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)?

We use Student Learning Outcomes in place of CLOs.

SLO #1 The student will perform arithmetic operations, as well as reason and draw conclusions from numerical information.

SLO #2 The student will demonstrate an understanding of the symbolic language inherent in a mathematical formula/function and use it to obtain meaningful numerical information.

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

SLO #1 and SLO #2 were addressed.

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

SLO #1 and SLO #2 will be addressed.

4. Explain the assessment cycle.

Toward the end of the semester students are given an assessment quiz that contains questions related to each of the two SLOs. The results are tabulated and a discussion occurs with the course level instructors to analyze the results. Decisions are made only after thorough discussions and validity of results analyzed in more than one semester to ensure consistency.

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

As stated previously, an assessment quiz is administered at the completion of the semester. It does comprise part of the student's grade so that the students are motivated to score as high as possible. This ensures the quiz's integrity in assessing the SLOs. It contains 6 questions that are directly related to both of the SLOs for the course.

6. What are the assessment goal(s)?

The department's agreed upon threshold is 70% for each of the learning objectives.

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

SLO #1 was achieved at 88% for Fall 2018 and 84% for Spring 2019.
SLO #2 was not achieved at 69% for Fall 2018. However, in Spring 2019, it was met at 74%

8. What is your analysis of the findings?

The students are consistently achieving SLO#1 tied to arithmetic operations but are not as consistent in knowing which mathematical formula/function to use in solving financial problems relating to SLO#2. This is not surprising as it requires more critical thinking.

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

This course was part of a departmental redesign in the fall of 2018 that allowed students requiring remediation to accomplish it concurrently while taking the college level course, Mathematical Reasoning. At this time, we will continue to use the same assessment plan for the 2019 – 2020 academic year so that we have two years of assessment findings to analyze.