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)?

Basic Algebra: The ability to perform and solve basic function operations and algebraic problems using appropriate vocabulary. Critical Thinking: Critical thinking to formulate decisions and problem solving based on reasoning and analysis. Technology: The appropriate use of technology to supplement and enhance conceptual understanding, visualization, and inquiry. Problem Solving: The ability to synthesize information from a variety of sources to solve problems and interpret results.

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

All CLOs were addressed for the Fall 2018-Spring 2019 academic year. College algebra support is in its first semester being implemented and therefore no prior data was collected for this course. The department set up the four course learning outcomes based on the need for the support of college algebra.

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

Although we saw an increase from Fall 2018 to Spring 2019 in all categories, all CLOs are being addressed as the data was at or below the threshold set by the department. We are thriving for student mastery of the support course and would like to continue the upward trend.

4. Explain the assessment cycle.

In college algebra support the assessment is given once a semester. The assessment currently consists of a single five-part question. The assessment is given by all instructors that teach the course. The assessment is given at the end of the semester to ensure that all material is covered.

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

The assessment is currently given directly to the students as a paper quiz. The students are given the quiz during class time and are instructed to work alone. A calculator is also allowed on the quiz. We will implement a different format in the next academic

Return to Top of Document

year that consists of a computer based assessment which is more in line with the course set up for support.

6. What are the assessment goal(s)?

The goals of the assessment are to pinpoint areas where students are struggling with the learning outcomes. The assessment can be used to modify course structure in order to increase success of the college algebra support course. It can be shown that students who attend and do well in the support class have more success in the college algebra course.

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

The findings of the college algebra support assessment showed improvement for all CLOs from Fall 2018 to Spring 2019. The overall successes of three of the four CLOs was still below the 70% threshold that we desire.

CLO 1: 76.67%
CLO 2: 67.50%
CLO 3: 69.30%
CLO 4: 62.70%

8. What is your analysis of the findings?

The findings show that improvement is needed in three of the four CLOs for the college algebra support class. It is also noted that the current CLOs are very broad and are hard to separate the current assessment questions into the proper learning outcomes without overlapping. We are wanting to reach the threshold of all CLOs and plan to raise the threshold as we see success.

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

The plan for the next academic year was to redesign the college algebra support assessment. We went from five questions to ten questions to cover more topics needed for success in college algebra and to increase the skills of our students. The assessment will be given using an online learning platform (mylabsplus). The assessment will still be given at the end of the semester to ensure that students have been taught the material being assessed. We must keep improving the support course to ensure student success in college algebra.

Return to Top of Document