



UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Accounting
2. Name of individual compiling report: Robert Coates, Jacqueline Wright
3. Date of submission: October 21, 2019
4. Is the assessment plan (**Check one**)
☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year
5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

What Is Accounting?

Accounting is often called the "language of business." The financial health of an organization is communicated through financial reports and data provided by accountants. This information is provided to investors and potential investors, to taxing authorities, and to other government agencies. Virtually all business decisions depend on accounting data. All business people need a thorough understanding of this important field. As the structures of business and economic systems become more technical and complex, the need for highly trained and competent accountants also increases.

What Accountants Do?

Generally, accountants create information, check it, summarize it, analyze it, interpret it, use it, and help others use it. Corporate accountants prepare the financial reports for a business. Internal and certified public auditors test these reports to insure their accuracy. Managerial accountants prepare information for decision- making for business managers. Some accountants analyze financial information and advise clients on investments. Other accountants design computer systems to accumulate information. Government accountants determine if various laws have been followed. Still other accountants have become the heads of major corporations. Anywhere there is a need for financial information, in any type of organization; there is a need for accountants.

Where do UA-PTC Graduates Go?

Many accounting majors transfer to four-year schools to earn a bachelor's degree. Others take accounting assistant, bookkeeping assistant or clerical jobs in the accounting field after completing a two-year degree. To obtain more information about the accounting program and the field of accounting see an advisor or accounting faculty member.

Jobs in Accounting (upon completion a Bachelor and/or CPA or Master)

Graduates majoring in accounting are prepared for, and hired as Certified Public Accountants, corporate accountants, internal auditors, government accountants, industrial accountants, managerial accountants, financial analysts and consultants, accounting system consultants, and accountants in non-profit organizations. Accountants are still among the highest paid graduates and demand is strong. Majoring in accounting does not limit you to just being an accountant. The analytical and problem solving skills learned prepare students for many jobs in business.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. Written Communications - Students will demonstrate written communication skills appropriate for business situations.	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students are required to master the homework assignments to gain knowledge needed to complete chapter tests and prepare for competency assignment. All students are instructed to complete these assignments with most completing as instructed.</i>
2. Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students take a comprehensive final exam. Exam includes multiple choice and fill in the blank questions related to topics covered throughout the course.</i>
3. Competency in Discipline - Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to their academic field of study	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students are required to complete a competency based assignment. Case Analysis, Financial Analysis, and other projects both face to face & online.</i>
4. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
5. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
6. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
7. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
8. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
9. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>
10. <i>Click here and type comments over this text.</i>	<i>Type here.</i>	<i>Click here and type comments over this text.</i>

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

NA

3. Describe the process of analyzing the assessment data for the last academic year.

*We use **summative assessment**, which is assessment that is implemented at the end of the course of study. Its primary purpose is to produce a measure that “sums up” student learning. Summative assessment is comprehensive in nature and is fundamentally concerned with learning outcomes. This type assessment is often useful to provide information about patterns of student achievement, it does so without providing the opportunity for students to reflect on and demonstrate growth in identified areas for improvement and does not provide an avenue for the instructor to modify teaching strategy*

during the teaching and learning process. The second form, **formative assessment**, involves the evaluation of student learning over the course of time. Its fundamental purpose is to estimate students' level of achievement in order to enhance student learning during the learning process. By interpreting students' performance through formative assessment and sharing the results with them, instructors help students to "understand their strengths and weaknesses and to reflect on how they need to improve over the course of their remaining studies.

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. Written Communications - Students will demonstrate written communication skills appropriate for business situations.	<i>Students are required to master the homework assignments to gain knowledge needed to complete chapter tests and prepare for competency assignment. All students are instructed to complete these assignments with most completing as instructed. Of the 609 students actively enrolled 62% successfully passed the program with a C or better.</i>
2. Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.	<i>Students take a comprehensive final exam. Exam includes multiple choice and fill in the blank questions related to topics covered throughout the course. Students in the traditional face to face classes did very well and had an average score of 70% acceptable or proficient, however, online students scored an average of 65% passing on the exam.</i>
3. Competency in Discipline - Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to their academic field of study	<p><i>Students are required to complete a competency based assignment.</i></p> <p><i>Accounting II: Students are required to analyze a 10K report with an average of 169 students enrolled and on average 80% or higher.</i></p> <p><i>Accounting I students are required to complete an accounting cycle assignment where most students average 70% or higher.</i></p> <p><i>Financial Analysis students must complete a business using power point based upon previous accounting classes. Students generally score 80% or better.</i></p>

4.	
5.	
6.	

5. What is the action plan for assessment for the next academic year? Explain.
The plan of action is to continue with both summative and formative assessment technique in each accounting course by aligning leaning both Course and Program leaning objectives. Review all previous assessment data with Accounting faculty and make adjustment were needed.
6. What changes were implemented this year based on last year's findings? *We made some modifications regarding comprehensive exams, case analysis, and projects.*
7. We will offer tutoring on Fridays and Saturdays for online and f2f students. *We will also begin to post short videos with examples of us solving problems in Pearson in order to improve the outcomes in the online courses*
8. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
Majority of students in both traditional & online classes completed the Accounting Analysis Project. We will continue to provide sample projects, rubrics, and additional guidance to ensure each student has the opportunity for success. We will also continue to teach chapter content associated with each component outlined in project rubric. We also will provide additional correspondence via email, blackboard, and phone.
9. What budgetary resources, if any, are needed for your program based on your assessment findings?
Increase faculty professional development off campus in an effort to collaborate and network with other business instructors and business professionals in discipline related conferences. Provide off campus opportunities to attend TACTYC (Two Accounting At Two Year Colleges)