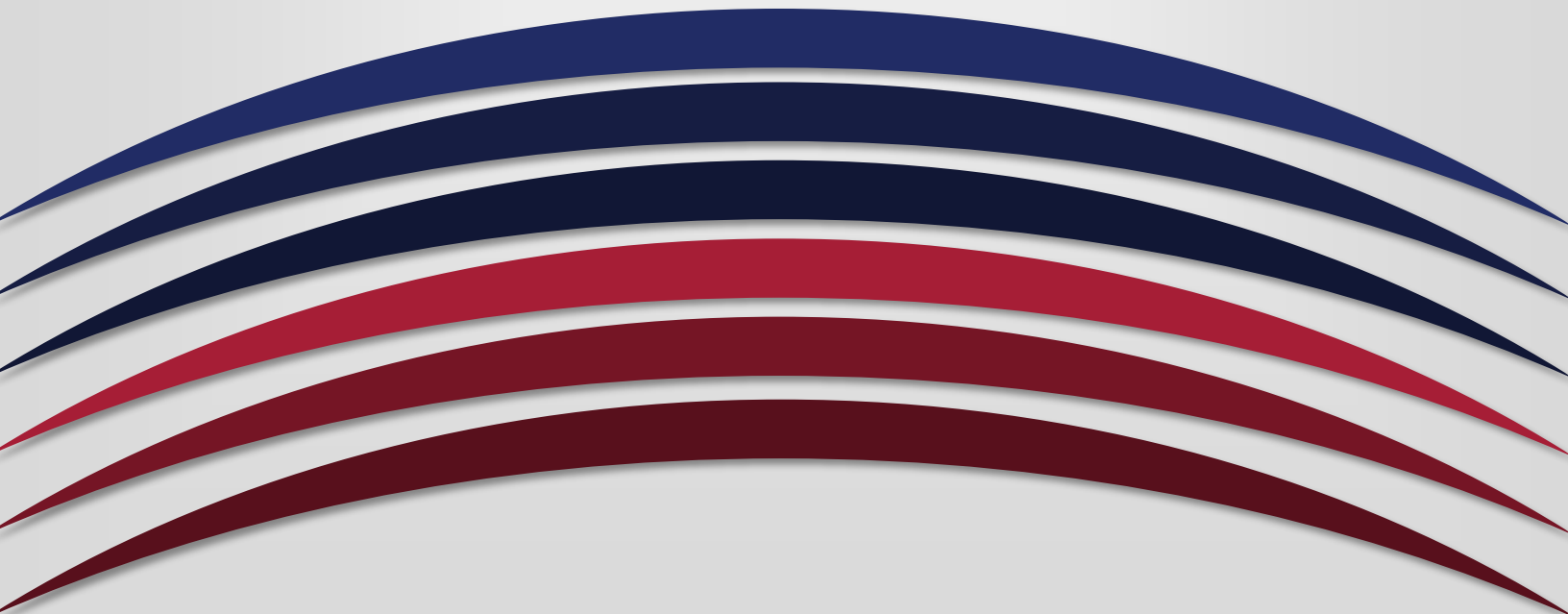


UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
COLL 1300 – Career Essentials



1. Name of individual compiling report: Amber Wolf2. Date of submission: September 24, 20203. Is the assessment plan (*Check or highlight one*)☒ an initial plan for the
program☐ a revision of an old plan☐ unaltered from
previous year

Course-Level Learning Outcomes-

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

COLL 1300 Career Essentials is required for first-time entering students seeking career and technical education degrees. It is designed to allow students to take a comprehensive approach to career planning. The course focuses on refining pre-employment skills, reinforcing work values, exploring employment trends and issues. In addition, students will explore learning styles and construct strategies for success in college and the work world. Students will demonstrate an understanding of workplace culture, financial literacy, and career resources.

