University of Arkansas at Monticello
Technical Campus Annual Report

Unit: College of Technology-McGehee

Academic Year: 2022-23

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
Improve internal and external communications.	Review and update program brochures, and other media material and update 100% of publications annually.	Program brochures were updated to rack cards to promote each program of study. Website and all media material were reviewed and updated.	Goal met; this goal will be continued annually.
Recruit, retain and graduate students.	Incorporate multiple exit points in 100% of applicable technical programs.	100% of all technical programs have multiple exit points.	Goal met; this goal will be continued annually.
Develop, deliver, and maintain quality academic programs.	Departmental faculty will meet annually to assess the existing internship opportunities and research opportunities.	Appliable departments met annually to discuss diversity of existing partnerships. Departments have conducted meetings. Example of opportunities include Early Childhood offered internship opportunities in the following areas: private schools, public schools, state programs, and early intervention day treatment facilities.	Goal met; this goal will be continued annually. We are making a continuous effort to add additional internship opportunities for all programs.

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 business and practical nursing technical programs were assessed in 2022-2023. The results are listed below.

Table 2: Business 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. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents and other materials inherent in office technology.	• This student learning objective addresses UAMs mission by not only preparing students cognitively and kinesthetically, this objective 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.*
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 the integration of theory, lab, and field content in manners to obtain employment in entry level business office.	• 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 business 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	3. Demonstrate the ability to rapidly and appropriately respond to multiple requests with a contemporary office environment.	• This objective grants the ability to foster a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Southeast Arkansas serves a	• This objective is congruent with our mission and provides *customized communication*

communities.		diverse student population including non-traditional students, students of differing abilities, and cultural backgrounds.	*services to meet the needs of regional workforce.*
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	2. Demonstrate the integration of theory, lab and field content in manners to obtain employment in entry level business office.	• 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 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 Business 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 classroom 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 lectures, 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 a specific are 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 business technology courses, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master concepts.

Utilization of pretests indicates 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 Computer Applications for Business provides students with a working vocabulary of terms used by computer personnel and an introduction to business software applications. The chart below depicts the pre and posttest results. The exam consisted of 25 multiple choice questions given to 9 students.

Pre-Test vs. Post Anaylsis
Computer Application for Business
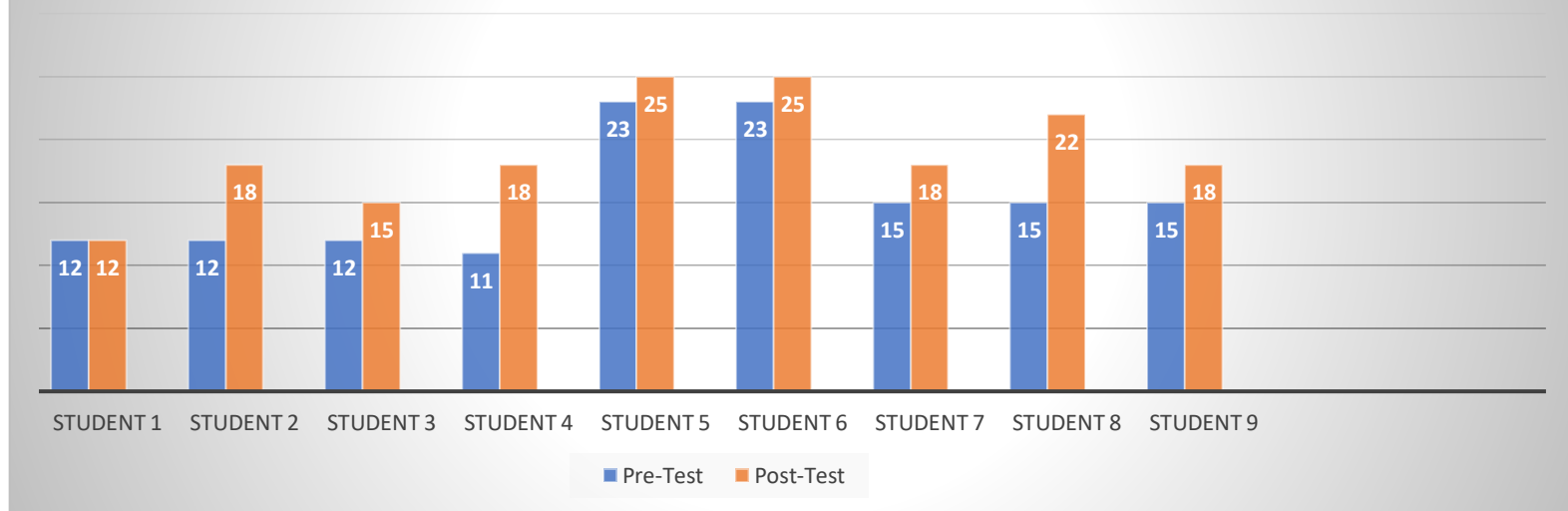
The program offers a real-world prospective of knowledge and skills necessary to be successfully employed in a wide variety of areas. The instructor has both public school and industry experience and connections that move students from the "classroom "mindset to the consideration of application of knowledge and skills in the job market. Small class size gives students a good teacher-student ratio that supports 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 office environment along with specialty courses. Students are given the 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, further education, and certification testing.

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 are experienced in basic software use and application. Other non-traditional students enter the program with no experience in computer usage and, at times, without the ability to effectively utilize a keyboard. Faculty would

like to interview local business personnel, program graduates, and current students to evaluate the impact of this knowledge gap and identify possible solutions to address this issue.

The role of the administrative assistant/office worker 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 expected for students leaving the program and entering the job market is important. While some changes have been made to expand the course offerings, more research and review is needed. When considering the change job field, and lower enrollment/viability numbers, it appears reconfiguration of the program needs to be considered.

Program faculty have worked to include co-curriculum learning opportunities for program students. Working in conjunction with the Hospitality Technology students, Business Technology students have engaged in learning opportunities to include planning, hosting, and attending a business dinner and reception. Business Technology and Health Information Technology students also attend an orientation session on Saturday, provided by the instructors to assist with questions, regarding online/hybrid courses assignments, due dates, submission instructions, and to answer any questions. Refreshments were provided for all students in attendance.

Faculty have also included an off-site learning experience to educate students regarding appropriate dress for their profession/office environment. After classroom lecture students go to local retail establishments to create appropriate outfits for different business events such as interviews, working in different types of office environments, and business dinners. Students must use the guidelines of the event, established budget and considerations of the event to design an appropriate, professional outfit.

In the fall 2023 semester, a division of labor agreement between the Crossett and McGehee programs, regarding the Business Technology program course offering was implemented. This agreement was implemented with the intention of increasing enrollment and to avoid the practice of offering duplicate course offering, with minimal student enrollment. Discussions have also been alluded to implement this action in the spring and summer 2024 semesters.

Table 2b: Practical Nursing 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. Pass the NCLEX-PN on the first writing. 7. Use effective communication skills in interactions with patients, families, and other members of the health care team.	• Passing the NCLEX-PN on the first writing confirms that this practical nursing program has *fostered student learning by providing a quality, comprehensive and seamless education for diverse student learners to succeed in a global environment*. Fostered through promotion of *innovative leadership while providing a synergistic culture of safety, collegiality, and productivity.* To have the ability to pass this exam, they must be able to *communicate* what they know, using their *learned evidence-based decision-making* model (the nursing process) along with their *critical thinking skills.* This program teaches students "the nursing process", a problem-solving method used by all nurses which requires *the synthesis of knowledge and critical thinking* to appropriately and effectively care for *culturally diverse individuals* across the lifespan and in various clinical settings.	• This objective is congruent with our mission and provides *customized educational services to meet the needs of regional workforce.* • Addresses our strategic plan by *ensuring the development, delivery, and maintenance of quality academic programs.* • By passing the NCLEX-PN exam, our students exhibit the *quality 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 development.*

