



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 (SLOs).

SLO #1: Students will demonstrate the ability to understand and use the basic properties of arithmetic of signed numbers, fractions and decimals as well as the fundamental operations of algebra.

SLO #2: Students will demonstrate the ability to understand and use the properties of solving elementary algebraic equations, manipulating formulas, ratios and proportions, and translating words into algebraic symbols.

SLO #3: Students will demonstrate the ability to understand and use the basic principles of geometry including formulas for calculating area and volume of polygons.

SLO #4: Students will demonstrate the ability to understand and use the basic properties of right-angle trigonometry and basic oblique triangles.

SLO #5: Students will demonstrate the ability to understand and convert measures in the metric system and the English system.

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

All Student Learning Outcomes were addressed during the academic year 2018 – 2019.

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

All Student Learning Outcomes will be addressed in our assessment plan during the 2019 – 2020 academic year.

4. Explain the assessment cycle.

Students in the course are given a common final exam at the conclusion of each semester to ensure mastery of the student learning outcomes for the course. 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. Discussions with the Technical Science instructors also occur periodically to ensure the course is meeting the needs of students within those disciplines as is the intention of the course.

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

The assessment for this course is a direct measure using a common final exam for all sections and students in the course during each semester. The final exam is a paper/pencil assessment given in a proctored environment to ensure the integrity of the assessment.

6. What are the assessment goal(s)?

To ensure mastery within the course, our goal is a 70% threshold for each student learning outcome. This may be raised in future semesters once we have established a baseline for the course.

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

All but two of the Student Learning Outcomes were met for the academic year. SLO #3 on Geometry was not met for Fall 2018, but was met for Spring 2019. SLO #4 on Trigonometry was not met either semester. These 2 student learning outcomes are not outcomes that all students in the course must complete as they are only required for specific focus areas within the Technical Science division. We are monitoring the results for another cycle to see if there is a pattern as well as speaking with the Technical Science instructors within the required focus areas to see what can be done to help with these outcomes.

8. What is your analysis of the findings?

The results show that the outcomes that relate to all students within the course are being met, but the two outcomes that only a few students in select focus areas must complete are not being met. The issue surrounding these outcomes is that they are very select topics within broader subjects that are inserted into an already content loaded course. Students do not have the depth of prior subject matter required to successfully master these objectives within such a short-time frame. The instructors in the focus areas are aware and understand the complexities involved and want the students to be made aware of the extra material and are building on it in their courses.

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

This course was part of a redesign of the pathway's initiative implemented within the department in the fall of 2018. 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.