The College Studies Career Essentials course outcomes are consistent with the College's mission and encourages the success of its students in all technical fields and academic disciplines by helping students learn to:

- Formulate expectations for college students, such as:
 - Setting realistic goals
 - Practice appropriate academic skills
 - Describing why it is important to appreciate diversity
- Map academic and career/occupational choices, to include:
 - Define career goals
 - Develop degree plan and map
 - Describe the impact of work ethic on career success
- Create a career-planning toolkit, to include:
 - Demonstrate an understanding of workplace culture
 - Define required workplace skills and competencies
 - Create portfolio of job search documents
 - Practice networking and connecting with employers
 - Create list of prospective employers
 - Conduct job search

- Utilize appropriate communication strategies for professional situations, such as:
 - Conflict and Negotiation
 - Discernment and Discourse
- Discuss money and financial institutions, including:
 - Credit, banks, and taxes
 - Understand personal and educational financial responsibility

2. Which CLOs were addressed for this academic year? (2019-2020)

- Formulate expectations for college students, such as:
 - Setting realistic goals
 - Practice appropriate academic skills
 - Describing why it is important to appreciate diversity
- Map academic and career/occupational choices, to include:
 - Define career goals
 - Develop degree plan and map
 - Describe the impact of work ethic on career success
- Create a career-planning toolkit, to include:
 - Demonstrate an understanding of workplace culture
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- Utilize appropriate communication strategies for professional situations, such as:
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 - Discernment and Discourse
- Discuss money and financial institutions, including:
 - Credit, banks, and taxes
 - Understand personal and educational financial responsibility

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

- Formulate expectations for college students, such as:
 - Setting realistic goals
 - Practice appropriate academic skills

- Describing why it is important to appreciate diversity
- Map academic and career/occupational choices, to include:
 - Define career goals
 - Develop degree plan and map
 - Describe the impact of work ethic on career success
- Create a career-planning toolkit, to include:
 - Demonstrate an understanding of workplace culture
 - Define required workplace skills and competencies
 - Create portfolio of job search documents
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 - Conduct job search
- Utilize appropriate communication strategies for professional situations, such as:
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4. Explain the assessment cycle.

Lecture, open discussion over lecture to clarify questions and determine student level of understanding, practice questions with Kahoot, and assignment over material. Assignments vary including quizzes, guided activities, exams, course projects and presentations. Each assignment has an associated rubric/checklist for grading.

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

Direct assessment methods include:

- Quizzes and exams
- Guided activities (templates provided for assignment)
- Course Projects, Presentations, SWOT Analysis, and Mock Interviews
 - All assignments are provided rubrics/checklists

Indirect assessment methods include:

- Course grades
- Retention rates

6. What are the assessment goal(s)?

- Quizzes and exams
 - Goal: Assess the level of knowledge obtained from content; allows for instructor reflection over areas of improvement
- Guided activities
 - Goal: Assess the level of knowledge over content
- Course Projects, Presentations, SWOT Analysis, and Mock Interviews
 - Goal: Demonstrate student understanding over computer skills in combination with course content

7. What were the findings for this academic year? (2019-2020)

Indirect assessment methods:

- Fall 2019
 - Students with grades of A = 32
 - Students with grades of B = 16
 - Students with grades of C = 7
 - Students with grades of D = 6
 - Students with grades of F = 21
 - Student withdrawals = 10
 - Student totals = 92
 - Success Rate = 60%
 - Pass Rate = 66%
 - Retention Rate = 89%
- Spring 2020
 - Students with grades of A = 20
 - Students with grades of B = 11
 - Students with grades of C = 6
 - Students with grades of D = 3
 - Students with grades of F = 23
 - Student withdrawals = 6
 - Student withdrawals COVID = 2
 - Student totals = 71
 - Success Rate = 52%
 - Pass Rate = 56%
 - Retention Rate = 89%

8. What is your analysis of the findings?

Fall 2019, College Studies had a new Program Director that began the week before courses began. Throughout the semester, improvements were made to the courses and strategic steps were made to enhance the student experience and learning environment. Spring 2020, students were highly successful in the course until COVID-19 caused for an overnight transition into an online, only learning style. Recorded lectures with closed captioning for all weekly lectures and homework assignments were placed into the course Blackboard. However, many of the students relied on the campus for use of computers. Also, most of the students were in-person students and did not expect to complete the course virtually. As a result, the students were significantly impacted. Summer 2020, students were successful in their courses. Overall, while the 2019-2020 academic year posed numerous, unforeseen challenges, COLL 1300 – Career Essentials had a successful year. Through assessments, an action plan was able to be determined for the next academic year.

9. What is the action plan for the next academic year? (2020-2021) Explain.

1. Provide recorded lectures with closed captioning for all sections.
2. Provide recorded instructions with closed captioning for all sections.
3. Reorganize course schedule to better outline progression through course.
4. Add-in assessments throughout lectures (example: Kahoot quizzes, etc.) to measure understanding.
5. Utilize Early-Alert system for all sections.