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. Enter the workforce with the competencies of an entry level practical nurse.	• Students will enter the workforce with the foundation needed to practice as an entry-level practical nurse. *The intelligence, communication and collaborative skills, professionalism, evidence-based decision-making ability, diversity awareness, and ability to globally learn required* to practice at the entry-level *demands that they be global and constant learners. They will possess the ability to critically think* to prevent and solve problems in a creative way while working with and *effectively communicating* with a healthcare team. As a nurse they will have the ability to *practice creatively while proving care to diverse populations* of patients.	• This objective ensures that we are meeting our mission by *providing the finest instructional resources and support services to enhance the growth and development of students.* • Addresses our strategic plan by *ensuring the development, delivery, and maintenance of quality academic programs*.
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.	6. Provide appropriate, holistic nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.	• Students provide safe, appropriate, holistic nursing care utilizing the nursing process. Through this process, the student has been taught to *critically think* to provide safe, appropriate care for their patients. This process allows them to *collaborate* appropriately with healthcare team members to *reach identified individual patient goals for diverse populations.* This process requires the *continual search for global knowledge and truth* within	• This objective addresses the *world-class quality of workforce development* offered by UAMCTM to their students in the practical nursing program. By providing *quality educational services,* UAMCTM meets the *needs of a regional workforce and enhances economic growth and development.* • Addresses our strategic plan by *ensuring the*

		their profession.	*development, delivery, and maintenance of quality academic programs.*
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	3. Obtain a practical nurse license in the state in which they reside.	• Obtaining a nursing license exhibits a desire to belong to the nursing *profession.* Students are trained to commit themselves *to continually search for truth and understanding as professionals* and to grow in their chosen profession. The nursing program encourages students to use their knowledge and intelligence with responsibility when caring for *diverse* patients and to *communicate effectively and collaborate* with members of the healthcare team to *reach a common goal as a team member and to be a productive citizen in the community.* 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 is congruent with our mission and provides *customized communication services to meet the needs of regional workforce.* • 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 development.*

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

The sequence of courses and the coursework within each course are designed to help students meet each SLO. 90% of student grades are based on exam scores with 10% based on class participation, homework, pop quizzes, class participation, and special projects or assignments. Our grading scale demonstrates high expectations but is specifically set to meet the Arkansas State Board of Nursing expectations of students and lead to first time success on the NCLEX-PN exam. The program is progressive and a grade of 77% or below is considered failing and deems a student ineligible to progress in the program. The chart below shows the number of students that start in the practical nursing program in the Spring and then how many we have in summer, fall, and to graduate from year 2019-2022. While our retention rate is very low, students who progress into the Fall semester were able to successfully graduate. Furthermore, in 2019-2021 practical nursing students that have graduated have been able to successfully pass the NCLEX-PN on the first attempt.
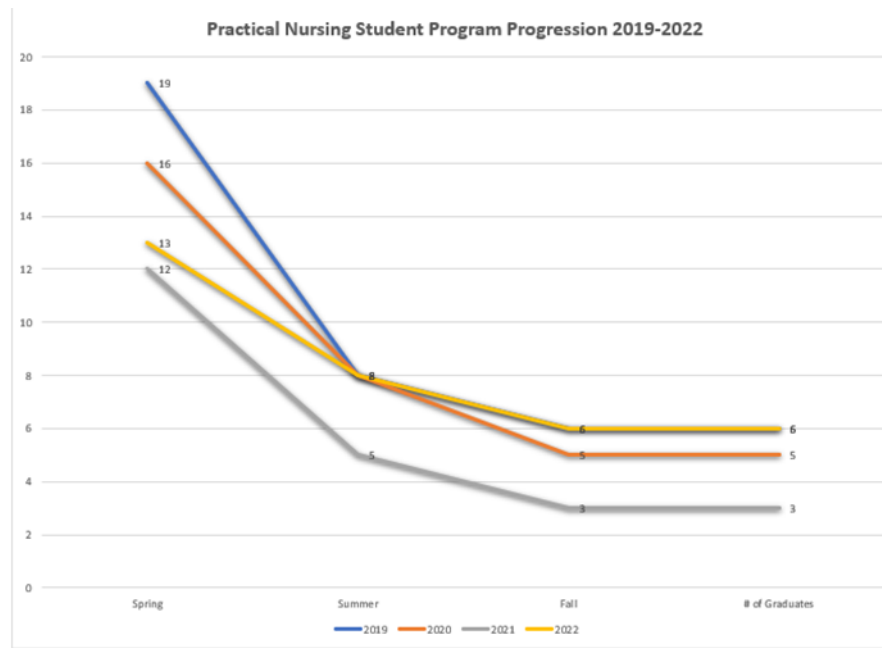
Chapter exams are given in all courses. Data from exams allow the program to analyze faculty instruction and student learning. Exams in the nursing program test a student's ability to apply their knowledge through critical thinking. Students are given the opportunity to review their exams during test review and are encouraged to ask questions regarding any unrealized weakness on a particular concept. In addition, each exam is analyzed using the scantron analysis form. The analysis form reviews the class results as a whole and gives a percentage missed on each question. Questions showing a high percentage missed are reviewed with the class during test review. If an error is found in the question, the question may be dropped. If no error is found, it could mean that the student or students did not grasp the concept. This review allows instructors to dig deeper into why questions are missed and revise lectures if needed. Faculty get feedback from students as well in case a failed exam was due to lack of preparation or the teaching method used needs to be revised. These scantron analysis forms are kept year to year and faculty can compare previous years exam results to current.

Comprehensive exams are given at the end of each course to determine if knowledge has been retained and outcomes have been met. All nursing exams are written based on the current test plan. The 2020 NCLEX-PN test plan started in April 2020 and ends in March 2023. The NCLEX-PN test plan is reviewed and approved by the NCLEX® Examination Committee (NEC) every three years. Multiple resources are used, including the most recent practice analysis of licensed practical/vocational nurses (LPN/VN), and expert opinions of the NEC, NCSBN content staff and boards of nursing (NCSBN's member boards) to ensure that the test plan is consistent with state nurse practice acts. Following the endorsement of proposed revisions by the NEC, the test plan document is presented for approval to the Delegate Assembly, which is the decision-making body of NCSBN. These comprehensive exams are an indicator of student learning over a semester in preparation for success on the NCLEX. The comprehensive exams scantrons are analyzed. Instructors use the results from this analysis to revise exams, course material, and instructional emphasis on content, each semester.

Over a 3-year period, from 2019-2021, students' average grade on the comprehensive final exams in all courses combined were 81%, 85%, and 84% respectively. This was an average of 83% for a three-year period. The 3-year average reported on the last assessment report was 84%. The small variance between the years 2019, 2020, and 2021 reveals the consistency throughout each course substantiating knowledge has been retained and outcomes have been met. The small variance from this report to the last shows that our instructors continue to utilize successful teaching methods that assist students in retention of knowledge and understanding of concepts. The correlation between the comprehensive exams and the students' final grade is evidence of learning.

Additionally, our program utilizes a computer-based independent testing center, Assessment Technologies, Inc. (ATI) to assist with assessment of student knowledge of concepts and predict success on the NCLEX-PN. Each series includes practice exams, multiple proctored exams, and individual remedial analysis. Our PN students are required to attend an ATI NCLEX Review that is offered either LIVE or VIRTUAL. After the review, the ATI PN Comprehensive Predictor Exam is administered. UAM CTM students' scores on the ATI PN Comprehensive Predictor Exam are compared to student's scores across the nation in the chart below.

