateway Course Success* Not Applicable

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Undergraduate Program/Major	**Number of Degrees Awarded**				
Technical Certificates (TC)	**2019-2020**	**2020-2021**	**2021-2022**	**Three-Year Total**	**Three-Year Average**
Administrative Office Technology TC	3	0	0	3	1
Automotive Technology TC	3	1	7	11	3.66
Business Technology TC	1	8	7	16	5.33
Diesel Technology TC	7	3	6	16	5.33
Early Childhood Education TC	15	13	14	42	14
Health Information Technology TC	1	3	7	11	3.66
Heavy Equipment Operator TC	11	3	3	17	5.66
Hospitality Services TC	0	2	4	6	2
Paramedic TC	6	5	1	12	4
Practical Nursing TC	6	5	3	14	4.66
Welding Technology TC	10	10	2	22	7.33
Total	63	53	54	170	56.66
Certificates of Proficiency (CP)					
Automotive Diagnostics CP	18	8	3	29	9.66
Basic Business Principles CP	3	12	8	23	7.66
Child Development Associate CP	11	19	13	43	14.33
EMT Basic CP	4	2	8	14	4.66
Heavy Equipment Safety and Basic Maint. (CP)	10	4	5	19	6.33
Health Office CP	1	3	7	11	3.33
Hospitality Services CP	0	1	4	5	3.66
Nursing Assistant CP	42	45	68	155	51.66
Office Support CP	0	1	0	1	0.33
Phlebotomy CP	-	9	15	24	8
Tractor Trailer Operations CP	6	5	4	15	3
Welding Technology CP	22	6	21	49	16.33
Total	117	115	156	388	129.33

Number of Degrees Awarded:

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

Four technical certificate programs are not meeting the minimum standards for viability, Administrative Office, Automotive Technology, Health Information Technology, and Hospitality Services. The Arkansas Higher Education Coordinating Board (AHECB) define productivity standards as the following: an average of four (4) graduates per year for career and technical education certificates.

The *Administrative Office Technology* program, now *Business Technology* program was redesigned in fall 2017. Graduates are being captured under both programs. The *Automotive Technology* program was redesigned in 2017-2108 and was offered to college students. In 2020, the instructor resigned in the middle of the spring 2020, during the onset of the COVID-19 pandemic. We hired a new instructor and enrollment has increased. We are still projecting an increase of enrollment, as well as the number of students graduating from the program beginning with 2020-2021. The *Health Information Technology* program has experienced an increase in enrollment during the spring 2021 semester. The *Hospitality Services* Program has also experienced an increase in enrollment; however, a full-time instructor has not been hired, due to unstable enrollment. Classes are also currently being offered by UAMCTC on the Monticello campus. Students, who were slated to graduate, were encouraged to enroll in classes to complete this program. We are hopeful that enrollment and interest in this program will continue to increase, so that additional courses can be offered on the McGehee campus.

Faculty

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

				Teaching Load			
Faculty Name	**Status/Rank**	**Highest Degree**	**Area(s) of Responsibility**				**Other Assignments**
				Fall	Spring	Summer	
Allen, Monica	Full-time 2019 12 months	M. S. Counseling	Developmental	1	0	0	Vocational Counseling
Brown, Taliah	Part time		Hospitality	14	16	8	
Burt, Gary	Full-Time 2012 10 ½ months	High School Diploma; Welding Certifications	Welding	14	19	3	
Carter, David	Full-time 2006	BS in Accounting	Heavy Equipment	14	14	9	Teach non-credit classes
Carbage, Justin	Adjunct	M. A. English	Business Technology	5	5	1	Career Pathways
Coburn, Tara	Full-Time 2015 9 months	BA in Speech Communications/Journalism	Communication, Business Technology	19	18	6	
Fairris, Jeff	Part time	P.H.D.-Mathematics	Commercial Driver's License	10	20	10	Shared faculty with Crossett
Goodding, Alan	Adjunct	M.S. Mathematics	Mathematics	3		0	Shared faculty with Monticello
Groves, Emily	No rank	M.Ed. Early Childhood	Early Childhood	15	15	6	
Hargraves, Elaine	Full-Time 2015	M.Ed. Early Childhood/Special Ed.	Developmental	0	1	0	Assistant Vice Chancellor
Harrod, Jay	No rank	Bachelor	Commercial Driver's License/Heavy Equipment	10	10		

