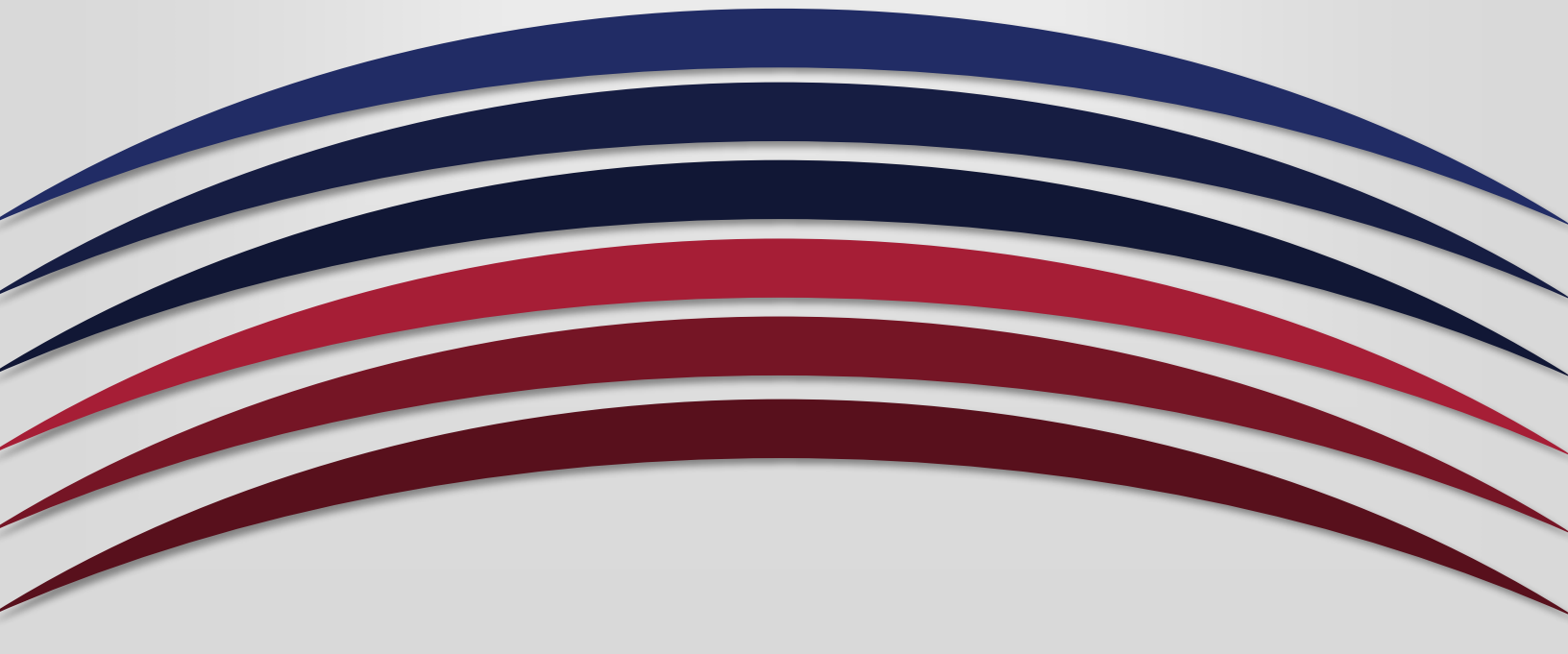


UNIVERSITY OF ARKANSAS PULASKI TECH

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: Office Supervision and Management
2. Name of individual compiling report: Dr. Vondra Armstrong
3. Date of submission: December 1, 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.

The Office Supervision and Management option is a two-year associate degree designed to prepare students for supervisory and middle-level management positions in a general office setting. Students receive training in current computer software applications, accounting, economics, communication and problem-solving skills, and related coursework needed to understand the practical and legal aspects of hiring and supervising employees within an office. Included in the AAS in Business, Office Supervision and Management option is the opportunity to take the Certified Supervisor (CS) certification exam. Passing the exam promotes managerial competency and will enhance the resumé toward attaining a supervisory position.

Job opportunities

First Line Supervisor • Office Manager • Assistant to Executive/Manager • Administrative Assistant • Accounting Manager • Accounts Payable Supervisor • Accounts Receivable Manager • Administrative Supervisor • Customer Service Manager • Customer Service Supervisor • Customer Service • Office Coordinator • Assembly Supervisor • Manufacturing Supervisor • Production Supervisor • Production Manager • Quality Assurance Supervisor • Shift Supervisor • Team Leader

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
<i>Introduction to Business</i>						✓	
<i>Office Supervision Management Capstone</i>	✓	✓	✓	✓	✓	✓	✓
<i>Business Communications</i>	✓						✓
<i>Macroeconomics</i>	✓					✓	

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

For this specific assessment reporting purposes emphasis is being placed on Communication, Information Literacy and Critical Thinking via our Business Communications and Macroeconomics courses.

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.

- Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Communication	Business Communications	See CLO report for Business Communications
2. Global Perspectives.	Macroeconomics	See CLO report for Macroeconomics

- 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.
- Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
N/A

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.
The attached reports for Business Communication and Macroeconomics address this question in detail in answers to questions #7 and #8.

- ☒ 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. Communication	See attached documentation
2. Global Perspectives	See attached documentation

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.
Students in the Office Supervision Management (OSM) program have a Resume' Review assignment that is a direct component of writing a resume' in the Business Communication course. Students update their resume and then submit their resume' to a business consultant for review. The consultant completes a one-page form and shares with the student their feedback as it relates to whether they would look further at the resume' as well as offer additional guidance on how to improve the resume'. OSM Capstone students apply their knowledge of Macroeconomics as it relates to combining their understanding of concepts of Accounting, how business cycles work in the economy and how decisions made by the Federal Reserve System (monetary policy) affect businesses in a variety of ways. In addition to the basic requirements of the Capstone course students also are focused on studying for the Certified Supervisor certification from the Institute of Certified Professional Managers (ICPM).
7. What specific changes were implemented this year based on last year's results?
This is the first year that the Business Communications course was assessed for the OSM program. The students currently in the Business communications course possibly won't be enrolled in the OSM Capstone for another two years.
8. What specific budgetary resources are needed for your program based on your assessment results?

In order for students to continue to submit quality reports we need computer labs that are upgraded with the most current Microsoft Office software.

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.

The Office Supervision Management Program is designed to help students to become first-line supervisors with or without actual work-related experience. As students matriculate through the curriculum, they are engaged in a two-year general business program. They are exposed to all of the general business basics. Additionally, as they move through the program, students can obtain a certificate of proficiency and technical certificate in Office Supervision and Management as well as the Associates of Applied Science (AAS). Our goal is to offer stackable credentials to aid the student to be a more attractive candidate for any job they pursue. Leadership is an important component of being a supervisor. In so doing, students are exposed to the opportunity to become leaders of team or, groups in their traditional and online learning experiences. As students are enrolled in the OSM Capstone course all that has been learned is recapped using various pedagogical techniques and later culminated through studying for the Certified Supervisor Certification. UA-PTC has partnered with ICPM to offer the certification as a part of the course and the college is an approved proctor location for the certification.

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.