

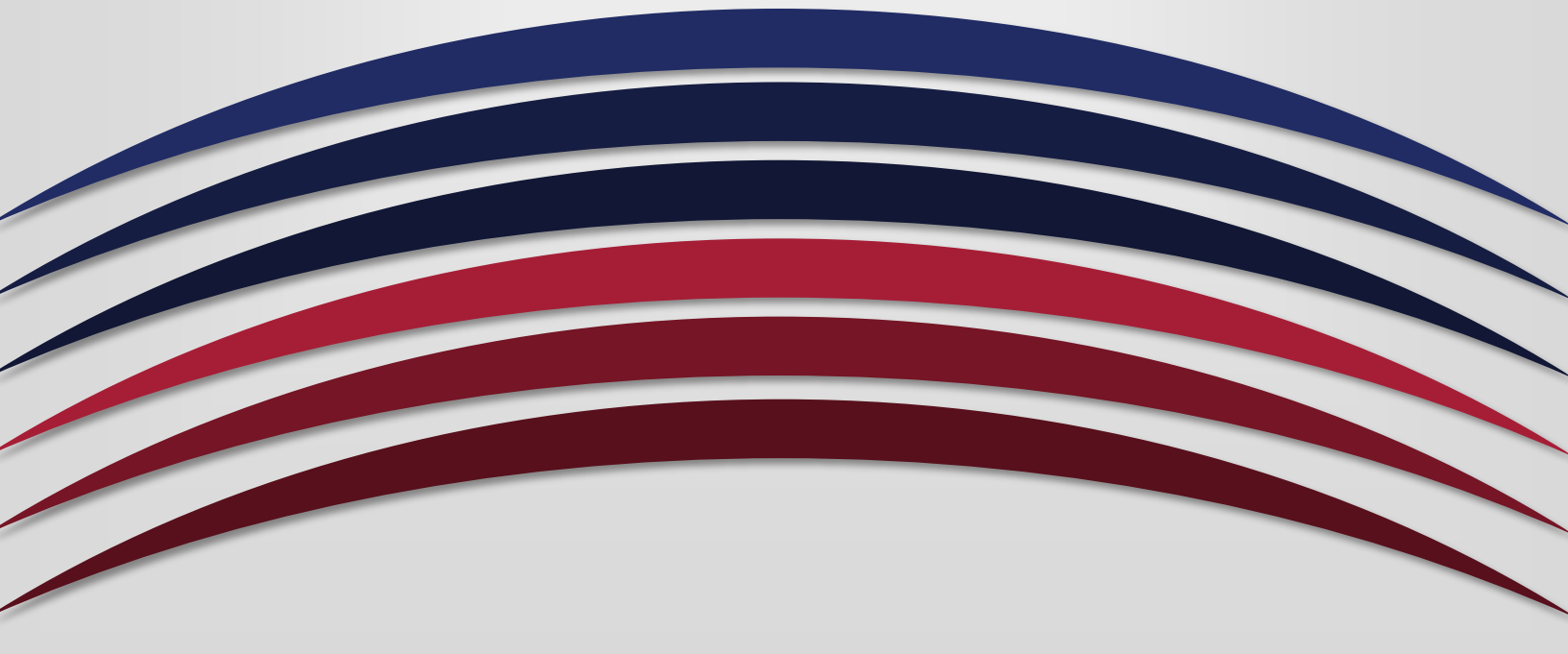


# UNIVERSITY OF ARKANSAS PULASKI TECH

## 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: Culinary Arts
2. Name of individual compiling report: Jolie Mosley
3. Date of submission: October 10, 2020
4. Academic year: 2019-2020
5. Is the assessment plan  
☐ 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 mission of the Culinary Arts and Hospitality Management Institute is to deliver education, experience and excellence through high quality academic programs that meet stakeholder needs and demands in a global market to achieve effective and efficient program delivery.
- For learning outcomes see attachment (p. )

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
CUL 1301/sar	IDM	SEE BAKING	DM		I		
CUL 1302/ 1	IDM		I	ID	IDM	ID	
CUL 1303/2	DM		ID	IDM	D	IDM	ID
CUL 1304?SS	DM		D	D	DM	IDM	
CUL 1305?G	DM		D	D	DM	IDM	IDM
CUL 2302/3	DM		IDM	IDM	IDM	IDM	D
CUL 2303/M	DM		D	IDM	DM	IDM	
CUL 2305/4	DM		IDM	IDM	IDM	IDM	DM
CUL 2307/HF	DM		IDM	IDM	DM	IDM	

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.

See attachment for descriptions:

- x ILO #1 – Information Literacy
- x ILO #2 – Technology Literacy

- x ILO #3 - Communication
- x ILO #4 – Critical Thinking
- x ILO #5 – Quantitative Reasoning
- x ILO #6 – Cultural Awareness
- x 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. **See attachment:**

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- 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).  
**Type your response here**
- 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.

☐ 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.

See attachments:

Program Learning Outcomes	Assessment Results/Conclusion
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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.

- We started a new approach to blackboard and integration from the beginning so the students can become accustomed to working with the computers and the format throughout school. This way, if anything like this does happen again, and it probably will, we are prepared. We are looking at the classes through a different lens. Many of our "lectures" are through the computer and we are working towards just the labs in person. This could lead to classes that are more flexible (since we have such long labs) and can work around students work schedules better. This accommodation could lead to a larger audience.

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

- Covid made us as faculty change as much as it changed the students. We looked at our classes in a whole new way. We spent the summer

rebuilding our blackboard shells to suit an online/hybrid setup as well as looking at the lab classes through a new lens. The students did not do well in the online environment we had. Many did not have access, time because of children, money to buy items needed for the class or the willingness to finish up the semester online. We have so many hands on students that they have problems with concentration and do not learn well through a computer. That is why they do what they do. That is why we had to rethink how we approached blackboard.

8. What specific budgetary resources are needed for your program based on your assessment results?
  - Since this is going to be more computer based, the use of computers for both the faculty, staff and students is going to be something we need to look at when looking into the budget. We need to look at the technology in the classrooms such as keeping the equipment up and adding equipment so demonstrations can easily be videotaped for future use online. We need to have the option for the student to have a computer to rent or something when they do not have one of their own.
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.
  - We are trying to improve how the student (as a future employee) will work in the industry. The technology issue is going to be one of their greatest challenges. We have many students who have problems with the computers and they are going to have to work through it. There are computers in kitchens and especially in higher management. Math and technology are becoming more of a focus.

## Appendix A – UA-PTC’s Institutional Learning Outcomes

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### 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.