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
Harrod, Susan	Part time	BSN Nursing	Practical Nursing	0	7	0	This instructor taught a concurrent credit class.
Higgins, Scott	Full-Time 2021 9 months	M S Mathematics	General Education/Related	15	12	0	This instructor provided math tutoring for students.
Hurd, Faith	No rank	M.Ed. Early Childhood/Special Ed.	Early Childhood	18	18	6	
Jones, Renee	No rank	MBA/BBA-Marketing	Health Information	18	18	6	
Lee, Toma	Adjunct	MS Psychology	General Education/Related	3	0	0	
Leftwich-Tharp, Manda	Full-Time 2022 12 months	BS in Biology	Paramedic		22	13	
McGehee, Robert	Full-Time 2019 12 months	Diploma	Commercial Driver's License	10	0	0	
Nicholson, Rachel	Full-Time 2014 9 months	M.A. Creative Writing/B.A. English	General Education	9	9	0	Shared faculty with Monticello and Crossett. This instructor provided English tutoring for students.
Pambianchi, Sarah	Full-Time 2014 10 ½ months	Associate Degree-Nursing	Nursing Assistant, Paramedic	18	18	7	Clinical Coordinator for EMT and Paramedic
Reep, Kasey	Part time	Bachelor	Concurrent Credit	15	0	0	Area high school employs this instructor.
Scales, Anna	Full-Time 2020 10 ½ months	BSN Nursing	Practical Nursing	30	18	7.5	
Singh, Gursarn	Part time	BS in Biology	Paramedic	14	22	0	Fall 2018 adjunct was hired for 8 hours EMT & 8 of the 25 were clinical with a clinical coordinator
Smith, Cortez	Adjunct	MA Higher Education & Student Affairs	Developmental	2	1	0	Career Pathways
Snow, Kelby	Part time	ADE	Concurrent Credit	3	0	0	Area high school employs this instructor.
Turner, Zedric	Full-Time 2020 10 ½ months	Associate Degree-Heavy Equipment/Diesel	Automotive	20	18	5	
Vail, Jamie	Part time	ADE	Concurrent Credit	21	0	0	Area high school employs this instructor.
Venable, George	Full-Time 2016 12 months	High School Diploma	Diesel	17	10	2	

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
Walker, Anita	Full-Time 2019 10 ½ months	AAS	Practical Nursing, Nursing Assistant	11	15	7	
Walker, Randall	Full-Time 2019 10 ½ months	M.P.H./B.S. Biology	General Education	11	11	4	Shared faculty with Monticello
Watson, Estella	Adjunct	B.S.M. T	Phlebotomy	0	9	0	
Wells, Amber	Adjunct	P N Technical Certificate	Phlebotomy	6	6	0	
Whipple, Johnathon	Adjunct	EMT Certificate of Proficiency	EMT	8			

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

One instructor resignation; one instructor retired; one new hire; one reassignment; several faculty members who are teaching general education classes on the McGehee campus were shared by Monticello and McGehee.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	7297	-6.24	
2013-14	6203	-14.99	
2014-15	5555	-10.45	
2015-16	4548	-18.13	
2016-17	4322	-4.97	
2017-18	4079	-5.62	
2018-19	5345	31.04	
2019-20	5552	3.87	
2020-21	4931	-1.13	
2021-22	6144	12.46	

McGehee Non-Technical SSCH by Academic Year

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	3429	-5.80	
2013-14	3060	-10.76	
2014-15	711	-76.76	All non-technical SSCH were moved to Monticello SSCH
2015-16	795	-11.81	
2016-17	405	-49.06	
2017-18	177	-56.30	
2018-19	1023	477.97	
2019-20	923	-9.78	
2020-21	669	-13.79	
2021-22	344	-5.14	

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

McGehee experienced a 77% decrease in SSCH during the 2014-15 academic year due many of the non-technical courses being moved to Monticello's SSCH. According to the data, the campus experienced a slight increase in SSCH in the 2021-2022 year.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Department of Health	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/1/2022
Arkansas State Highway and Transportation Department	Federal Grant (T-Squared) for non-credit Training	12/6/2019	1 year	1/1/2022
Belleview Estates of Monticello	Clinical Site for Allied Health Students	11/1/2019	reviewed annually	4/5/2022
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	2/15/2022
C.B. King Memorial Schools, Inc.	Practicum Site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2019	reviewed annually	7/1/2022
Chapel Woods Health and Rehab	Clinical Site for Allied Health Students	1/24/2022	one semester	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
City of Dumas/Lease	Facility for Adult Education	7/1/2019	1 year	7/1/2022
Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	9/2/2021
Delta Health Systems	Clinical Site for Allied Health Students	1/27/2022	reviewed annually	
Dermott High School/MOU	Concurrent Enrollment	7/1/2011	1 year	8/16/2022

