



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:  
2018-2019**

**Due to Chair/Program Director and  
Assessment Coordinator by  
September 4th**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

1. Demonstrate a fundamental understanding of Accounting by calculating a profit.
2. Develop an awareness of the fundamentals of business.
3. Examine the ethical issues of business.

### 2. Which CLOs were addressed for this academic year? (2018-2019)

Demonstrate a fundamental understanding of Accounting by calculating a profit.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

The plan is to assess the Income statement to determine if the results have improved. Once that cycle is completed we will return to the pre-post test or identify a different assessment focusing on CLO #2, which is develop an awareness of the fundamentals of business.

### 4. What are the assessment methods? Are they direct or indirect?

The direct assessment method used for Introduction to Business for the 2018-19 year was the Income Statement.

### 5. What are the assessment goal(s)?

The goal for the Income statement is for all students to score 70% or higher.

### 6. What were the findings for this academic year? (2018-2019)

Fall 2018: One hundred and one (101) students completed the analysis of an income statement with an average of 42.79778 for all sections (traditional and online). Forty-three (43) traditional student average was 39.99 while fifty-eight (58) online student average was 45.044. The 70% goal has been met as it relates to meeting the 70% or better threshold.

Spring 2019: Fifty nine (59) students completed the analysis of an income statement with an

average of 40.2667 for all sections (traditional and online). Traditional student average was 37.8533 while online student average was 42.68. The 70% goal has been met as it relates to meeting the 70% or better threshold.

The 70% threshold is a score of 35 or better.

Based on the results students struggled most with identifying the expenses although each label ended in the word expense. This affected the calculation of the net income/loss. Faculty pedagogical approaches are different as it relates to the assignment. One full-time faculty uses class time for an in-class activity to practice identifying revenue and expenses and how to calculate the profit.

When it comes to answering the questions regarding the importance of analyzing and details of financial statement and the importance of accuracy students average as a whole a score of 8 out of 10 for both questions. The online sections score average was 8.4 and traditional students 7.8.

## 7. What is your analysis of the findings?

Faculty cannot identify a conclusive reason other than online students may be applying themselves more in the online setting since it is a self-study approach and traditional students may not be paying attention at all times during class or not set aside quality time outside of class to study.

## 8. What is the action plan for the next academic year? (2019-2020) Explain.

The recommended plan of action for the Income statement assignment is to:

- (1) In-depth review of the importance of income statement emphasizing the difference between revenue and expenses
- (2) Faculty utilize their own pedagogical activities in-class or through handouts to reiterate number one above