

# PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

**Submitted by Dr. Deborah King on behalf of the Advanced Manufacturing Program Review Committee Composed of Applied Technology Dean Linda Killion, Applied Technology Program Coordinator Vicki Cobb, (Program Review Co-Chairs), Brian Brown, Michael Shaw, and Terry Turner.**

Please go to the following link to access the entire PCCUA Graphic Communications Program Review [http://www.pccua.edu/faculty\\_staff/](http://www.pccua.edu/faculty_staff/)

September 23, 2016

*Advanced  
Manufacturing  
Program Review  
Documents*

## PCCUA ADVANCED MANUFACTURING PROGRAM REVIEWERS' BIOGRAPHIES

Steven Groves, Operations Manager, BPS, Helena, Arkansas  
Primary Program Reviewer

Steven Groves attended Phillips Community College of the University of Arkansas and continued his education in Human Resources Development at the University of Arkansas in Fayetteville. Currently, Mr. Groves is the Operations Manager at BPS, Inc. in Helena, Arkansas where he has been employed for 25 years. BPS, a contract packaging organization specializing in repackaging powders, liquids and granules into unit dose packages, services the central and southern regions of the United States as well as multiple foreign countries.

Bradley Gates, WIOA Team Leader, Ittawamba Community College, Belden, MS  
Secondary Program Reviewer

Bradley Gates holds a B.B.A. from Mississippi State University and a M.A. from the University of Mississippi. Mr. Gates currently serves as the Workforce Investment Opportunity Act (WIOA) Team Leader at Ittawamba Community College's Workforce Development Center where he has been employed for nine years. The Center meets almost any workforce assessment, training or placement services need and promotes collaboration with agencies and entities to increase the potential for corporate training.

Phillips Community College of the University of Arkansas

Advanced Manufacturing Program Review

Prepared by Steven Groves and Bradley S. Gates

September, 2016

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should not include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply “yes or no”.

**I. Review of Program Goals, Objectives and Activities**

- A. Are the intended educational (learning) goals for the program appropriate and assessed?

Based upon the operating model of the college, assessments appear to be adequate and outcomes regarding goals and objectives are being properly measured based on the matrix. One suggestion might be to include NCCER and Workkeys or similar assessments to provide additional credentials that employers may review.

The corrective action plan seems adequate. By assessing students each semester, faculty and staff can ascertain core competencies and needed program adjustments.

- B. How are the faculty and students accomplishing the program’s goals and objectives?

Program graduates have in-demand skills that employers are seeking.

Faculty is taking actions necessary to stay abreast of current employment trends and needs of business and industry through professional development opportunities.

- C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program currently conducts customized training for both industry and students.

By offering multiple credentials ranging from Certificates of Completion to Associate degrees, multiple levels of employable skills can be established. Also, access to the programs may be expanded based upon a student’s financial situation.

- D. Is there sufficient student demand for the program?

Manufacturing related employment seems to be available in the area based on the labor statistics available in the program narrative. Positions should be plentiful as the current workforce continues to age and retire and new graduates can enter the workplace with higher skill levels.

- E. Do course enrollments and program graduation/completion rates justify the required resources?

Yes. Enrollment numbers are apparently low. However, if graduates continue to gain employment, industry needs are being met.

## **II. Review of Program Curriculum**

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

Yes. The program is appropriate to meet local needs.

- B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

Yes. The combination of a functioning advisory committee and institutional policies appear to be appropriate.

- C. Are program exit requirements appropriate?

Yes, they appear to be appropriate to an extent. Work-Based learning may need to be considered or the implementation of apprenticeships.

- D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

Yes. The current mix of academic and career technical seems to provide a broad approach to the overall subject area.

- E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Instructors are often the best launch pad for students to gain insight into a particular field of study. Seasoned instructors who have previous employment in industry can provide additional explanations and specialty areas for career exploration.

Apprenticeships, internships, and facility tours could enable students to not only begin their social networks but also sharpen their skill set.