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Discovery Children's Center	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Drew Central ABC Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	6/2/2022
Drew County Properties, LLC.	Lease agreement (for Diesel Academy)	7/1/2019	reviewed annually	pending
Drew Memorial Hospital	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	6/2/2022
Dumas E M S	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	9/3/2021
Dumas High School/MOU	Concurrent Credit	7/1/2019	1 year	8/16/2022
East Carroll Parish Hospital	Clinical Site for Allied Health Students	9/6/2019	reviewed annually	
Emergency Ambulance Service, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/20/2021
ESA Monticello	Internship for Business Technology Students	1/1/2019	one semester	8/20/2021
First Presbyterian Child Care Center-Warren	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	7/30/2021
Head of the Class	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Hermitage ABC	Practicum Site for Early Childhood Students	5/5/2021	reviewed annually	7/1/2021
Hospice Home Care	Clinical Site for Allied Health Students	8/4/2021	reviewed annually	
Jefferson Regional Medical Center	Clinical Site for Allied Health Students	7/29/2019	reviewed annually	8/19/2021
Jellybean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Ladders for Learning, LLC	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Lakeside ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Lakeside High School	Concurrent Enrollment	7/1/2019	reviewed annually	8/16/2022
Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/2/2021
Lipsomb Oil Company, Inc.	Student Transportation Vouchers through Career Pathways	7/1/2019	1 year	7/1/2022
Love & Hug Child Care	Practicum Site for Early Childhood Students	7/1/2021	reviewed annually	
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/2/2021
McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/19/2021
McGehee High School/MOU	Concurrent Enrollment	7/1/2019	1 year	8/16/2022
McGehee Hospital, Inc.	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	9/2/2021
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/2/2021
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	pending
Monticello Economic Development/Lease	Facility for Adult Education	7/1/2019	1 year	7/1/2022
Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	pending
Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2019	1 year	7/1/2020
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	9/7/2021
Pauline Baptist Church Child Care	Practicum Site for Early Childhood Students	7/1/2011	reviewed annually	7/1/2022

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Promed	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	
Southeast Arkansas Community Based Education Center (SEACBEC/MOU)	Concurrent Enrollment	7/1/2019	1 year	8/16/2022
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/12/2021
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/4/2021
The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	8/21/2021
Trinity Treasures	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	
UAMCTC/Lease	Facility for Adult Education	7/1/2019	1 year	7/1/2021
Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2019	reviewed annually	7/1/2022
West Carroll Parish Ambulance	Clinical Site for Allied Health Students	7/1/2019	reviewed annually	
Workforce Innovation and Opportunity Act/MOU	Facility for Adult Education	7/1/2019	1 year	7/1/2022
Woodside Medical	Clinical Site for Allied Health Students	2/15/2022	reviewed annually	

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Notable Faculty or Faculty/Service Projects

- Emily Groves was a highlighted Early Childhood Education Trainer in the May 2022 edition-Arkansas Professional Development Registry Newsletter
- Elaine Hargraves served on the Arkansas Early Childhood Association Governing Board as a Member-at-Large until December 31, 2022.
- Gursarn Singh was recognized in May 2022 for 30+ years of service as EMS Director/Instructor.

Faculty Grant Awards

- None
-
-
-

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

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

The early childhood instructors continued to embed additional Early Care and Education Projects (ECEP) trainings into the corresponding courses as outlined by the Arkansas Early Childhood Cohort. The instructors have put into practice the information and activities from Health, Safety and Nutrition, Guidance & Behavior Management, Child Care Orientation Training CCOT), Infant Toddler Standards: Arkansas CDELS, Child Development B-3, 3-5, and Creative Activities into existing coursework. Students leave the program with training certificates that would have been required to obtain a job in an early childhood related area. This also enhances the students' knowledge base, as well as makes them a desirable job candidate.

