



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Academic Master Plan  
2018-2022**



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## 2 Letter from Chief Academic Officer

It is my pleasure to present the new Academic Master Plan for the University of Arkansas Pulaski Technical College. This plan reflects the dedication of UA-PTC to our academic mission of providing high-quality, affordable educational experiences that enable individuals to develop to their fullest potential. In the formation of this plan, the campus community was deeply involved and exemplified commitment to moving UA-PTC forward with continuous improvement in a meaningful way.

From our beginnings, we have been an institution designed to meet workforce needs and equip students with employable skills and knowledge to positively impact our region and state. UA-PTC continues to form high-quality experiences resulting in workforce graduates and transfer students who are academically knowledgeable with a sense of social responsibility and professionalism.

Our campus community undertook this inclusive planning initiative to enhance instructional quality and to facilitate the evolution of dynamic curricular content expected from the flagship two-year technical institution of Arkansas. The Academic Master Plan outlines actions and priorities that place our students and their educational experiences as the central focus. Core elements include:

- Program Quality Review and Cutting Edge Curriculum
- Support for Teaching Excellence in Traditional and Online Modalities
- Student Centered Support Services to Promote Success and Completion

For those who have given us your efforts, energy, and support, I want to thank you for your tremendous contribution on behalf of our institution. I also want to thank community leaders and industry partners who continually work to transform opportunities for our students, the region, and our state through education.

Sincerely,



Marla J. Strecker, Ed. D.

### 3 Planning Process

During the spring of 2018, UA- Pulaski Technical College initiated a process to develop an Academic Master Plan (AMP) to serve as a mechanism for advancing the mission of UA- PTC and the achievement of the college's Strategic Plan through intentional instructional and academic initiatives.

A task force was created to inform recommendations and guide the development of UA- PTC's first Academic Master Plan (AMP). From the total membership of this task force, five specific academic planning focus areas were identified to form subgroups. Each group included both faculty and staff representation, with one member serving as the group lead. The five subgroups were charged with working independently to provide answers, insights, and recommendations in response to the focus questions listed below.

- Who are UA-PTC's students?
- What are the academic programs UA-PTC offers and should offer in the future?
- How does the College assure the quality of its programs?
- What human, fiscal, physical, and technological resources are needed for our students and programs?

The major objectives of the UA- Pulaski Technical College Academic Master Plan are as follows:

- Provide a framework for the improvement of academic and support programs;
- Set academic priorities to guide resource allocation and program development decisions;
- Align the Academic Master Plan with UA- PTC's Strategic Plan and Higher Learning Commission's Standard Pathway;
- Identify major academic and student success initiatives that will drive unit and infrastructure planning and budgeting;
- Establish criteria for success to gauge our progress.

The Academic Master Plan provides focus and direction, and is designed to be flexible enough to allow the college to respond to future challenges and opportunities. The AMP will continue to be a "work in progress," yet will establish a process to guide responsible decision-making in order to best serve the diverse needs of the UA- PTC community.

What follows is the compilation and synthesis of the tremendous work accomplished by the Academic Master Plan Task Force (SAS- Phase II). The goals and strategies identified herein will drive the development of action plans across the college.

## 4 Academic Goals and Strategies

### Goal 1 Academic Programs, Curriculum, and Support Services

*Assess and evaluate the effectiveness of our educational programs, support services, and learning environments through processes designed to promote continuous improvement. (SP Alignment: P1 and P3)*

#### Academic Program Development, Assessment, and Review

- Align current and new programs with workforce needs and transfer requirements.
- Implement program development and approval guidelines to assure new programs are in high demand.
- Establish internship and externship management protocols.
- Conduct regular academic program reviews, and use results to ensure quality; embed components to guide the development of new programs and recommendations for continuance or discontinuance of existing programs.
- Use evaluative measures recommended by AMP Task Force to assess the effectiveness of programs and assure substantive review of assessment in the Academic Program Review process.
- Complete program viability forms embedded in the annual report to assess which programs are not viable and/or which programs should be targeted for improvement.
- Assess the extent to which students are prepared for the workforce or their future four-year university experience.

#### Curriculum Development and Review

- Establish curriculum development guidelines.
- Develop mechanism for tracking all curricular changes and approvals.
- Develop process for assuring that curriculum remains relevant and rigorous.
- Investigate feasibility of implementing Quality Matters certification of online courses.
- Establish a cycle for the evaluation of all online and hybrid courses based on Quality Matters or equivalent industry standards.
- Establish a cycle for the evaluation of concurrent and traditional courses.
- Implement co-requisite model.
- Implement math pathways.