PN COMPREHENSIVE PREDICTOR 2020

	2019	2020	2021
UAM	74.70%	77.60%	75.90%
NATIONAL AVE	69.10%	69.10%	69.10%
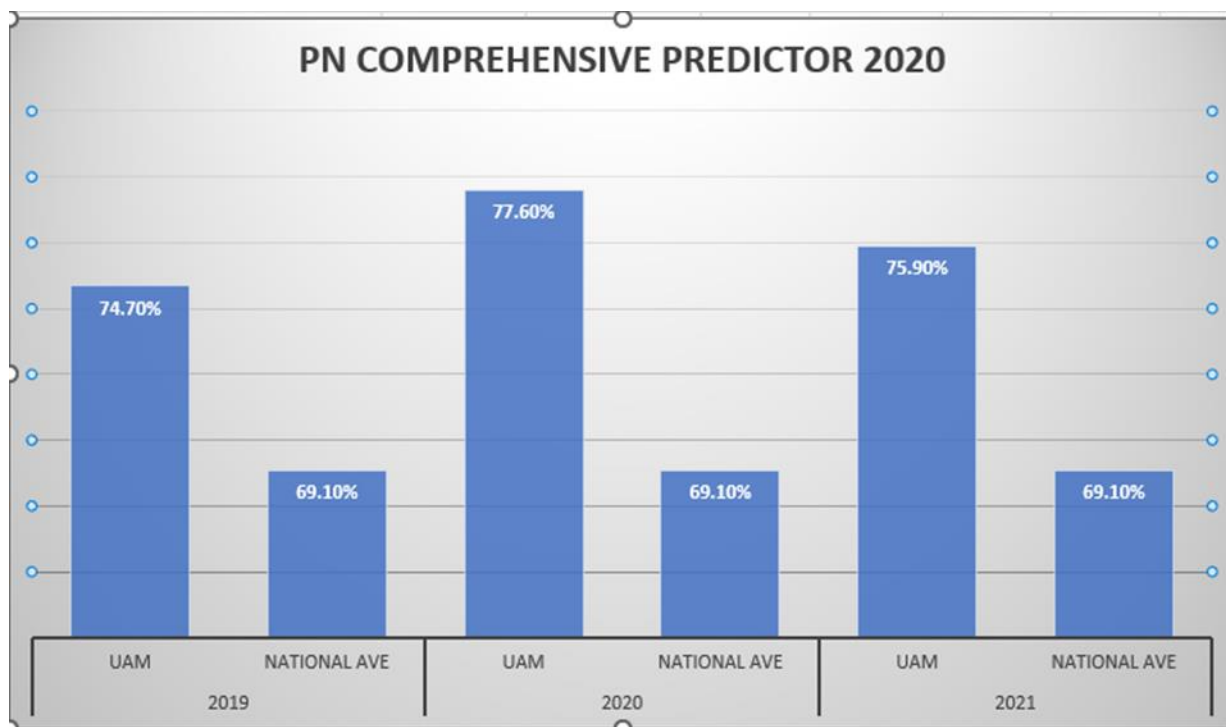
Over a 3-year span, from 2019-2021, UAM CTM students scored an average of 74.7%, 77.6%, and 75.9 respectively, on the PN Comprehensive Predictor 2020 through ATI. This comes to an average of 76%.

The national average from 2019-2021 was 69.1% for all 3 years. When comparing UAM CTM PN student predictor scores to the national average, UAM CTM students are learning above the national average. This directly reflects the positive efforts of our faculty and students and the hard work by all to meet SLOs. Our students are obtaining satisfactory learning experiences that lead to their first attempt at NCLEX success and licensure.

Another assessment tool utilized through ATI is ATIs Average Probability of Passing NCLEX-PN. ATI factors in a student's scores on the proctored assessment exams Fundamentals, Adult Medical Surgical, Management, Nutrition, Maternal Newborn, Mental Health, and Nursing Care of Children. They use the ATI Pulse graph to depict the Average Probability of Passing NCLEX percentage for the cohort by date. ATI Pulse is based on up to three attempts on the proctored exams. The graph below shows UAM CTM Average Probability of Passing NCLEX for the past 12 years compared to NCLEX pass rates. ATI places cohorts in 3 different categories based on their percentage. A percentage of 90-99% means "On Track." A percentage of 80-89% means "Needs Improvement." A percentage of 79% or below means "At Risk." The cohort's average is updated after completion of each exam. Faculty and students can view a detailed report that shows areas of weakness. This allows for faculty and students to monitor each student's progression towards being "On Track" and the entire cohorts to determine if SLOs are being met. If SLOs are not being met, we can determine which areas need improvement by ATIs reports.

The data from the graph below suggests that cohorts with an average probability of 89.5% or above respectively have a high probability of passing the NCLEX-PN on the first attempt. Per ATIs placement categories, individual scores of 79% or below means the student is "At Risk." In 2012, one student was at 68% and was unsuccessful but also a student with 84%, "Needs Improvement," was unsuccessful. However, the data shows that several other students' percentages were in the "At Risk" or "Needs Improvement" category and were successful on the NCLEX-PN on first attempt. I am unable to determine if there were any other factors that could have contributed to the students who did not pass on the first attempt. The data does suggest that students deemed "On Track" are likely to pass on the first attempt.

							PN PREDICTOR (ATI)								

													100% Pass Rate		
							2022 Class	Predictor %	NCLEX-PN	2021 Class	Predictor %	NCLEX-PN	2020 Class	Predictor %	NCLEX-PN
							Student	90%		Student	87%	Passed	Student	99%	Passed
							Student	96%		Student	95%	Passed	Student	94%	Passed
							Student	95%		Student	99%	Passed	Student	97%	Passed
							Student	97%					Student	97%	Passed
							Student	98%					Student	93%	Passed
							Student	91%					Student	96%	Passed
							6 students	95%		3 Students	94% Class Average		6 Students	96% Class Average	

							PN PREDICTOR (ATI)								

100% Pass Rate			**100% Pass Rate**			**100% Pass Rate**			**100% Pass Rate**			**100% Pass Rate**		
2019 Class	Predictor%	NCLEX-PN	2018 Class	Predictor %	NCLEX-PN	2017 Class	Predictor %	NCLEX-PN	2016 Class	Predictor%	NCLEX-PN	2015 Class	Predictor%	NCLEX-PN
Student	99%	Passed	Student	90%	Passed	Student	90%	Passed	Student	81%	Passed	Student	95%	Passed
Student	94%	Passed	Student	92%	Passed	Student	97%	Passed	Student	98%	Passed	Student	84%	Passed
Student	97%	Passed	Student	77%	Passed	Student	98%	Passed	Student	90%	Passed	Student	98%	Passed
Student	97%	Passed	Student	99%	Passed	Student	95%	Passed				Student	90%	Passed
Student	93%	Passed				Student	94%	Passed				Student	94%	Passed
Student	96%	Passed				Student	90%	Passed				Student	96%	Passed
						Student	93%	Passed				Student	95%	Passed
						Student	93%	Passed				Student	92%	Passed
												Student	98%	Passed
6 Students	96% Class Average		4 Students	89.5 Class Average		8 Students	93.75 Class Average		3 Students	90% Class Average		9 Students	94% Class Average	

							PN PREDICTOR (ATI)								

100% Pass Rate			**100% Pass Rate**			**80% Pass Rate**			**100% Pass Rate**			**100% Pass Rate**		
2014 Class	Predictor%	NCLEX-PN	2013 Class	Predictor %	NCLEX-PN	2012 Class	Predictor%	NCLEX-PN	2011 Class	Predictor%	NCLEX-PN	2010 Class	Predictor%	NCLEX-PN
Student	95%	Passed	Student	97%	Passed	Student	92%	Passed	Student	87%	Passed	Student	94%	Passed
Student	92%	Passed	Student	97%	Passed	Student	68%	Failed	Student	80%	Passed	Student	95%	Passed
Student	96%	Passed	Student	91%	Passed	Student	88%	Passed	Student	95%	Passed	Student	88%	Passed
Student	93%	Passed	Student	93%	Passed	Student	93%	Passed	Student	94%	Passed	Student	92%	Passed
Student	95%	Passed	Student	98%	Passed	Student	90%	Passed	Student	94%	Passed	Student	94%	Passed
Student	93%	Passed	Student	95%	Passed	Student	94%	Passed	Student	92%	Passed	Student	96%	Passed
Student	96%	Passed	Student	91%	Passed	Student	84%	Failed	Student	69%	Passed	Student	96%	Passed
			Student	97%	Passed	Student	86%	Passed	Student	67%	Passed	Student	92%	Passed
			Student	95%	Passed	Student	96%	Passed	Student	99%	Passed	Student	84%	Passed
						Student	70%	Passed	Student	98%	Passed	Student	82%	Passed
									Student	98%	Passed	Student	97%	Passed
7 Students	94% Class Average		9 Students	95% Class Average		10 Students	86% Class Average		11 Students	96% Class Average	Passed	11 Students	92% Class Average	

Lab skill checkoffs are evaluations used to assess each student's cognitive and psychomotor ability to perform nursing skills. In the nursing lab students are individually evaluated while performing essential nursing tasks. These evaluations assess a student's ability to safely perform essential nursing skills necessary for the clinical setting. If a PN student is not prepared, they are required to complete remediation and repeat the evaluation until they have performed the skill successfully. The student is eligible to attend clinical but can only perform those skills which they have successfully completed in the lab. Students have the opportunity to practice with other students and instructors in the lab before formal check offs are completed. Lab skills check-off is an essential evaluation tool that allows the faculty to assess a student's knowledge and psychomotor skills to ensure the student is safe to perform the skill in the clinical setting. Students are given the opportunity to learn without doing harm to a "real" patient in a lab setting that allows faculty to teach and students to learn. During clinical, they can improve on their techniques and are placed in different situations that require the student to rethink how a skill is done on a particular individual due to the circumstances.

