# 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.
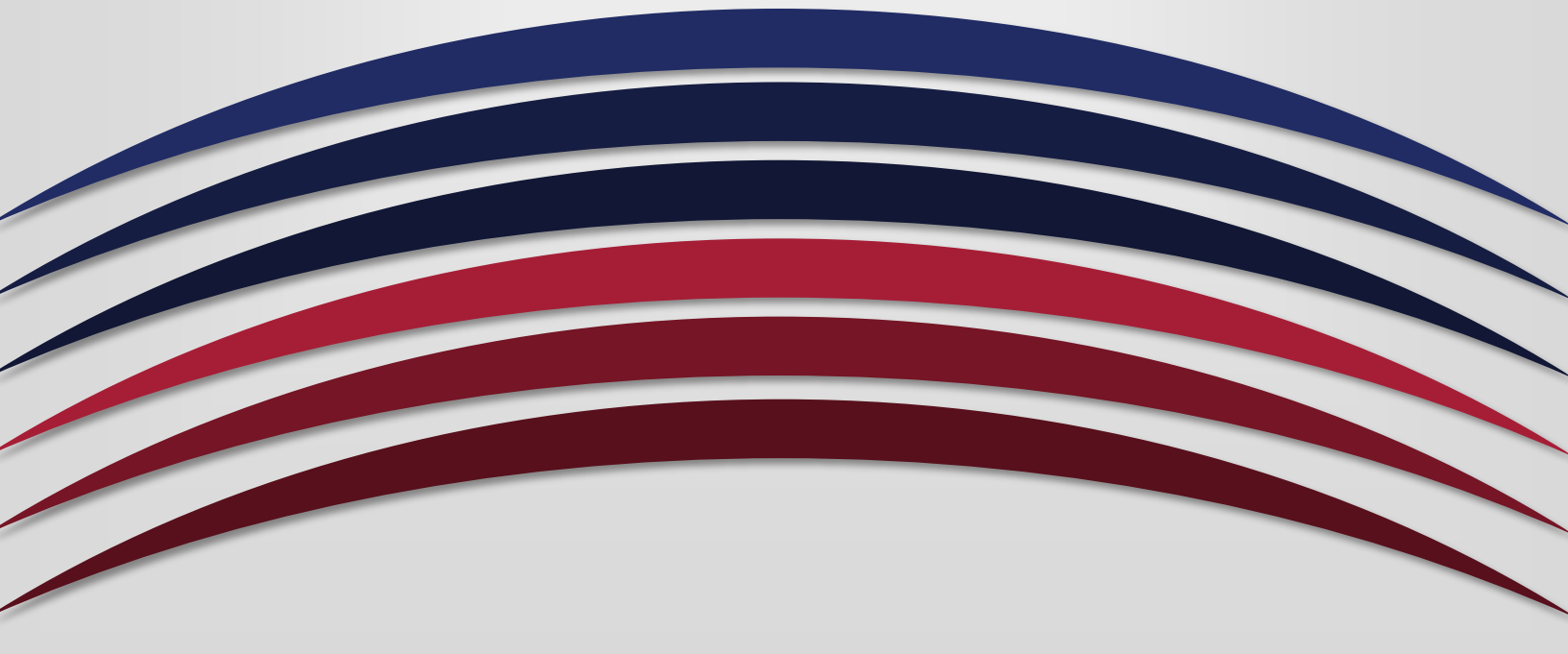
A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and 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:

o 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.

o 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.)

o 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: *3D Program*

2. Name of individual compiling report: *Bailey Smith*

3. Date of submission: *October 10, 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.

Our mission is to provide access to high quality education that promotes student learning and enables individuals with developmental disabilities to develop to their fullest potential through unique, targeted programs for business and industry.

The 3D Program is assessed as a whole each semester instead of assessing each individual class in which 3D students participate.
The 3D Program Learning Outcomes align with the four standards developed as Quality Indicators by the national clearinghouse for Inclusive Postsecondary Education, Think College. They are as follows:
Program Outcome 1: Students will demonstrate growth in independent living skills.
Program Outcome 2: Students will participate in an academically enriched environment.
Program Outcome 3: Students will be active members of the college campus.
Program Outcome 4: Students will gain experience leading to competitive employment.

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- ILS	PLO #2- Academics	PLO #3-Campus	PLO #4- Employ
Safety and Sanitation	I	I	I	I
Intro to Hospitality	I, D	I, D	I	I
Dining Room Ops	I, D	I, D	I	I, D
Restaurant Industry	I,D	I, D	I, D	I, D
Food Production 1	I	I	I	I
Practicum	M	M	M	M
All TCE Courses	D	D	D	D

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.

 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.

1. 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
Students will demonstrate growth in independent living skills.	*Intro to Hospitality Practicum Dining Room Operations Safety and Sanitation*	*Bed Making Practical* *Uniform Ironing Practical* *Hand Washing Practical* *Cross contamination quizzes* *Resume Writing* *Table Setting* *Personal Hygiene lecture participation* *Uniform Inspections* *Sanitation Inspections* *Dining Room Practical to include the various roles and responsibilities in Front of House and Back of House Operations* *Applying for applicable scholarships* *Applying for work study programs*
Students will participate in an academically enriched environment.	*ALL Courses*	*Mid-Terms* *Finals* *Knowledge Artifacts* *Organization Artifacts*
Students will be active members of the college campus.	*ALL TCE Courses Intro to Hospitality*	*Volunteer experiences* *Participation in popcorn days* *Chef's Ball* *Diamond Chef*
Students will gain experience leading to competitive employment.	*ALL TCE Courses Practicum*	*TCE Classroom experiences MFSE rubric* *Practicum internship placements* *LeCulinaire dining room service performance* *LaPatisserie work performance* *Reference Letters* *Work Study Program*

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).

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.

We met in the spring as a group and went over each objective and provided feedback on what program changes were necessary to ensure success.

☐ 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 attached spreadsheets

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 will increase academic rigor across all of the program objectives. We will begin to assign more homework and weight the grades heavier on their actual skills and participation rather than simply showing up to class. We will also stop giving students attendance points on days that they miss and hold them accountable for coming to class and learning the material. The portfolio grading system will be completely rewritten, so that the students grades accurately reflect their performance and knowledge attained.

7. What specific changes were implemented this year based on last year's results?
Deadlines were given for portfolio artifacts

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

Due to the unprecedented times, it was brought to our attention that most of the students don't have reliable computers or computer knowledge to do virtual work from home. By purchasing Google Chrome Books, students will be afforded the opportunity to learn how to navigate a computer while in the classroom and can check out a computer to take home to do their virtual work, if needed. In order to maintain student engagement off campus, it is very important to have the appropriate materials to ensure student success and retention.

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.

This is the last year for assessing students based on a "portfolio". We realize that there are major gaps in our assessment procedures and have new processes in place for Fall 2020 that will fill all of these gaps. We will put all of our grades into Blackboard and will assign multiple assignments each semester for each outcome to give us a full picture of what the students are gaining from their classes.

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.