#### Academic and Student Support Services

- Expose students to programs through innovative recruitment strategies.
- Implement program specific Student Convocation/Welcome at the beginning of each semester.
- Design and implement a robust Student Life and Leadership program.
- Develop and implement a true First-Year Experience Program.
- Design, implement, and assess a Case Management Advising program.

- Design, implement, and assess an Early Alert program.
- Design a meaningful student exit experience.
- Assess the quality of student support services and programs using multiple measures.

## Goal 2 Student Learning Assessment

*Engage in ongoing assessment of student learning to improve the educational outcomes of our students. (SP Alignment: P1 and P3)*

- Develop deep institutional expertise in learning assessment.
- Conduct assessment of student learning at the program level with regular implementation of improvements as a result of assessment findings.
- Conduct assessment of student learning at the course level with regular implementation of improvements as a result of assessment findings.
- Develop, adopt, and implement a General Education Assessment Plan conducted on a regular four-year cycle.
- Use data collected from assessment to drive program changes and improve outcomes.
- Establish, adopt, and assess Co-Curricular Learning Outcomes across the college.
- Develop co-curricular learning activities that prepare our students for informed citizenship and workplace success.
- Integrate assessment of student learning outcomes into all educational experiences.
- Review Prior Learning Assessment process management.

## Goal 3 Faculty, Staff, and Administrators

*Create an environment that attracts and retains highly qualified administrators, faculty, and staff to serve our students. (SP Alignment: P1, P2, P3, and P4)*

- Increase community-wide engagement among administrators, faculty, and staff.
- Support employee continuing education and professional development in order to achieve and maintain a high-performing, engaged workforce.
- Implement a training program for faculty, chairs, deans to create a common understanding of the purpose and goals of Academic Program Review.
- Implement a professional development program focused on promoting effective teaching, learning and assessment practices.
- Provide workshops on curriculum development and assessment of student learning processes, and the use of outcomes assessment data to drive improvement.
- Train all instructors, departments, and programs on curriculum development and assessment of student learning processes, and the use of outcomes assessment data to drive improvement.
- Provide mandatory customer service training for all employees (full-time, part-time, work-study, and auxiliary services).

- Implement a collaborative, higher education best practice process for budget allocation in proposing new faculty positions, and selecting candidates who apply for all new faculty positions.
- Establish a faculty recruitment plan to attract high-quality instructors.
- Develop a clear understanding of current faculty both full- and part-time by deploying a modified CCFSSSE Survey to all UA-PTC full- and part-time faculty.
- Generate a public profile and qualitative narrative for website visitors that chronicles each faculty member's continual quality improvement and unique contributions to the student body's enrichment toward their life goals.
- Develop, implement, manage, and assess a comprehensive onboarding program for all new full and part time regular and visiting faculty to include peer mentoring.
- Develop and adopt, through shared governance, a rank, retention, and promotion process for faculty.
- Develop faculty-driven departmental governance documents that specify certain traits and professional qualities that go over above those mentioned in the basic rank, retention, and promotion tiers detailed in the faculty handbook.
- Update and improve the faculty evaluation plan to leverage collaboration and pedagogical excellence.
- Assess the quality and effectiveness of academic leadership by:
  1. *Conducting thorough reviews of leadership*
  2. *Monitoring success rates for UA-Pulaski Technical College*
  3. *Conducting Advisory groups surveys*
  4. *Conducting Board of Visitor surveys*
  5. *Conducting Community perception surveys*
  6. *Evaluating Faculty*

## Goal 4    Infrastructure

*Improve and expand existing facilities to enhance the learning environment. (SP Alignment: P1 and P3)*

- Provide dedicated spaces for students to congregate – a true “student center.”
- Monitor classroom space utilization.
- Develop a technology plan and cycle.
- Provide adequate office space to meet stakeholder needs.
- Renovate food services facilities.
- Beautify our campus and additional locations.
- Maintain clean and attractive facilities.
- Build additional lab science classrooms to offer more lab sciences courses.
- Investigate feasibility of restoring A building space for Science labs.