This form of student evaluation/assessment is extremely helpful with skills. The process has instant feedback/corrective action and allows an immediate opportunity to improve student skills and learning.

Clinical experiences allow faculty, staff nurses, and preceptors to assess the student's ability to integrate information from various theory content areas to practice effectively and safely in a "real" world clinical setting. Students are evaluated on their ability to critically think utilizing the nursing process, to behave in a professional manner, and to perform essential nursing skills safely and in a timely fashion while communicating effectively with individuals including the patient, family, and the health care team. Each student is given a "Skills Competency List" which is based on skills that a practicing nurse should be proficient at by their first year of practice (Arkansas State Board of Nursing, PN Educator's Council). Students can earn one hundred points each clinical week for their clinical evaluation. Clinical experiences teach students "how" to be a nurse and give them real life experiences. The evaluation tool is essential to follow a student's progression through clinical. It provides data that indicates if the student is progressing and growing as a nurse or is not. It will identify strengths and deficits. Students are given the evaluations back so that improvements can be made. This tool also allows different faculty members to see how the student is progressing and provides a "continuity of education" for students who attend clinical with various instructors, preceptors, and nursing staff. Students are given expected performance behaviors (skills competency list, clinical evaluation) and are motivated to perform as expected.

Care Plans are required in all clinical courses. Understanding of the nursing process is critical while preparing a care plan. This tool evaluates the student's ability to critically think and to put into action nursing interventions required to care for their patients in a safe and effective manner. The student must integrate cognitive and psychomotor abilities to be successful. The student is required to assess and gather data related to the patient, identify problems, set goals, implement nursing interventions, and evaluate the patient's response to those interventions. They must then decide if their plan allows the patient to meet their health goals or if changes need to be made. As a student progresses in the program from clinical I to clinical III, care plan performance expectations increase. The student is expected to critically think, to anticipate problems, and to synthesize creative solutions for individualized patient care. During a student's progression in clinical their care plans should begin with basic care for an uncomplicated patient and culminate with a highly individualized, specific plan of care for a patient with multiple complications. Care plans are graded as satisfactory or unsatisfactory depending on specific identified requirements. Students must complete one (1) Med/Surg satisfactory care plan in Clinical I; two (2) Med/Surg, one (1) OB, and one (1) Pediatric satisfactory care plans in Clinical II; and one (1) Med/Surg satisfactory care plan in Clinical III to complete the clinical courses successfully. Care plans are maps which guide a student's cognitive growth toward "nurse think". It is this program's belief that care plans are an essential learning tool for the student and an invaluable evaluation tool for the educator. It allows the instructor to evaluate whether a student understands the major concepts of nursing and if that student is progressing in their cognitive growth and ability as they should.

Clinical exams are given at the end of each clinical week. These exams evaluate the student's knowledge of abbreviations, medical terminology, medications and dosage calculations, and clinical procedures. Clinical exams evaluate what the student has learned in the classroom, what they have retained, and if they can apply it. These exams are important in Clinical I to evaluate retention of knowledge. These exams are also important evaluation tools during Clinical II and III. During that

time the student has 2 hours in the classroom each week. These exams ensure that the students continue to practice and review previously learned concepts. This increases the likelihood of the student committing the knowledge to long-term memory leading to better student success in the program.

Annually, graduate and employer surveys are sent out. The graduate surveys help to assess whether our program is adequately preparing students to enter the workforce. The employer surveys help assess the student's preparedness to enter the workforce as well as determine if we are meeting employers' needs and expectations. I was unable to locate all the surveys from the years before a change in administration. I did see that it was noted in the previous assessment report that little response has been received in the past from mailing letters. Last year in 2021, we began submitting electronic surveys to graduates and employers. This was asked at the Fall 2021 advisory meeting, and it was agreed upon to send electronically instead of via mail. In 2021, we received back 100% of employer surveys and 80% (4 out of 5) of graduate surveys. In 2022, we have received back 100% of employer surveys and 67 % (2 out of 3) of graduate surveys. Those results are below.

Employer Survey Results 2020-2021

	Total of 7/8 graduates were evaluated. 1 graduate was not employed due to continuing education.	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	
1	Exhibits a positive attitude.	1			6	86% strongly agree
2	Exhibits adaptability.	1			6	86% strongly agree
3	Maintains patient confidentiality.	1			6	86% strongly agree
4	Manages time effectively.	1			6	86% strongly agree
5	Maintains professional appearance.	1			6	86% strongly agree
6	Accepts constructive criticism.	1			6	86% strongly agree
7	Exhibits willingness to learn new techniques.	1			6	86% strongly agree
8	Exhibits rapport with patient and patient family.	1			6	86% strongly agree
9	Communicates effectively verbally and in writing.	1		1	5	71% strongly agree
10	Applies knowledgeable application of Nursing Care Plan.	1		1	5	71% strongly agree
11	Demonstrates universal precautions appropriately.	1			6	86% strongly agree
12	Demonstrates accurate physical & emotional assessment.	1			6	86% strongly agree
13	Performs skills appropriately.	1			6	86% strongly agree
14	Demonstrates safe nursing care.	1			6	86% strongly agree
15	Promotes health maintenance throughout patient teaching.	1			6	86% strongly agree
16	Exhibits willingness to seek assistance prn.	1			6	86% strongly agree
17	Demonstrates effective use of the nursing process.				4	100% strongly agree
18	Demonstrates leadership skills.			1	6	86% strongly agree

19	Seeks opportunities for continued education.		1		6	86% strongly agree
20	Shows respect to health care team/patients/visitors.	1			6	86% strongly agree
	*Question #17 was accidentally left off of the 2021 surveys.					

Comments on surveys:

"████ is going to be a great nurse. He has a very positive attitude. He is learning skills in communicating with his leadership team. You all did a great job!!"

"█████ is a joy to work with. She is very compassionate about our patients everything she does. We are so glad we have her."

"█████ is a great nurse; she has compassion and care for her patients. She is an asset to nursing."

"████ is wonderful! "

"███ is amazing."

"█████ IS AN EXCELLENT NURSE. SHE WILL BE GRADUATING FROM RN SCHOOL IN MAY. SHE IS ALWAYS WILLING TO HELP/LEARN IN OTHER AREAS. SHE IS TEAM ORIENTED. SHE IS AN ASSET TO OUR FACILITY."

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

Oral Communication

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	5						5
Language	4	1					5
Delivery	3		2				5
Supporting Material	3	1	1				5
Central Message	5						5

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

Strengths
- The students had a professional appearance during the presentation.
- They were well organized and remained on topic during the presentation.

Weaknesses
- Time management utilized during the presentation.
- The students did not look at the audience during the presentation.
- Word repetition was used in various presentations.

Opportunities for Growth
- The students will speak without constantly referring to presentation notes.
- The students will provide a richer conclusion at the end of the presentation.

