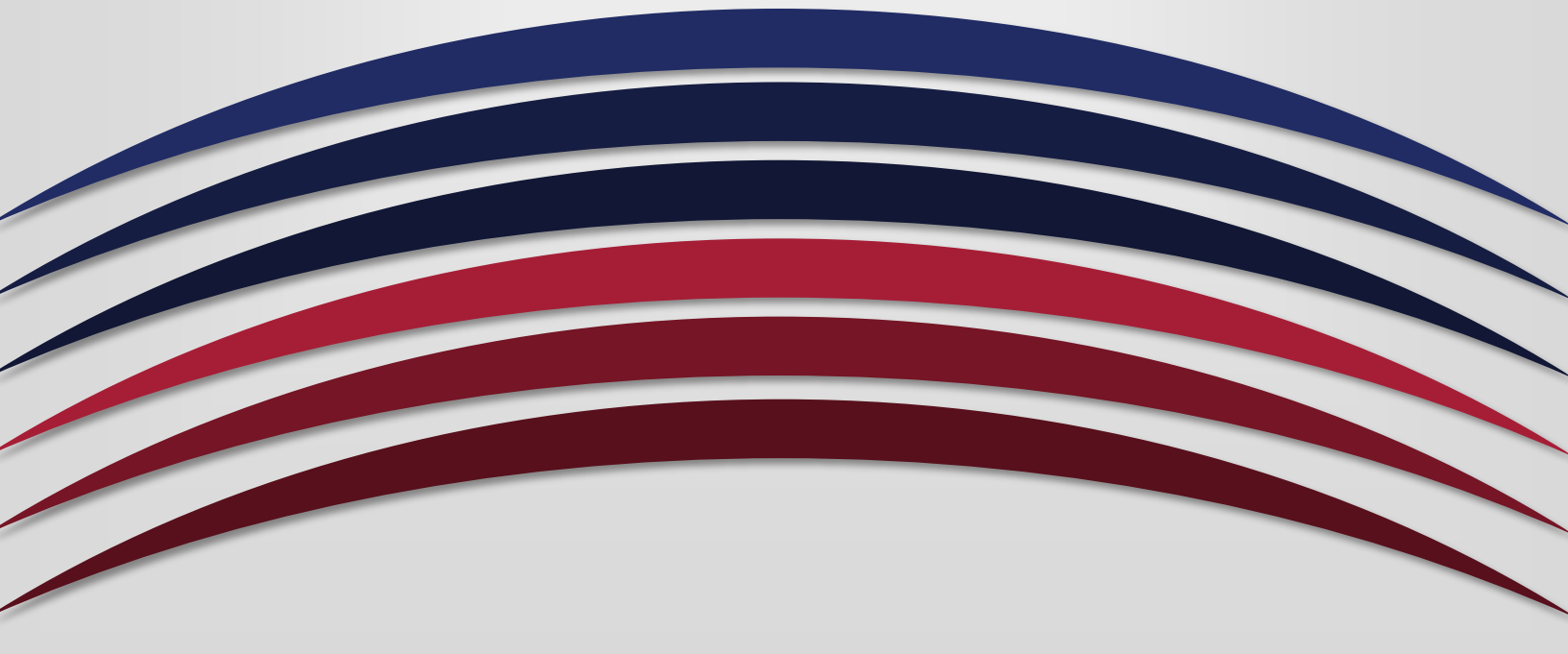


UNIVERSITY OF ARKANSAS PULASKI TECH

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: AS Business
2. Name of individual compiling report: Lindsay Kullenberg
3. Date of submission: October 10, 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.

The Associate of Science in Business is designed for students who are planning to transfer to a four-year institution to obtain a bachelor's degree in the field of business. The following schools accept this

completed degree in its entirety: Arkansas State University, Arkansas Tech University, Henderson State University, Harding University, University of Central Arkansas, University of Arkansas Fort Smith, University of Arkansas at Little Rock, University of Arkansas Monticello, University of Arkansas Pine Bluff and Southern Arkansas University.