## Additional Support and Resources

In order to support the academic goals and strategies outlined above, the planning task force also identified specific recommendations for improvements in communication and data support. The recommendations are as follows:

- Provide a definition of our institution that all can understand and explain.
- Develop and implement processes to make institutional data automated and more readily available to all internal stakeholders.
- Provide access to cost of program data to inform program viability review.
- Share Advancement campaign information with faculty and staff.
- Improve internal and external advertising of instructional, academic and student support programs offered.
- Improve communications to prospective and current students using strategies identified by AMP Task Force.
- Improve communications to faculty and staff using strategies identified by AMP Task Force.

## 5 Criteria for Success and Key Performance Indicators

- Increase the graduation rate of first-time, full-time students
- Increase the transfer rate of first-time, full-time students
- Increase the retention rate of first-time entering and transfer students
- Reduce time to completion
- Increase course pass and success rates in both the online and traditional learning environment
- Increase Program Retention, Completion, and Graduation Rates
- Exceed Admissions Targets
- Exceed Program Enrollment Targets
- Exceed Student Semester Credit Hour Targets
- Increase Student Satisfaction with Academic Programs
- Increase Student Satisfaction with Student and Academic Support Services
- Increase Student Satisfaction on Course Evaluations
- Evidence of improvements made as a result of program level and course level assessment findings.
- Percent of programs reviewed on schedule.
- Percent of Program Viability Reports produced by each school and presented to the Student and Academic Affairs Council.



## 6 Academic Plan Implementation

2017-2018 Initiatives and Accomplishments

2018-2019 Initiatives and Accomplishments

2019-2020 Initiatives and Accomplishments

2020-2021 Initiatives and Accomplishments

## 7 Appendices

### Appendix A- 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.

## Appendix B- General Education Learning Outcomes

Revised: February 2019

### 1. Critical Reasoning

This may include the ability to:

- **Analyze information from credible sources. (Information Literacy)**
  - This may include the ability to:
    - Locate relevant information
    - Critically 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.
- **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.
- **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.

### 2. 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.

### 3. 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.

## Appendix C- Co-Curricular Learning Outcomes

**Co-Curricular Definition:** Purposeful and assessable learning opportunities that support academic programming designed to facilitate the development of the whole student.

### **CCLO #1. Leadership**

- Empower and inspire others
- Navigate and affect change
- Recognize strengths
- Work toward a shared vision

### **CCLO #2. Inclusiveness**

- Promote cultural diversity within our community

### **CCLO #3. Social Responsibility**

- Act with honesty and principles to facilitate positive social change

### **CCLO #4. Mindfulness**

- Identify effective self-care strategies to foster healthy, mind, body, and spirit.  
(purpose, reflection, awareness, personal fulfillment)

### **CCLO #5. Lifelong & Global Learning**

- Demonstrate and apply interdisciplinary connections
- Cultivate spirit of creative thought and curiosity to achieve goals

## Appendix D- Academic Assessment Plan Template

### Section I. Discipline/Program Information

1. Discipline/Program Name:
2. Name of Academic School:
3. Name of Department:
4. Is the discipline included in the UA-PTC General Education program?    Yes    No
5. If applicable, please identify the external accrediting body.
6. If applicable, please describe the external accreditation cycle the program follows.
  - a. Date of last external evaluation:
  - b. Date of next external evaluation:

### Section II. Discipline/Program Mission Statement.

- Your discipline/program's learning outcomes should tie to your mission and the UA-PTC Mission and Institutional Learning Outcomes (ILOs). Please state your discipline's or program's mission and how it relates to the UA-PTC mission.

### Section III. Learning Outcomes for the Discipline/Program.

- List all discipline/program learning outcomes. For guidance on writing measurable program learning outcomes, please refer to the [Annual Assessment Guide](#) or contact [assessment@uaptc.edu](mailto:assessment@uaptc.edu).

### Section IV. Assessment Measurement(s).

- Please complete the table below and indicate how each learning outcome is assessed as a student progresses through the discipline/program.