Threats to Effectiveness
- Some students displayed nervousness when speaking to the camera thus impairing their body language.
- Incorrect grammar and punctuation were used in the written supporting material.

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

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

Written Communication

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	12	2	2	1	6		23
Content Development	12	2	2	1	6		23
Genre and Disciplinary Conventions	N/A	N/A	N/A	N/A	N/A		N/A
Sources and Evidence	N/A	N/A	N/A	N/A	N/A		N/A
Control of Syntax and Mechanics	12	2	2	1	6		23

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

   Strengths
   - When given explicit instructions, students are able to understand their purpose for writing and develop appropriate content accordingly.

   Weaknesses
   - Students do not always proofread their assignments prior to submission; therefore, their written mechanics are often

affected. If given the opportunity to revise their essay, syntax and mechanics are usually improved.

Opportunities for Growth
- Students work well in a collaborative environment and can assist each other develop ideas and examples to incorporate in their essays.

Threats to Effectiveness
- Students do not always apply themselves, which leads to ignored essay requirements and/or slothful writing.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
   N/A
What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?
   N/A

Critical Thinking

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							
Influence of Context and Assumptions							
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
-

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?

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							

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
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?

Summarize all of your unit changes predicated on assessment data.

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 Rack Cards
- Advisory Board meetings
- Program Reviews

I. TECHNICAL PROGRAMS OF STUDY Offerings

A. Technical Programs of Study Narrative & Chart

U.A.M. College of Technology-McGehee offers one associate of applied science degree, eleven technical certificates and eleven certificates of proficiency. Chart A provides the following information: program name, exit level, initial ADHE approval date, total credit and clock hours, and number of weeks required to successfully complete the respective programs.

Chart B lists the course offerings by semester taught and mode of delivery of instruction. During the three-year period, there were more courses taught by face-to-face instruction of 113 out of a total of 207, which equates to 55%. There was an increase of courses taught by hybrid, online, and by concurrent credit. This mode of instruction increase was impacted by the COVID-19 pandemic.

Concurrent Course classes were delivered on campus to the following high schools: Dermott, Dumas, Lake Village, and McGehee. Classes were also offered at McGehee High School and Southeast Arkansas Community Based Education Center (SEACBEC)-Warren. Chart C provides an outline of the following: name of course, high school, and the number of courses offered.

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT HOURS	CLOCK HOURS	TOTAL PROGRAM WEEKS
	ASSOCIATES OF APPLIED SCIENCE					
30.9999	General Technology	Course completion	2/4/2005	60	900	64
52.0901	Hospitality and Tourism Management	Course completion	4/24/2022	60	900	64
Total						
	TECHNICAL CERTIFICATES					
47.0604	Automotive Service Technology	Program completion	5/9/2003	45	960	40
52.0401	Business Technology	Program completion	4/24/2009	36	600	36
47.0605	Diesel Technology	Program completion	1/29/2016	39	750	36
13.1210	Early Childhood Education	Program completion	5/9/2003	45	825	36

47.0303	**Heavy Equipment Operator**	Program completion	7/1/2005	42	870	36
51.0707	**Health Information Technology**	Program completion	7/28/2008	39	600	36
51.0000	**Health Professions**	Program completion	4/30/2010	35	varies	36
52.0901	**Hospitality Services**	Program completion	8/4/2006	34	660	36
51.0904	**Paramedic Technology**	Program completion	5/9/2003	44	1481	40
51.3901	**Practical Nursing**	Program completion	5/9/2003	42	1358	40
48.0508	**Welding**	Program completion	5/9/2003	37	1035	36
Total						
	CERTIFICATES OF PROFICIENCY					
47.0604	**Automotive Diagnostics**		4/20/2018	16	540	16
52.0401	**Basic Business Principles**	Completion	4/24/2009	15	225	16
19.0706	**Child Development Associate**	Completion	5/9/2003	12	240	16
51.0904	**Emergency Medical Technician**	Completion	5/9/2003	8	176	16
47.0303	**Healthcare Office Skills**	Completion	7/25/2008	18	285	16
47.0303	**Heavy Equipment Safety**	Completion	4/20/2018	14	210	16
52.0901	**Hospitality Skills**	Completion	4/27/2007	15	225	16
51.3902	**Nursing Assistant**	Completion	5/9/2003	7	150	16
51.1009	**Phlebotomy**	Completion	7/31/2020	9	180	16
49.0205	**Tractor Trailer Operations**	Completion	1/29/2016	11	360	10
48.0508	**Welding**	Completion	5/9/2003	11	375	16
Total						

B. Course Offerings – Instructional Delivery:

Semester/Term	Face-to-Face	Hybrid	Online	Concurrent	Total
Summer II 2022	**4**	**0**	**6**	**0**	**10**
Fall 2022	**53**	**6**	**15**	**17**	**91**
Spring 2023	**43**	**6**	**17**	**18**	**84**
Summer I 2023	**13**	**3**	**6**	**0**	**22**
TOTAL COURSES	**113**	**15**	**44**	**35**	**207**

C. Concurrent Course Offerings:

	High School	High School	High School	High School	High School	High School
Name of Course	Dumas	Lake Village	McGehee	Dermott	***SEACBEC	Cornerstone
Tech Auto Engine Repair	1	1		1		
Tech Auto Brake			1			
Tech Auto Electrical	1	1		1		
Tech Susp/Steering			1			
EMT Basic	*1					
Tech Medical Term				1	2	
Tech Math			1			1
Nursing Assistant	**1		1	1		
P N Anatomy & Physiol.	**1		1			
Basic Welding					2	
Lab Welding I					2	
Gas Metal Arc Welding					1	
Shielded Arc Welding					2	
TOTAL COURSES	5	2	5	4	9	1

*Note-This course included students from Dumas, Lake Village, and McGehee.

**Note-This course included students from Dumas, and Lake Village.

***Note-SEACBEC (Southeast Arkansas Community Based Education Center-Warren) serves students from the

following high schools: Fordyce, Hermitage, Rison, and Warren

II.   PROGRAM ENROLLMENT

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

SSCH & FTE BY PROGRAM MAJORS:

CIP CODE	TECHNICAL CERTIFICATES	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023	3-Year Average	3-Year Average
	Technical Programs	SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
52.0401	**Administrative Office Technology (Business)**	1,031	80	907	65	60	54.6	**666**	**66.53**
47.0604	**Automotive Service Technology**	376	37.6	257	30.3	60	11.6	**231**	**26.5**
47.0605	**Diesel Technology**	152	29.6	70	34.3	139	29.9	**120.3**	**31.26**
13.1210	**Early Childhood Education**	582	118.8	663	96.7	417	71	**554**	**95.5**
51.0904	**Emergency Medical Technician (Paramedic)**	207	12.3	219	17.3	228	16.73	**218**	**15.44**
47.0303	**Heavy Equipment Operator**	200	17.6	200	14.5	291	23.03	**230.3**	**18.38**
51.0707	**Health Information Technology**	204	21.73	390	24.7	561	35.3	**385**	**27.24**
51.0000	**Health Professions**	72	4.73	84	8.6	129	10.67	**95**	**8**
52.0901	**Hospitality Services**	307	18.3	243	27	102	17.6	**217.3**	**20.97**
51.3901	**Practical Nursing**	393	74.7	418	75.3	488	111.3	**433**	**87.1**
48.0508	**Welding**	389	35	355	31.33	266	26.3	**336.66**	**30.88**
	Related Instruction	1,083		1,065		797		**981.66**	
	Total Technical	**4,996**		**4,871**		**3,538**		4468.33	
	Total Technical Concurrent	**596**		**820**		**899**		771.66	
	Total Non-Technical Education (Nutrition and ECED)	**273**		**344**		**173**		263.33	
	TOTAL Technical & Non-Technical SSCH/FTE	**5,865**		**6,035**		**4,610**		5503.33	

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

High School	NAME OF CONCURRENT COURSE	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023	3-Year Average	3-Year Average
		SSCH	FTE	SSCH	FTE	SSCH	FTE	SSCH	FTE
Dermott	Tech Medical Term, Nursing Assistant, Electrical/Electronic Systems	47	2.77	118	5.0	189	9.3	**118**	**5.69**
Dumas	Nursing Assistant, Auto Engine Repair, PN Anatomy & Physiology	61	5.3	118	5.0	124	11	**101**	**7.1**
Lakeside	Nursing Assistant, Auto Engine Repair, PN Anatomy & Physiology	64	4.6		**7.7**		21.7		**11.33**
McGehee	Tech Medical Terminology, Automotive Brake, Nursing Assistant	64	11.3		8.6		19.7		**13.2**
*Warren (SEACBEC)	Nursing Assistant, Basic Welding, Shielded Arc Welding, Lab Welding I	238	2.3		8.03		19.67		**10**
	Total Technical Concurrent	**474**	**26.27**		**34.33**		**81.37**		

*Warren (SEACBEC) data includes the following high schools: Warren, Hermitage, and Woodlawn.