A workforce council or craft committee may be implemented that provides students and faculty with feedback regarding program strengths and weaknesses. These committees are most valuable in communicating current industry needs. The committees conduct their business in a luncheon setting to prevent excessive time demands. Surveys are conducted in advance of the meetings and then discussed at the quarterly meetings.

F. Does the program promote and support interdisciplinary initiatives?

Yes, as evidenced by the core academic classes in the curriculum.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Yes. This is documented in the core competencies rubric. Enrollment and scholarship procedures do not vary from the rest of the college.

### **III. Review of Academic Support**

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Yes. Student access to advising services seems to be provided to the manufacturing majors as with any other program.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Again, advisors work with the students to ensure completion of correct coursework. Students also receive support from their faculty members.

### **IV. Review of Program Faculty**

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Yes. All faculty has a bachelor degree and others have the appropriate Associate Degree required to teach.

- B. Are the faculty orientation and faculty evaluation processes appropriate?

Based on the documentation provided, each employee must complete new hire checklists. Also, student and supervisor level evaluations appear adequate.

- C. Is the faculty workload in keeping with best practices?

Yes. Full-time faculty meet or exceed the minimum requirements.

#### **V. Review of Program Resources**

- A. Is there an appropriate level of institutional support for program operation?

Yes. The college provides sufficient resources including professional development and training.

- B. Are faculty, library, professional development and other program resources sufficient?

Yes. All of these services are available to the faculty in keeping with the institutional policies.

#### **VI. Review of Program Effectiveness**

- A. Indicate areas of program strength.

Facilities

Experienced Faculty

Pertinent Curriculum (In-demand Skills for In-demand jobs)

- B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

Alternative delivery methods such as online lecture with onsite lab visits

Recruitment of incumbent workers with employers sponsoring attendance

- C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

Increase access through online learning or perhaps a combination of On-the-Job Training and classroom/online instruction.

Offer short-term stackable credentials.

#### **VII. Review of Instruction by Distance Technology (if program courses offered by distance)**

Distance Learning is not currently utilized for this program.

- A. Are the program distance technology courses offered/delivered in accordance with best practices?
- B. Does the institution have appropriate procedures in place to assure the security of personal information?
- C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?
- D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?
- E. Are policies on intellectual property in accordance with best practices?

Non Applicable

### **VIII. Review of Program Research and Service**

- A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Yes. It seems both learning outcomes and faculty are evaluated throughout the program.

- B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

Yes. Surveys are collected and evaluated for employer input.

Opportunities may exist for more industry feedback

### **IX. Local Reviewer Comments**

- A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program appears to meet skill demands for the local workforce.

- B. What program modifications are needed?

Increased access may boost enrollment, especially with incumbent workers. Perhaps the schedule could be adjusted for attending two days per week with freshmen attending on Monday and Wednesday and sophomores attending Tuesday and Thursday or a similar schedule. This would allow those employed to attend more readily around school hours and employers might accommodate these hours more readily.

## **X. Report Summary**

- A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

The overall impression of the Advanced Manufacturing program is favorable. Although resources are limited, opportunities for training and varying curriculum deliveries are being addressed through grants and local industry participation.

The College is cognizant of the workforce issues facing industries. Having employees to fill skilled positions locally, regionally, and nationally is critical. Due to an aging workforce, the College also realizes the necessity to have trained graduates ready to replace retirees.

- B. Include reviewer comments on overall program quality, state program review process, etc.

It appears that the basic skill demands for the local industries are being met by the program. Having instructors with industry experience not only enhances the instruction, but also exposes students to more career exploration and enlightenments to different specialty areas.

Having a state program review process in place to measure the institution's effectiveness in delivering programs is commendable. It is clear that the College and faculty are supportive of the program and dedicated to the academic excellence necessary for students to be successful in the workplace.

**Academic Program Review for Division of Applied Technology  
Phillips Community College of the University of Arkansas**

**External Reviewer's Report Prepared by Steven Groves, BPS Helena, AR and Bradley S. Gates,  
Itawamba Community College, Belden, MS**

**September 23, 2016**