Discipline or Program Learning Outcomes (please write the entire learning outcome below)	Assessment Measurements/Plan				
	Direct Assessment Method or Learning Activity	Course(s) where assessment/activity occur	When assessment data will be analyzed & how will success be measured. (point in the semester)	How the assessment data will be reviewed	Notes or Plan of Action
DLO #1 or PLO #1					

### Section V. Results

Link Results to the correct Assessment Measurement. Report the following information:

- Comprehensive Results. In this section, lead instructors will discuss the overall results, total number of students assessed and total number of students who met or exceeded the established threshold.
- Conclusion.
- Analysis of Results. Provide a detailed analysis of the comprehensive results. Discuss any significant differences that may exist between different modalities.
- Course Modality Results.
  - Traditional Results and Analysis
  - Online Results and Analysis
  - Hybrid Results and Analysis
  - Concurrent Results and Analysis
- Continuous Improvement Action Plan
- Related Documents

## Section VI. Curriculum Map.

- There are four levels to curriculum mapping at UA-PTC. First, map the D/PLOs to the ILOs. Second, map the D/PLOs to the Co-Curricular Please click here to map the curriculum (required and elective courses) in your discipline or program. For examples or assistance, please refer to the Annual Assessment Guide or contact [assessment@uaptc.edu](mailto:assessment@uaptc.edu).

### Level 1: D/PLOs Mapped to ILOs

Discipline/Program Learning Outcomes	Institutional Learning Outcomes					
	D/PLO #1	D/PLO #2	D/PLO #3	D/PLO #4	D/PLO #5	D/PLO #6
ILO #1 - #7						

### Level 2: Co-Curricular Outcomes Mapping

Discipline/Program Learning Outcomes	Co-Curricular Learning Outcomes					
	D/PLO #1	D/PLO #2	D/PLO #3	D/PLO #4	D/PLO #5	D/PLO #6
CCLO #1 - #5						

### Level 3: Course Outcomes Mapping



Discipline/Program Learning Outcomes	Courses within the Discipline/Program						
	ENGL 1311	ENGL 1312	ENGL 2311	ENGL 2312	ENGL 2315	ENGL 2320	ENGL 2321
D/PLO #1 - ? CCLOs #1-#5 ILOs #1-#7							

#### Level 4: Curriculum Mapping

Key: "1"=Introduced; "2"=reinforced and opportunity to practice; "3"=assessment evidence collected

Discipline/Program Learning Outcomes	Courses within the Discipline/Program						
	ENGL 1311	ENGL 1312	ENGL 2311	ENGL 2312	ENGL 2315	ENGL 2320	ENGL 2321
D/PLO #1 - ? CCLOs #1-#5 ILOs #1-#7	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

### Section VII. Discipline/Program Learning Outcome Assessment Summary

#### Inclusion Plan

- Who are the stakeholders (students, other faculty, administration, student services, community members, faculty and staff from other institutions, industry) in your discipline/program?
- How were the stakeholders involved in your assessment process?
- How did stakeholders learn about this cycle's assessment results?
- How were stakeholders involved with planning for Continuous Improvement?

#### Plan for Continuous Improvement (Closing the Loop)

- How did faculty analyze assessment data and implement substantive curricular changes?
- How did faculty analyze assessment data and implement substantive changes to assessment practices?

- How did faculty analyze assessment data and implement substantive student support changes?
- How are outcomes and acquired data used in the annual planning and budgeting process?

**Reflection on the Co-Curricular Assessment Process**

- Who participated in the analysis and interpretation of the results?
- Are you satisfied with the overall results for this assessment cycle? Why or why not?
- How did the curriculum/program offerings impact the results?
- Describe any limitations of the findings.

**Co-Curricular Inclusion Plan**

- Who are stakeholders involved?
- How were the stakeholders involved with the assessment process?
- How did the stakeholders learn about the assessment results?
- How were stakeholders involved with the planning for Continuous Improvement?

**Co-Curricular Continuous Improvement (Closing the Loop)**

- Describe the analysis process of co-curricular planning, assessment, and any substantive changes.

<https://www.uaptc.edu/sla>

## Appendix E- UA- PTC Academic Program Review

All academic departments and occupational programs will now be reviewed comprehensively once every 4 years, followed by annual program reviews to report on progress. The first round of programs will be reviewed in 2018-19.

The Academic Program Review process provides an opportunity for staff and faculty to actively participate in the growth and improvement of their programs or departments and provides a vehicle for accountability and transparency.

