



UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program learning outcomes
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: BHCLR/UAPTC School of Occupational Therapy Assistant.
2. Name of individual compiling report: Karen James
3. Date of submission: February 2020
4. Academic year: 2019-2020
5. Is the assessment plan (*Check or highlight one*)
☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

MISSION STATEMENT

The School supports the following Baptist Health mission statement: “Baptist Health exists to provide quality patient centered services; promote and protect the voluntary not-for-profit healthcare system; provide quality health education and respond to the changing health needs of the citizens of Arkansas with Christian compassion and personal concern consistent with our charitable purpose.”

The mission of the Baptist Health College Little Rock- School of Occupational Therapy Assistant is to produce occupational therapy assistants who demonstrate competence in providing client centered occupational therapy services, deliver services in a manner that demonstrates Christian compassion and concern, and develop to their fullest potential through participation in lifelong learning.

LEARNING OUTCOMES

The rapidly changing and dynamic nature of contemporary health and human service delivery systems requires the entry-level occupational therapy assistant to possess an adequate knowledge base and basic skills as a beginning direct care provider, educator, and advocate for the profession and the individual client or patient.

An entry-level occupational therapy assistant shall:

1. have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity;
2. be educated as a generalist, with a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service;
3. have achieved entry-level competence through a combination of academic and fieldwork education;
4. be prepared to work under the supervision of and in cooperation with the occupational therapist;
5. be prepared to articulate and apply occupational therapy principles, intervention approaches and rationales, and expected outcomes as these relate to occupation;
6. be prepared to be a lifelong learner and keep current with best practice;
7. uphold the ethical standards, values, and attitudes of the occupational therapy profession;
8. be prepared to comply with regulations related to state and federal statutes/laws;
9. exemplify the Baptist Health Code of Ethical Conduct; and
10. be prepared to approach individualized treatment and intervention of disabled and age-specific patients or clients from a developmental and occupational therapy perspective.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes									
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9	PLO #10
BOTA 1112	X	X		X	X	X	X	X	X	X
BOTA 1113	X	X				X	X		X	
BOTA 1114	X	X	X		X	X	X	X	X	X
BOTA 1212	X					X	X		X	
BOTA 1213	X					X	X		X	X
BOTA 1224	X	X	X		X	X	X		X	X
BOTA 1233	X					X	X		X	
BOTA 1312	X	X		X	X	X	X	X	X	X
BOTA 2312	X	X		X	X	X	X	X	X	X
BOTA 2334	X	X	X		X	X	X		X	X
BOTA 2343	X					X	X	X	X	
BOTA 2416	X	X	X	X	X	X	X	X	X	X
BOTA 2426	X	X	X	X	X	X	X	X	X	X

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

- ☐ ILO #1 – Information Literacy
- ☐ ILO #2 – Technology Literacy
- ☐ ILO #3 – Communication
- ☐ ILO #4 – Critical Thinking
- ☐ ILO #5 – Quantitative Reasoning
- ☐ ILO #6 – Cultural Awareness
- ☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. **SEE ATTACHED**

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
2. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
3. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
4. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
5. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
6. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
7. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
8. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
9. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>
10. <i>Type your response here.</i>	<i>Type here.</i>	<i>Type your response here.</i>

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.
 - ☐ Rubrics and/or standardized tests were pilot-tested and refined.
 - ☐ Rubrics were shared with students.
 - ☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.
3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

Type your response here
4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

Type your response here.

 - ☐ Comparative data used when interpreting results and deciding on changes for improvements.
 - ☐ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.
5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the

distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. <i>Type your response here.</i>	<i>Type your response here.</i>
2. <i>Type your response here.</i>	<i>Type your response here.</i>
3. <i>Type your response here.</i>	<i>Type your response here.</i>
4. <i>Type your response here.</i>	<i>Type your response here.</i>
5. <i>Type your response here.</i>	<i>Type your response here.</i>
6. <i>Type your response here.</i>	<i>Type your response here.</i>
7. <i>Type your response here.</i>	<i>Type your response here.</i>
8. <i>Type your response here.</i>	<i>Type your response here.</i>
9. <i>Type your response here.</i>	<i>Type your response here.</i>
10. <i>Type your response here.</i>	<i>Type your response here.</i>

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.

Type your response here

7. What specific changes were implemented this year based on last year's results?

Type your response here

8. What specific budgetary resources are needed for your program based on your assessment results?

Type your response here

9. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

Type your response here

Appendix A – UA-PTC’s Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one’s discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.