



UNIVERSITY OF ARKANSAS PULASKI TECH

Comprehensive Assessment Report

Completed on February 13, 2020 by Nicolette Smith – Assessment Chair

A primary goal for the annual comprehensive assessment report is to inform the institution on the assessment process at the course and program level. This report includes areas of weakness and strength throughout the institution. Based on this report, institution level recommendations are made.

This report is a pulse check on assessment for the entire institution. The purpose of the report is to inform administration, faculty, students and all other stakeholders at UA-PTC of our assessment processes. This report includes accomplishments, goals and improvements and is composed by the assessment office with feedback and suggestions by the Academic Assessment Committee. This report is first shared with the deans and provost for feedback and suggestions before being shared with the campus community.

Accomplishments

- 1. Professional Development** – The assessment team has created a five-part Assessment Training Plan professional development training to ensure all faculty are fluent in the assessment processes at UA-PTC. Many of the sessions are available on demand but also during professional development week in the spring and all semesters. Training in assessment is mandatory for all new faculty.
- 2. Nuventive** – We encourage faculty to use Nuventive as an archive for all assessment data whether it is at the course-level or program-level. An assessment guide has also been created to guide faculty in their process.
- 3. Course Leads** – Course leads were established to increase accountability throughout the campus. Course leads are responsible for completing annual reports in their areas.

4. **New General Education Learning Outcomes** – The General Education and Alliances Committee has established a mission statement for the program and new general education learning outcomes for the 2020-21 school year. The new general education learning outcomes should better facilitate the assessment process for gen. ed. and make the process of data analysis easier.
5. **General Education Course Level Reports** – All 24 core courses submitted course level assessment reports for the general education program report.
6. **Annual Course-Level Reports, Program-Level Reports and Co-Curricular Reports** – Reports are now available on our website for all UA-PTC stakeholders. This reporting has increased transparency across the campus and the exchange of ideas as faculty are able to see what assessments are taking place across the campus.
7. **Assessment Team** – Due to the desire to place assessment firmly in the hands of faculty, we no longer have one assessment coordinator at UA-PTC. We now have an assessment teams of five which consists of an academic assessment chair, a co-curricular assessment chair and three individual assessment leads (one for each school).
8. **Co-Curriculars** – Co-curricular learning outcomes have been established for UA-PTC. A co-curricular chair has also been established to facilitate co-curricular events and reporting. Co-curricular transcripts are now available to students and co-curricular reporting across the campus has been established.

Goals

1. **Program Improvement** - The Assessment Team, along with faculty members fluent in the assessment process, will review PLO reports and focus on providing feedback at the program level to areas identified as needing adjustments within. Specifically, programs with unspecific program learning outcomes, weak assessment analysis, and little course mapping are being targeted for improvement.
 - a. Assessment Work Team established
 - b. Program leads and deans contacted
 - c. Collaboration with deans, program leads and assessment work team
 - d. Recommendations for improvement will be given by summer 2020
2. **New Institutional Learning Outcomes** – The assessment team recommends new institutional learning outcomes are suggested by the assessment team. A plan of action should be developed by spring 2021 to be implemented by the 2022-2023 year.
3. **Capstone Professional Development** – The assessment team will be offering capstone training workshops for the next two academic years during PD weeks and also as requested by departments.
4. **Norming Professional Development** – The assessment team will be offering “norming” workshops for the next two academic years during PD weeks and also as requested by departments.
5. **All Program Learning Outcomes Listed on Website** – By the end of the spring 2020, all program learning outcomes should be listed on the website of the program.
6. **Revisions of the Program Level Report** – By the end of spring 2020, a new program report will be developed by the Academic Assessment Committee along with a standard rubric to provide substantive feedback to each program for the reports due in October of 2020.

7. **Co-Curricular Reporting** – The co-curricular chair will be actively requesting more reporting across the campus community. The co-curricular chair will also be offering new PD's related to assessing co-curricular events and reporting on them.

Recommendations:

Priority 1 – Course Level Reporting: To ensure student success and maintain accountability, courses with large enrollment that did not report assessment results for the 2018-2019 school year have been identified. The courses listed below were identified based on enrollment for the 2019-2020 school year. Assessment plans for the following courses must be submitted by September 2020. The assessment chair has identified the following courses with the highest need for assessment reporting:

ACCT 2310 – Principles of Accounting I
ACCT 2330 - Principles of Accounting II
BUS 1403 – Microcomputer Applications
BUS 1603 – Introduction to Business
CIS 1103 – Computer Concepts
COLL 1100 – College Pathway
COLL 1300 – Career Essentials

Priority 2 - Program Level Reporting: The programs listed below were identified as having no assessment report turned into the assessment office. All programs listed below need to have an assessment report in place and submitted to the assessment office by October 2020.

Associate of Applied Science in Occupational Therapy Assistant
Technical Certificate in Pre-Healthcare Studies
Associate of Science in Emergency Medical Science
Associate of Applied Science in Health Information Technology
Associate of Applied Science in Surgical Technology
Technical Certificate in Medical Office Technology
Certificate of Proficiency in Electrical Systems
Associate of Applied Science in Construction Management
Technical Certificate in Cosmetology Instructor
Technical Certificate in Nail Technology
Associate of Applied Science in Drafting and Design Technology
Associate of Applied Science in Applied Electronics Technology
Associate of Applied Science in General Technology
Associate of Applied Science in Military Technologies

Priority 3 - Program Improvement: The Academic Assessment Committee has identified the following programs for improvement based on their annual report. Specifically, the programs listed below were identified as not having detailed learning outcomes as reported on their program level report and mapping. A team of individuals selected by the assessment team and

the Academic Assessment Committee will meet with these program leads to collaborate on the assessment process.

Practical Nursing (TC)

Respiratory Therapy (AAS)

Accounting (AAS)

Aviation Maintenance (AAS)

Diesel Technology (TC)

Machine Tool Technology (TC)

Tractor and Trailer Logistics (CP)

Priority 4 - Developed Programs: The Academic Assessment Committee and the assessment team recommend that programs that receive developed or highly developed on all sections of the rubric used to evaluate programs are placed on a three-year cycle for review starting in 2020-21.