Institutional planning and budgeting will be based on recommendations and evidence provided by the process. The review process is designed to provide academic departments and programs with timely information to identify strengths and areas in need of improvement. Information will be provided in the data report about each program/department in the following areas:

- Demand: UA- PTC offers occupational and transfer programs that reflect the demands of the job market and needs of students in the community.
- Employability: UA- PTC offers occupational programs that provide students with the skills needed to gain employment in a job that has a livable wage and/or that meets the needs of the community.
- Transferability: UA- PTC offers transfer degrees and certificates that align with ADHE guidelines and meet standards or rigor.
- Completion: UA- PTC offers occupational and transfer programs that students complete in a timely manner.
- Resources: UA- PTC offers occupational and transfer programs in which resources are allocated equitably and used efficiently.

## Appendix F- AHECB Program Review Self-Study Guidelines

The institutional self-study to be reviewed by external consultants should contain the following information:

### **Goals, Objectives, and Activities**

1. Describe specific educational goals, objectives, and activities of the program.
2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.
3. Document market demand and/or state/industry need for careers stemming from the program.
4. Document student demand for the program.

### **Curriculum**

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).
2. Provide an outline for each program curriculum, including the sequence of courses.
3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.
4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.
5. Provide syllabi for discipline-specific courses and departmental objectives for each course.
6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.
7. List courses in the proposed degree program currently offered by distance delivery.
8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

**Program Faculty (full-time/adjunct/part-time)**

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following:
  - All degrees and institutions granting the degrees;
  - Field or specialty of degrees;
  - Number of years employed as program faculty at the institution;
  - Current academic rank, if applicable;
  - Professional certifications/licenses;
  - Evidence of quality and quantity of creative and scholarly/research activity;
  - Evidence of quality and quantity of service activities;
  - Evidence of professional activities and non-teaching work experiences related to courses taught;
  - List of course numbers/course titles of credit courses taught over the past two academic years;
  - Other evidence of quality teaching.
2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.
3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.
4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

**Program Resources**

1. Describe the institutional support available for faculty development in teaching, research, and service.
2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.
3. Provide the annual library budget for the program or describe how library resources are provided for the program.
4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).
5. Provide a list of program equipment purchases for the past three years.

**Instruction via Distance Technology**

This section should be completed if at least 50% of any program/major course is delivered electronically.

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.
2. Summarize the policies and procedures to keep the technology infrastructure current.
3. Summarize the procedures that assure the security of personal information.

4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:
  - Advising
  - Course registration
  - Financial aid
  - Course withdrawal
  - E-mail account
  - Access to library resources
  - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

**Majors/Declared Students**

1. State the number of students in each degree program under review for the past three years.
2. Describe strategies to recruit, retain, and graduate students.
3. Provide the number of program graduates over the past three years.

**Program Assessment**

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).
2. Describe program/major exit or capstone requirements.
3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.
4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.
5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.
6. Provide aggregate results of student/alumni/employer satisfaction surveys.
7. Describe how the program is aligned with the current job market needs of the state or local communities.
8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.
9. For undergraduate career and technical education programs only, provide the following:
  - Names and location of companies hiring program graduates.
  - Average hourly rate for program graduates.
  - Names of companies requiring the certificate/degree for initial or continued employment.

**Program Effectiveness (strengths, opportunities)**

1. List the strengths of the program.
2. List the areas of the program most in need of improvement.
3. List program improvements accomplished over the past two years.
4. Describe planned program improvements, including a timetable and the estimated costs.  
Identify program improvement priorities.