C. Online Courses and Enrollment – 3 Year Average

Program	Name	# Classes	2020-2021	2021-2022	2022-2023	3-Year Total	3-Year Average
Business	Tech Administrative Support Procedures	3	10	20	15	45	15
	Tech Bank Teller Operations	1	0	19	0	19	6.33
	Tech Business Communications	4	22	19	17	58	19.33
	Tech Business English	5	35	54	0	89	29.66
	Tech Business Practicum	2	10	9	4	23	7.66
	Tech Business Math	7	52	58	29	139	46.33
	Tech Computer Applications for Business	2	19	21		40	13.33
	Tech Electronic Presentations	2	0	15	13	28	9.33

	Tech Intro to Computers	1	0	4	0	4	1.33
	Tech Intro to Keyboarding	12	5	29	32	66	22
	Tech Intro to Marketing	3	28	23	14	55	18.33
	Tech Intro to Law	3	18	18	0	36	12
	Tech Small Business Mgmt.	4	27	20	18	65	21.66
	Tech Spreadsheet Apps	2	17	0	16	33	11
CDL	Servicing Road Tractor Trailer	1	4	0	0	4	1.33
	Tractor/Trailer Operations Prac	1	4	0	0	4	1.33
CFA	Tech Computer Fundamentals	10	60	97	100	257	85.66
COM	Employability Skills/Ethics	3	16	10	10	36	12
	Technical Communication	10	71	62	60	193	64.33
Diesel	Air Conditioning Systems	1	6	0	0	6	2
Early Childhood	Development & Curriculum	1	7	0	0	7	2.33
	Tech Child Guidance	4	14	24	13	51	17
	Tech Children with Special Needs	3	11	10	16	39	13
Paramedic	Paramedic III	1	6	0	0	6	2
	Paramedic Intern I	1	6	0	0	6	2
Heavy Equipment	Construction Equipment II Fieldwork	1	11	0	0	11	3.66
	Construction Equipment I Fieldwork	1	11	0	0	11	3.66
Health Information Technology	Law & Ethics in Healthcare	4	0	45	40	85	28.33
	Tech Medical Coding I	2	13	10	0	23	7.66
	Tech Essentials of the Human Body	2	13	29	0	42	14
	Tech Medical Office Procedures	3	14	35	16	65	21.66
	Tech Medical Terminology	1	0	16	0	16	5.33

	Tech Advanced Medical Terminology	4	27	11	26	64	21.33
	Tech Medical Coding II	3	9	10	11	30	10
	Tech Reimbursement Method	3	11	17	20	48	16
	Tech Health Information Practicum	3	5	6	21	32	10.66
Hospitality	**Safety and Sanitation**	1	8	0	0	8	2.66
	Tech Customer Service Relations	6	32	28	17	77	25.66
	Tech Internship	1	0	0	3	3	1
MAT	**Technical Math**	3	14	0	34	48	16
NA	**Nursing Assistant**	1	9	0	0	9	3
Practical Nursing	**PN Intravenous Therapy**	1	9	0	0	9	3
	PN Nursing Mother & Infants	1	8	0	0	8	2.66
	PN Adult Surgical Nursing I	1	8	0	0	8	2.66
	PN Mental Health/Illness	1	5	0	0	5	1.66
	Total						

D. Workforce Training – Noncredit

There were various noncredit trainings held: including CPR, Forklift training, OSHA 10 training. (These training are held statewide by David Carter, upon demand). The following noncredit classes were also held: 1 EMT Refresher, 2-Paramedic Refreshers, 8 Heart Saver, 1-Phlebotomy, 1-Automotive Car Care course for teens, 2_Heavy Equipment safety classes, 1-Forklift certification, 21-CPR certification classes, 26-BLS classes, 2-OSHA-10 classes, 2-Basic Excel classes, 2-Intermediate Excel classes, 1-Welding class, 1-Wreath making class, 1-Intro to Computer class and 1-Hunter Education class.

V. STUDENT SUCCESS INITIATIVES

A. Narrative of Retention Initiatives

UAMCTM prepared a tabloid advertisement, in conjunction with the Dumas Clarion, to highlight all programs and faculty/instructors. The information gathered was used for other advertising opportunities, with other media outlets. We posted daily/weekly on social media platforms (program highlights, financial aid information, enrollment information, current events, etc.) The old campus bookstore was renovated to become the Weevil Center, where students can student, use computers, eat lunch, and have a quiet place to study. Weekly contact/follow-up contacts were made by the Department of Student Services. Student Services also planned monthly events to have the students actively engaged on campus. Once a week on Tuesday, a different food truck was featured on site.

B. Student Organizations and Accomplishments

The UAMCTM National Technical Honor Society inducted 8 students into the organization on April 14, 2023.

VI. PROGRAM VIABILITY, GRADUATES/JOB PLACEMENT

A. Graduate and Viability Report: Narrative & Chart

Two certificate of proficiency programs do not meet the minimum standards for viability, Hospitality Skills, and Tractor Trailer Operations, and four technical certificate programs do meet the minimum standards for viability. 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 *Automotive Technology* program has seen a slight increase in concurrent credit enrollment. We hired an instructor in the middle of the COVID-19 pandemic. We experienced an increase in graduates in FY 2022. The *Diesel Technology* Program has also seen a slight decrease in enrollment. Students who enroll in the *Tractor Trailer Operations* often enroll just to complete and receive the Commercial Driver's License (CDL), to enter the workforce, thus impacting the program's viability. The *Hospitality Services* Program has also experienced unstable enrollment, due to the to hire of a part-time instructor. Classes are currently being offered by UAMCTC on the Monticello campus. All interested students are referred to Crossett. In 2021, we were made aware of the *Health Professions* Program being financial aid eligible; therefore, students will be given the opportunity to select it as a major.