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

1. All students enrolling in online course were given an informational handout and a special orientation opportunity.
2. All technical programs have a hands-on component including lab, shop, internship, preceptorship, clinical, practicum, etc.
3. Several instructors required Pre and Post testing of students using the Test of Adult Basic Education (TABE). Students with identified deficits were referred to the academic learning center/adult education.
4. Each program created a wish list of innovative technology/equipment to be purchased as funding allowed. The following were examples of technology/equipment purchased; various tools for automotive diagnosis, diesel technology including the donation of a tanker, a medical cabinet for nursing and paramedic, and welders for welding.
5. The early childhood instructors have incorporated additional hands-on activities by embedding the U of A Early Care and Education Projects (ECEP) courses into the existing coursework. They have implemented outside learning activities such as visiting the public library, childcare facilities, and the public school. They utilize manipulatives, group activities, research projects, writing assignments, and article reviews. They are implemented assignments that require students to seek related information from the internet, professional journals, professionals in the field and other teacher resources.
6. The health information technology instructor incorporated more web-based activities through Blackboard, learning games such as crossword puzzles and problem-solving activities such as "googling" to increase students' problem-solving skills. She has also initiated a new curriculum online, which allows students to obtain a technical certificate by enrolling in online course offerings.
7. The business technology instructors implemented assignments including requiring students to attend community meetings and draft a report on their experience. They also implemented "Mystery Shopping" where students were required to observe customer service at a variety of local stores. In addition, supplemental in-class web-based material such as iCEV, money instructor, canva.com and mindtap were utilized.
8. The welding instructor implemented hands-on activities in the shop setting, visual aids, and interactive learning. He incorporated outside assignments and group projects. The welding students constructed picnic tables to demonstrate competence in all welding positions. The picnic tables were constructed in the welding shop, using the teamwork approach, whereas each student was

afforded the opportunity to apply knowledge they gained in the classroom to a real-world event. The students drew the blueprint, cut all the metal, and welded all pieces to build the picnic table. Each process was reviewed and approved by the instructor prior to advancing to the next step of the build. All welds were held to the American Welding Society standards.

9. Expert Guest Speakers presented in several departments (i.e. Dr. Scott in Paramedic, Aurora in Practical Nursing, Department of Human Services in Early Childhood, Drug Task Force agent in Paramedic)
10. The heavy equipment instructors have incorporated education in a variety of ways including field trips, community projects, educational dvds and simulation activities. Students are afforded the opportunity to certify in a variety of areas while completing a technical certificate. In addition to the NCCER (The National Center for Construction Education and Research) certifications gained through the curriculum, students are eligible to receive a variety of additional certifications such as CPR/First Aid, forklift certifications, OSHA 10-hours and CDL licensure.
11. The practical nursing instructors incorporated field trips throughout the year including attending disciplinary hearings at the State Board of Nursing. They include numerous student projects including a natural disaster presentation, poster creations depicting pictures of "bad" IV's and sexually transmitted disease. Students are engaging in "games;" one example includes a ball that is tossed from student to student seated in a circular format. When the instructor says, "stop," the student holding the ball must select a question from the question box. She reads the question aloud and provides an explanation of the answer. Other students could interject additional information. The question ends with a component where the student asks another student of her choosing, a question that she creates related to the topic. These instructors include several outdoor lectures where they take their game or lecture to the lawn. Following an exam, one instructor allowed a short (timed) period for the students to collaborate on the questions of which they are unsure. She did not offer any answer on their exam. This proved to be a pivotal moment for this instructor to hear some of the rationales and thought processes; once the exams were submitted and graded, she utilized this activity as an additional opportunity to discuss concepts. A smart board was purchased and used to enhance instruction.
12. The paramedic instructor schedules an annual field trip to the state crime lab where the students observe an autopsy, but the students were unable to attend this year, due to COVID-19. The students observe actual body parts, as well as injuries and disease process which caused the death. He also creates oral communication practice stations where students are given scenarios to treat and transport prehospital patients. The instructor plays a role of the patient; the student then gives the verbal report to the receiving hospital and the instructor plays the role of the hospital personnel. This instructor also requires flash cards to be made during class for cardiac circulation. A smart board was purchased and used to enhance instruction.

Other Unit Student Success Data

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

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Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

MISSION

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

CORE VALUES:

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

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

UAM STUDENT LEARNING OUTCOMES:

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

STRATEGIC PLAN

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

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

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

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

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

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
  - Increased efforts to earn research and grant funds.
  - Creation of philanthropic culture among incoming students, graduates, and community.
    - Collaborating with Athletics Fundraising to maximize synergies.
    - Create a Growing our Alumni Base Campaign.
  - Encourage entrepreneurial opportunities where appropriate.
  - Participation in articulation agreements to capitalize on academic and economic resources.
  - Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

<u>Addendum 2: Higher Learning Commission Sample Assessment Questions</u>

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