## Appendix G- Academic Program Review Schedule

Program Review Schedule for Instructional Programs							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
<b>ACADEMIC DISCIPLINES &amp; GENERAL EDUCATION PROGRAMS</b>							
<b>ARTS, HUMANITIES &amp; SOCIAL SCIENCES</b>							
	Communications ( <i>all disciplines</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Humanities ( <i>all disciplines</i> )	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Social Sciences ( <i>all disciplines</i> )	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Education- AS	Update	Update	<b>X</b>	Update	Update	Update
*	Early Childhood Education- AAS	Update	Update	Update	<b>X</b>	Update	Update
	General Education- AA	<b>X</b>	Update	Update	Update	<b>X</b>	Update
	General Studies- AGS	<b>X</b>	Update	Update	Update	<b>X</b>	Update
<b>SCIENCES &amp; MATHEMATICS</b>							
	Mathematics	<b>X</b>	Update	Update	Update	<b>X</b>	Update
	Sciences ( <i>all disciplines</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Liberal Arts & Sciences- AS	Update	Update	<b>X</b>	Update	Update	Update
	Allied Health ( <i>all options</i> )	Update	Update	Update	<b>X</b>	Update	Update
*	Dental Assisting- TC	Update	<b>X</b>	Update	Update	Update	<b>X</b>
*	Occupational Therapy- AAS	Update	Update	Update	<b>X</b>	Update	Update
	Pre-Health Care Studies- TC	Update	<b>X</b>	Update	Update	Update	<b>X</b>
*	Practical Nursing- TC	Update	Update	<b>X</b>	Update	Update	Update
*	Respiratory Therapy- AAS	<b>X</b>	Update	Update	Update	<b>X</b>	Update
<b>TECHNICAL &amp; PROFESSIONAL STUDIES PROGRAMS</b>							
<b>BUSINESS &amp; INFORMATION TECHNOLOGY</b>							
	Business- AAS and AS ( <i>all options</i> )	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Computer Information Systems ( <i>all options</i> )	<b>X</b>	Update	Update	Update	<b>X</b>	Update
	Digital Media Production ( <i>all options</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Legal Secretarial	Update	Update	<b>X</b>	Update	Update	Update
	Medical Office Technology	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Paralegal Technology	<b>X</b>	Update	Update	Update	<b>X</b>	Update
	Technology & Engineering- AS	Update	Update	Update	<b>X</b>	Update	Update
<b>CULINARY ARTS &amp; HOSPITALITY MANAGEMENT</b>							

*	Baking & Pastry Arts	<b>X</b>	Update	Update	Update	<b>X</b>	Update
*	Culinary Arts	Update	<b>X</b>	Update	Update	Update	<b>X</b>
*	Hospitality Management	Update	Update	<b>X</b>	Update	Update	Update
<b>TECHNICAL SCIENCES</b>							
	Applied Electronics Technology- AAS	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Automated Manufacturing Systems ( <i>all options</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Automotive Service Technology	Update	Update	<b>X</b>	Update	Update	Update
*	Aviation Maintenance ( <i>all options</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Collision Repair Technology	Update	Update	Update	<b>X</b>	Update	Update
	Construction Management Technology	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Cosmetology ( <i>all programs</i> )	Update	Update	Update	<b>X</b>	Update	Update
	Diesel Technology	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Drafting & Design Technology	Update	Update	<b>X</b>	Update	Update	Update
	General Technology- AAS	<b>X</b>	Update	Update	Update	<b>X</b>	Update
	HVAC- AAS	Update	Update	Update	<b>X</b>	Update	Update
	Machine Shop	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Military Technologies- AAS	Update	Update	Update	<b>X</b>	Update	Update
	Power Sports Equipment Technology	Update	<b>X</b>	Update	Update	Update	<b>X</b>
	Tractor & Trailer ( <i>all options</i> )	Update	Update	<b>X</b>	Update	Update	Update
	Welding Technology	Update	<b>X</b>	Update	Update	Update	<b>X</b>
<p>"X" Indicates full Program Review; Annual Updates are submitted in all years without an X.</p> <p>"*" Indicates program has an external accreditor.</p>							

## Appendix H- Task Force Subgroup Questions

### *Academic Mission, Programs and Degrees*

- Where are we now in terms of an academic mission and current practices? If we do not make any changes, where will be in 3-5 years?
- What is the Academic Mission of UA- Pulaski Technical College?
- Where do we want to be? What will make us distinctive and competitive in the next 3-5 years?
- How does UA- Pulaski Technical College's mission shape and direct the academic programs of the College?
- What is the role of General Education at UA- Pulaski Technical College?
- What is the role of Technical Education at UA- Pulaski Technical College?
- What is the role of Workforce Education at UA- Pulaski Technical College?
- What is the role of Community Education at UA- Pulaski Technical College?
- What will we teach?
- Why will we teach what we teach?
- Where will we teach?
- What new academic programs should be offered in order to respond to economic and workforce needs?

### *Outcomes Assessment*

- What do we want our students to know, value, and be able to do by the time they graduate with a degree from UA- Pulaski Technical College?
- What outcomes will guide our work?
- How will we know if the outcomes are achieved?
- How is assessment of student learning outcomes integrated into all educational experiences?
- How should the College assess the effectiveness of our academic programs?
- How will the College determine and assess quality of degree and certificate programs? What assessment efforts need to be put in place?
- How will the College determine and assess quality of its general education program? What assessment efforts need to be put in place?
- How will the College determine and assess the quality of student support services and programs? What assessment efforts need to be put into place?
- How will the College determine and assess the quality of academic support services and programs? What assessment efforts need to be put into place?
- How will the College determine and assess the quality and effectiveness of academic leadership?