CIP CODE	PROGRAM NAME	EXIT LEVEL	INITIAL ADHE APPROVAL	CREDIT/ CLOCK HOURS	FY 2021	FY 2022	FY 2023	GRADUATE 3-YR. TOTAL & AVERAGE	MEETS OR BELOW VIABILITY STANDARDS
	Certificates of Proficiency								
47.0604	**Automotive Diagnostics**	**1 semester**	**4/20/2018**	**16**	**8**	**3**	**4**	**15/5**	**Meets**
52.0401	**Basic Business Principles**	**1 semester**	**4/24/2009**	**15**	**12**	**8**	**9**	**29/9.66**	**Meets**
13.1210	**Child Development Associate**	**1 semester**	**5/9/2003**	**12**	**19**	**13**	**13**	**45/15**	**Meets**
51.0904	**EMT Basic**	**1 semester**	**5/9/2003**	**8**	**2**	**8**	**10**	**20/6.66**	**Meets**
51.0707	**Health Office Skills**	**1 semester**	**7/28/2008**	**18**	**3**	**7**	**8**	**18/6**	**Meets**
47.0303	**Heavy Equipment Safety**	**1 semester**	**4/20/2018**	**14**	**4**	**5**	**8**	**17/5.66**	**Meets**
52.0901	**Hospitality Skills**	**1 semester**	**4/27/2007**	**15**	**1**	**7**	**3**	**11/3.66**	**Below**
51.3902	**Nursing Assistant**	**1 semester**	**5/9/2003**	**7**	**45**	**68**	**51**	**164/54.66**	**Meets**
51.1009	**Phlebotomy**	**1 semester**	**7/31/2020**	**9**	**9**	**15**	**12**	**36/12**	**Meets**
49.0205	**Tractor Trailer Operations**	**1 semester**	**1/29/2016**	**11**	**5**	**4**	**1**	**10/3.33**	**Below**
48.0508	**Welding**	**1 semester**	**5/9/2003**	**11**	**6**	**21**	**26**	**53/17.66**	**Meets**
	Total Certificates of Proficiency				**114**	**159**	**145**	**418/139.**	
	Technical Certificates								
47.0604	**Automotive Service Technology**	**4 semesters**	**5/9/2003**	**42**	**1**	**7**	**2**	**10/3.66**	**Below**
52.0401	**Business Technology**	**3 semesters**	**4/24/2009**	**36**	**8**	**7**	**5**	**20/6.66**	**Meets**
47.0605	**Diesel Technology**	**3 semesters**	**1/29/2016**	**39**	**3**	**6**	**-**	**9/3**	**Below**
13.1210	**Early Childhood Education**	**3 semesters**	**5/9/2003**	**45**	**13**	**14**	**10**	**37/12.33**	**Meets**
47.0303	**Heavy Equipment Operator**	**3 semesters**	**7/1/2005**	**42**	**3**	**3**	**7**	**13/4.33**	**Meets**
51.0707	**Health Information Technology**	**3 semesters**	**7/25/2008**	**39**	**3**	**5**	**7**	**15/5**	**Meets**
51.0000	**Health Professions**	**3 semesters**	**4/30/2010**	**35**	**-**	**-**	**4**	**4/1.33**	**Below**
52.0901	**Hospitality Services**	**3 semesters**	**8/4/2006**	**34**	**2**	**4**	**5**	**11/3.66**	**Below**
51.3901	**Practical Nursing**	**3 semesters**	**5/9/2003**	**42**	**5**	**3**	**6**	**14/4.66**	**Meets**
48.0508	Welding Technology	**3 semesters**	**5/9/2003**	**37**	**10**	**2**	**11**	**23/7.66**	**Meets**
	Total Technical Certificates				**48**	**51**	**57**	**156/52**	

B. AAS Degree Completion Chart: Narrative and Chart

The AAS data is captured by the Division of General Studies.

Years	AAS Industrial Technology	AAS General Technology	Overall AAS Degrees
2020-2021	0		
2021-2022	0		
2022-2023	0		
TOTAL	0		

C. Career Pathways Progress Chart

Program	Headcount Enrollment	Certificate of Proficiency	Technical Certificate	AAS Industrial Technology	AAS General Technology
Automotive Service Technology	1	0	0	0	0
Business Office Technology	5	4	4	0	2
Diesel Technology	1	1	0	0	0
Early Childhood Education	22	8	8	0	5
Heavy Equipment Operator Training Academy	2	1	0	0	0
Health Information Technology	4	3	1	0	1
Health Professions	5	3	0	0	0
Hospitality Services	6	5	2	0	1
Paramedic Technology	1	1	0	0	0
Practical Nursing	23	6	1	0	1
TOTALS	**70**	**32**	**16**	**0**	**10**
PERCENTAGES	**100%**	**46%**	**23%**	**-**	**14%**

D. Licensures, Credentials, Certifications

Description	Certifications/ Licensures/Awards	Quantity
NCCER Core Curriculum	Certifications	7
NCCER Heavy Equipment Operations Level I	Certifications	7
NCCER Heavy Equipment Operations Level II	Certifications	7
NCCER Heavy Equipment Operations Level III	Certifications	7
NCLEX (National Council Licensure Exam-PN)	Licensures	6
American Welding Society (AWS) and ASME	Qualifications	9
ACT National Career Readiness Certificate	Certifications	15
Certified Nurse Aid Exam	Certifications	0
Commercial Driver's License	Licensure	22
WAGE Certificate	Certifications	193
WAGE II Certificate	Certifications	25
IET Credential	Certifications	24
Total Certifications/Licensures		**322**
National Technical Honor Society	Awards	8
Total Awards		**8**
TOTAL CERTIFICATIONS, LICENSURES, AWARDS		**330**

E. Graduate Job Placement by Program Chart

Graduate Follow-up	AST	BT	ECE	EMER	DT	HEO	HIT	HOSP	HP	PN	WLD	TOTAL
Total Graduates	**2**	**5**	**10**	**4**	**-**	**7**	**7**	**5**	**4**	**6**	**11**	**61**
Graduates Employed - Related Field	2	5	9	4	-	7	7	5	4	6	11	**60**
Graduates Employed - Unrelated Field	-	-	-	-	-	-	-	-	-	-	-	**-**
Not in Labor Force (*1 Continuing Education, *2 Military, *3 Health/Family Care)	-	-	*1-6	-	-	-	-	*1-3	*1-4	-	-	**3**
Unemployed	-	-	-	-	-	-	-	2	-	-	-	**2**
Unknown	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Graduates Available for Placement	**2**	**5**	**9**	**4**	**-**	**7**	**7**	**3**	**4**	**6**	**11**	**58**
Total Placement Rate – Related Field	**2**	**5**	**9**	**4**	**-**	**7**	**7**	**3**	**4**	**6**	**11**	**58**
Total Placement Rate - Related & Unrelated	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

AST – Automotive Service Technology; BT – Business Technology (Not offered during 2018-2019); ECE – Early Childhood Education; DT – Diesel Technology; HEO - Heavy Equipment Operator Training; HIT – Health Information Technology; HOSP – Hospitality Services; HP—Health Professions Technology; PAR – Paramedic Technology; PN – Practical Nursing; and WLD – Welding Technology.

F. Practical Nursing Overall Job Placement/Licensure

Following are the statistics of UAM's enrollment, graduation, NCLEX exam pass rates (first-time takers), and employment rate for the past five (5) years:

Years	Enrolled	Graduated	Passed NCLEX	Employed
2017-2018	16	8	8	8
2018-2019	11	4	4	4
2019-2020	19	6	6	6
2020-2021	16	6	6	6
2021-2022	11	6	5	6
Total	73	30	29	30

VII. FACULTY TEACHING ASSIGNMENT, WORKLOARD AND PROFESSIONAL DEVELOPMENT

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

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
				Fall	Spring	Summer	
Allen, Monica	Adjunct 2019 12 months	M. S. Counseling	Developmental	1	0	0	Vocational Counseling
Bayliss, Jerry	Adjunct		Mathematics	3			Adult Education
Brown, Taliah	Part time		Hospitality	14	11	0	
Burgess, Kim	Full-Time 2023 10 ½ months	Bachelor-Early Childhood Education	Early Childhood		18	6	
Burt, Gary	Full-Time	High School Diploma;	Welding	14	19	3	

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
	2012 10 ½ months	Welding Certifications					
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	
Coburn, Tara	Full-Time 2015 9 month	BA in Speech Communications/Journalism	Communication, Business Technology	17	18	10	
Cooper, Lura	Adjunct		Mathematics			3	Shared faculty with Monticello
Fairris, Jeff	Part time	P.H.D.-Mathematics	Commercial Driver's License	10	20	10	Shared faculty with Crossett
Hargraves, Elaine	Full-Time 2015	M.Ed. Early Childhood/Special Ed.	Developmental	3	3	0	Assistant Vice Chancellor
Harrod, Jay	No rank	Bachelor	Commercial Driver's License/Heavy Equipment	10	10		
Higgins, Scott	Full-Time 2021 9 month	M S Mathematics	General Education/Related	18	0	0	This instructor provided math tutoring for students.
Hurd, Faith	No rank	M.Ed. Early Childhood/Special Ed.	Early Childhood	18	0	6	
Jamison, Gaynell	Adjunct	ED.S Early Childhood	Early Childhood	6	6		
Jones, Renee	No rank	MBA/BBA-Marketing	Health Information	18	18	6	
Leftwich-Tharp, Manda	Full-Time 2022 12 months	BS in Biology	Paramedic	22	22	13	
Nicholson, Rachel	Full-Time 2014 9 months	M.A. Creative Writing/B.A. English	General Education	9	3	0	Shared faculty with Monticello and Crossett. This instructor provided English tutoring for students.
Orrell, Peggie	Adjunct	BSN Nursing	Nursing Assistant		7		
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	
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.