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. Communications Students will demonstrate written communication skills appropriate for business situations. Students will create and effectively deliver oral presentations that are concise and informative and conduct research appropriate to the task at hand.	<i>Business Communications</i>	<i>Students will conduct a research-based oral presentation with a PowerPoint.</i>
2. Quantitative Reasoning and Financial Analysis Students will demonstrate the ability to perform basic financial analysis.	<i>Accounting II</i>	<i>Students will prepare cost reports. Students are required to analyze a company's 10K annual report. Students will also take a comprehensive final 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.	<i>Macroeconomics</i>	<i>TBD (Won't be assessed until 2019 – 2020)</i>
4. Global Perspectives Students will demonstrate an understanding of dimensions of business including socio-cultural, political-legal technological and economic environments.	<i>Legal Environment of Business Law</i>	<i>TBD (Won't be assessed until 2019 – 2020)</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).

Communications: The average score with the on-campus students was an 81%.

11/14 students made a 75% or above = 79%.

The average score with the online students was an 84%.

11/16 made a 75% or above = 69%.

Quantitative Reasoning and Financial Analysis:

Analysis of Results The assessment is traditional & online students Select a merchandising or manufacturing company and visit its web site. Find its most recent year-end audited financial statements. Print the accountant's opinion for the financial statements, Balance Sheet, Statement of Cash flows, footnote number 1 (Accounting Policy footnote), the footnote describing long-term liabilities and the footnote describing legal matters. You must obtain the information from the company's own web site or the company's published printed annual report.

of Traditional Students Assessed 10

of Traditional Students Who Successfully Completed Assessment 7

of Online Students Assessed 24

of Online Students Who Successfully Completed Assessment 20

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed 0

of Concurrent Students Who Successfully Completed Assessment 0

Action Majority of students in both traditional & online classes completed the Accounting Analysis Project. I will continue to provide sample projects, rubrics, and additional guidance to ensure each student has the opportunity for success. I will also continue to teach chapter content associated with each component outlined in project rubric. I also will provide additional correspondence via email, blackboard, and phone.

Competency in Discipline: Will be assessed in 2019 – 2020

Global Perspectives: Will be assessed in 2019 - 2020

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

Lead faculty along with full-time and part-time faculty compiled and analyzed data. The data is then reviewed comparing traditional, on-line, and hybrid formats. We compare our findings to previous semesters and make decisions for future semester.

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

Program Learning Objectives	Assessment Findings/Conclusion
1. Communications Students will demonstrate written communication skills appropriate for business situations. Students will create and effectively deliver oral presentations that are concise and informative and conduct research appropriate to the task at hand.	<i>The average score for our oral presentation with research assessment was above the minimum threshold of 75%. 8/30 total students (both traditional and online) did not meet the minimum threshold. Because of this, we will continue to assess this area one more academic year. We will conduct learning activities that focus in the areas in which students seem to have the most trouble in. Overall, the assessment showed us the strengths and weaknesses of how our students research, write, use technology show professionalism, and present. It proved to be successful.</i>
2. Quantitative Reasoning and Financial Analysis Students will demonstrate the ability to perform basic financial analysis.	<i>Faculty will continue to provide sample projects, rubrics, and additional guidance to ensure each student has the opportunity for success. They will also continue to teach chapter content associated with each component outlined in project rubric. They also will provide additional correspondence via email, blackboard, and phone.</i>
3. Competency in Discipline Students will demonstrate the ability to apply theories and	<i>TBD (Won't be assessed until 2019 – 2020)</i>

methods to the solution of common types of problems related to their academic field of study.	
4. Global Perspectives Students will demonstrate an understanding of dimensions of business including socio-cultural, political-legal technological and economic environments.	<i>TBD (Won't be assessed until 2019 – 2020)</i>

4. What is the action plan for assessment for the next academic year? Explain.
All findings will be analyzed by full-time faculty and adjuncts. If students did not meet the minimum standards, faculty will spend additional time in the areas needed to try to get students to reach the minimum threshold. If the students meet/exceed the minimum standards, faculty will determine if it is best to continue that assessment or move on to a different assessment project/activity/assignment/etc. that would better serve our students and college to get the most useful data that we can.
5. What changes were implemented this year based on last year's findings?
Last year's data was analyzed and compared to the minimum standards set. Faculty spent extra time and utilized different learning activities in the areas that students didn't quite meet the minimum threshold (per the assessment standards).
6. 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.
Because this is our transfer degree that covers many areas of business, we try to rotate what transfer classes will be assessing material each academic year. By doing this rotation, we are able to assess different subject matters that students are expected to be proficient in when they transfer to a four-year university.
7. What budgetary resources, if any, are needed for your program based on your assessment findings?
N/A