### *Students*

- Who are our students?
- What types of students are currently attracting and will we continue to attract, without changing anything?
- What types of students do we want to attract in the future?
- Whom will we teach and where?
- How many students will we teach?
- What enrollment strategies are appropriate?
- What does “student success” mean at UA- Pulaski Technical College?
- What strategies are needed to advance the student success mission of the College?
- What academic and student support services do we need to accomplish where we want to be in the next few years?
- What kinds of support do faculty and staff need in order to best exemplify the “students first” value?

### *Faculty and Pedagogy*

- What pedagogy is central to UA- Pulaski Technical College’s identity?
- What teaching strategies are used across the College to promote active learning?
- Who are our faculty?
- What types of faculty are we currently attracting and will we continue to attract, without changing anything?
- What types of faculty do we want to attract in the future?
- How will we support faculty to provide high-quality learning opportunities for our students?
- How should we assess the effectiveness of our faculty?

### *Infrastructure and Resources*

- What space is currently available at UA- Pulaski Tech and how is it being utilized?
- What technological resources are currently available at UA- Pulaski Tech and how are they being utilized?
- How do we assess and articulate the resource requirements of the Academic Plan?
- What are specific recommendations for enhancement and/or development of new and current academic space that will support the UA- Pulaski Technical College mission and strategic objectives?
- How do we align our financial, physical, and technological resources to support the Academic Plan?
- What are the barriers that may impede the College from delivering adequate financial, physical, and technological resources to sustain the Academic Plan, and how do we address them?
- What are the policies/procedures/practices/facilities we would need to change or modify in order to support and maintain the Academic Plan?

## Appendix I- Academic Master Plan Task Force

### Group 1: Academic Mission and Programs

- Scottie Burchett, Cosmetology Program Director
- Jonathan Childs, Instructor of Digital Media Production
- Ryan Cox, Director of Advising and Career Services
- DeAnna Davis, Dental Assisting Program Director
- Michael Dingler, Director of UA-PTC Career Center
- Jim Porter, Instructor of Biological Sciences
- Nicolette Smith, Chair of Philosophy and Humanities\*
- Bentley Wallace, Vice Chancellor for Economic Development

### Group 2: Student Learning Outcomes Assessment

- Christina Oberste, Chair of Communications\*
- Erin Dail, Early College Coordinator
- Wendy Davis, Dean of Libraries
- Michael Loya, Instructor of Social Sciences
- Mike McMillan, Instructor of Computer Information Systems
- Kelly Owens, Vice Chancellor for Student Services
- Jean Swillum, Instructor of Mathematics

### Group 3: Students

- Kyanna Beard, Associate Director of Admissions\*
- Matthew Chase, Instructor of English
- Catherine DiVito, Registrar
- Radeanna Garcia, Financial Aid Systems Coordinator
- Chelsey Moore, 3D Program Director
- Lennon Parker,
- Zachary Perrine, Dean of Enrollment Services
- Lekita Pounds, Respiratory Therapy Program Director

### Group 4: Faculty and Pedagogy

- Maribeth Anders, Instructor of Visual Art
- David Carpenter – Instructor of Visual Art\*
- Kent Douglas – Instructor of Business
- Denise Hammett – Mathematics Department Chair
- M. Kate Terrell- Instructor of Sociology and Anthropology
- Jeanne Williams – Dean Allied Health
- Sherry Young – Associate Vice Chancellor of Human Resources

**Group 5: Infrastructure and Resources**

- Alex Binci, Director of Purchasing
- David Glover, CIO
- Jason Green, Director of Academic Technology
- Lavonne Juhl, Director of Financial Aid
- Joe McAfee, Technical Sciences Chair
- Luis Loaiza\_Piedra, Director of Student Accounts
- Bryan Rusher, Director of Physical Plant\*
- Teresa Tessman, Facilities Coordinator
- Jeanie Toombs, Institutional Research Coordinator

**Task Force Leadership, Logistics, and Support:**

- Casey Johnson, Assistant to the CFO
- Jasmine Ray, Institutional Effectiveness
- Tara Smith, CFO
- Marla Strecker, Provost