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
Venable, George	Full-Time 2016 12 months	High School Diploma	Diesel	17	10	2	
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
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?

Two instructor resignations; one new hire; one re-hire, and one death; several faculty members who are teaching general education classes on the McGehee campus were shared by Monticello and McGehee. The AHEOTA (Heavy Equipment Training Academy) moved to the Diesel Technology Training Academy in Monticello. Anna Scales was recognized by the McGehee Chamber of Commerce-2023 U. A. M. College of Technology, Educator of the Year. In July 2022, David Carter was named National Center for Construction Education and Research (NCCER) subject matter expert.

B. Professional Development Activities Chart

Date	Topic	Faculty	Staff	Admin	Presenter/Location	Training Hours
August 8-10	UAM Professional Development	**All**		**VC & AVC**	Varies/Monticello	Varies
August 11	Faculty/Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
September 9	Faculty/Staff Meeting & Mental Health Training	**All**	**All**	**All**	Danielle Gibson/McGehee	
October 21	Faculty/Staff Meeting	**All**	**All**	**All**	Peggy Woodson, UAMS Gap Services & Kim Reeves	
January 27	Faculty & Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
February 17	Faculty & Staff Meeting	**All**	**All**	**All**	Varies/McGehee	
March 10	Faculty & Staff Meeting	**All**	**All**	**All**	Varies/McGehee	

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

A. MOUs, Agreements, and Partnerships Chart

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Department of Health	Clinical Site for Allied Health Students	7/1/2018	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	11/1/2018	reviewed annually	4/5/2022
Bradley County Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	2/15/2022
C.B. King Memorial Schools, Inc.	Practicum Site for Early Childhood Students & Childcare vouchers through Career Pathways	7/1/2018	reviewed annually	7/1/2022
Chapel Woods Health and Rehab	Clinical Site for Allied Health Students	1/24/2022	reviewed annually	
Chicot Memorial Medical Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
City of Dumas/Lease	Facility for Adult Education	7/1/2018	1 year	9/1/2022
Cornerstone Christian Academy	Concurrent Credit	1/1/2023	reviewed annually	
Delta Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	
Delta Health Systems	Clinical Site for Allied Health Students	1/27/2019	one semester	9/1/2021
DePaul Community Health Center	Clinical Site for Allied Health Students	2/15/2022	reviewed annually	
Dermott High School/MOU	Concurrent Enrollment	7/1/2018	1 year	8/16/2021
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	7/1/2018	reviewed annually	6/2/2022
Drew County Properties, LLC.	Lease agreement (for Diesel Academy)	7/1/2018	reviewed annually	9/12/2022
Drew Memorial Hospital	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	6/2/2022
Dumas E M S	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	9/3/2021
Dumas High School/MOU	Concurrent Credit	7/1/2018	1 year	8/16/2021
East Carroll Parish Ambulance Service	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/10/2021
East Carroll Parish Hospital	Clinical Site for Allied Health Students	9/6/2018	reviewed annually	
Emergency Ambulance Service, Inc. (EASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/20/2021
First Baptist Preschool-Warren	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Grand Manor Assisted & Independent Living	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	7/30/2021
Head of the Class	Practicum Site for Early Childhood Students	7/1/2018	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	7/29/2018	reviewed annually	8/19/2021
Jellybean Junction Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Ladders for Learning, LLC	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Lakeside ABC Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Lakeside High School	Concurrent Enrollment	7/1/2018	reviewed annually	8/16/2021
Lake Village Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/2/2021
Lake Village Rehab/Care	Clinical Site for Allied Health Students	8/13/2021	reviewed annually	
Lipsomb Oil Company, Inc.	Student Transportation Vouchers through Career Pathways	7/1/2019	1 year	7/1/2022
Mainline Health Systems, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/3/2021
McGehee Boys and Girls Club	Lease (Teen Enrichment Activities)	1/20/2021	reviewed annually	1/20/2022
McGehee Fire and Ambulance	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/19/2021
McGehee High School/MOU	Concurrent Enrollment	7/1/2018	1 year	8/16/2021
McGehee Hospital, Inc.	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	9/2/2021
Metropolitan Emergency Medical Services (MEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/2/2021
Monticello Ambulance Service, Inc. (MASI)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	7/27/2021
Monticello Economic Development/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2021
Monticello High School/MOU	Concurrent Enrollment	7/1/2018	1 year	8/16/2021
Monticello Medical Clinic	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	9/13/2022
Monticello Occupational Education Center/MOU	Concurrent Enrollment	7/1/2018	1 year	8/16/2021
Monticello Pre-K	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Pafford Emergency Medical Services	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	9/7/2021
Pauline Baptist Church Child Care	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Southeast Arkansas Community Based Education Center (SEACBEC/MOU)	Concurrent Enrollment	7/1/2018	1 year	8/16/2021
Southeast Arkansas Human Development Center	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/12/2021
Southeast Emergency Medical Service (SEEMS)	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/4/2021
The Owl	Internship site for Hospitality students	4/22/2021	reviewed annually	1/5/2023
The Woods of Monticello Health & Rehabilitation	Clinical Site for Allied Health Students	7/1/2018	reviewed annually	8/21/2021

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Trinity Treasures	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	
UAMCTC/Lease	Facility for Adult Education	7/1/2018	1 year	7/1/2021
UAMS	Lease (UAMS Gap services)	11/15/2021	2 year	
Warren ABC Preschool	Practicum Site for Early Childhood Students	7/1/2018	reviewed annually	7/1/2022
Woodside Medical	Clinical Site for Allied Health Students	2/15/2022	reviewed annually	

B. Grants Narrative & Chart

The following grants were awarded to UAMCTM during the 2022-2023 fiscal year.

Grant	Granting Agency	Awarded Amount	Grant Purpose
Adult Education	State of Arkansas	$1, 127,750.00	Adult Education
Carl Perkins	Carl Perkins	$134,056.00	To enhance programs of study
Career Pathways	Arkansas Career Pathways	$359,061.00	To assist students
EMT-Trauma Grant	Arkansas Dept. of Health	$6,233.00	To assist EMT/Paramedic program
AR Rural Health Partnership	Arkansas Rural Health	$18,000	HIT recruitment/enrollment
Ducks Unlimited/Ag	Wal-Mart	$120,000-3 year	To hire a Director for Ag Apprenticeship program
Electrical Apprenticeship		$6,400.00	Electrical Apprentice classes for Consolidated Electric
TOTAL		**$1,771,500.00**	

C. Projects & Equipment Expenditures – Chart

All equipment listed on the chart below was purchased using funds from the Carl Perkins grant.

Quantity	Funding Source/Equipment Description	Department/Program	Total Amount
1	Carl Perkins/60 Gallon Front Load Cabinet Washer	Automotive	$17,283.27
1	Lincoln Electric, Engine Driven Welder	Heavy Equipment	$6,880.90
1	Cardiac Monitor	Paramedic	$11,194.36
1	IV Simulator Pump Set	Paramedic	$7,727.46
1	PerSim Plus	Paramedic	$7,000.00
1	HoverCam Pilot X Podium	Paramedic	$5,687.14
1	Life/Form Adult & Infant Auscultation Training Set	Paramedic	$5,870.00
1	HAL Adult Multipurpose Advanced Airway	Paramedic	$2,457.00
1	Venatech IV Trainer – Black Skin	Paramedic	$99.90

1	Hospital Bed	Paramedic	$6,771.00
1	Kangaroo Pump	Paramedic	$1,401.94
1	Healthcare Privacy Curtains	Practical Nursing	$726.18
1	Geriatric Manikin	Practical Nursing	$3,327.68

Other Unit Student Success Data

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

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.