



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: Office Supervision and Management
2. Name of individual compiling report: Dr. Vondra Armstrong
3. Date of submission: October 18, 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 Office Supervision and Management option is a two-year associate degree designed to prepare students for supervisory and middle-level management positions in a general office setting. Students receive training in current computer software applications, accounting, economics, communication and

problem-solving skills, and related coursework needed to understand the practical and legal aspects of hiring and supervising employees within an office. Included in the AAS in Business, Office Supervision and Management option is the opportunity to take the Certified Supervisor (CS) certification exam. Passing the exam promotes managerial competency and will enhance the resumé toward attaining a supervisory position.

Job opportunities

First Line Supervisor • Office Manager • Assistant to Executive/Manager • Administrative Assistant • Accounting Manager • Accounts Payable Supervisor • Accounts Receivable Manager • Administrative Supervisor • Customer Service Manager • Customer Service Supervisor • Customer Service • Office Coordinator • Assembly Supervisor • Manufacturing Supervisor • Production Supervisor • Production Manager • Quality Assurance Supervisor • Shift Supervisor • Team Leader

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. Communication: 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>TBD: Students won't be assessed until 2019-2020</i>
2. Quantitative Reasoning and Financial Analysis Skills: Students will demonstrate the ability to perform basic financial analysis.	<i>Introduction to Business</i>	<i>Income Statement assignments is completed and submitted via Blackboard</i>
3. Competency in Discipline: Students will demonstrate ability to apply theories and methods to the solution of common types of problems related to their academic field.	<i>Office Supervision and Management Capstone</i>	<i>Students take the Certified Supervisor certification exam via the Institute of Certified Professional Managers (ICPM).</i>
4. Global Perspectives: Students will demonstrate an understanding of global dimensions of business including socio-culture, political-legal, technological and economic environments	<i>Legal Environment of Business</i>	<i>TBD: Students 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: *Will be assessed in 2019-2020*

Quantitative Reasoning and Financial Analysis Skills: *A rubric report is downloaded from Blackboard for each traditional and online section. A Microsoft Excel spreadsheet is used to compile the data for analysis.*

***Competency in Discipline:** Results from the Certified Supervisor certification exam are provided by Institute of Certified Professional Managers (ICPM). A spreadsheet is used to compile and review all data from the current and previous semesters.*

***Global Perspectives:** Will be assessed in 2019-2020*

3. Describe the process of analyzing the assessment data for the last academic year.
Lead faculty along with full and part-time faculty were sent data and asked to review and respond based on their individual course as well as all courses combined.
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. Quantitative Reasoning and Financial Analysis Skills: Students will demonstrate the ability to perform basic financial analysis.	<p>Fall 2018: One hundred and one (101) students completed the analysis of an income statement with an average of 42.79778 for all sections (traditional and online). Forty-three (43) traditional student average was 39.99 while fifty-eight (58) online student average was 45.044. The 70% goal has been met as it relates to meeting the 70% or better threshold.</p> <p>Spring 2019: Fifty nine (59) students completed the analysis of an income statement with an average of 40.2667 for all sections (traditional and online). Traditional student average was 37.8533 while online student average was 42.68. The 70% goal has been met as it relates to meeting the 70% or better threshold.</p> <p>The 70% threshold is a score of 35 or better.</p> <p>Based on the results students struggled most with identifying the expenses although each label ended in the word expense, This affected the calculation of the net income/loss. Faculty pedagogical</p>

	<p>approaches are different as it relates to the assignment. One full-time faculty uses class time for an in-class activity to practice identifying revenue and expenses and how to calculate the profit.</p> <p>When it comes to answering the questions regarding the importance of analyzing and details pf financial statement and the importance of accuracy students average as a whole a score of 8 out of 10 for both questions. The online sections score average was 8.4 and traditional students 7.8.</p> <p>Faculty cannot identify a conclusive reason other than online students may be applying themselves more in the online setting since it is a self-study approach and traditional students may not be paying attention at all times during class or not set aside quality time outside of class to study.</p>
<p>2. Competency in Discipline: Students will demonstrate ability to apply theories and methods to the solution of common types of problems related to their academic field.</p>	<p>Fall 2018 - Students average score for Category 1 was 3.5, Category 2 was 3.5, Category 3 was 4.0, Category 4 was 4.0, Category 5 was 3.5 and Category 6 was 4.50. These results suggest that the areas of concern for the SP18 cohort was improved upon by the Fall 2018 cohort. Continued emphasis will be placed on the categories whose average was 3.5. These scores fall somewhere between having an adequate to good understanding. The goal is an average of 4 , which is a good understanding in ALL categories.</p> <p>Spring 2019 - The average score for Category 1 was 4, Category 2 was 4,</p>

	<p>Category 3 was 4.0, Category 4 was 3.0, Category 5 was 4.0 and Category 6 was 3.0. These results suggest that the areas of concern for the FA18 cohort were about the same.</p> <p>See attached documentation.</p>
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5. What is the action plan for assessment for the next academic year? Explain.

Competency in Discipline: *Review and emphasis will be placed on the categories where the average was 3.0. These scores fall somewhere between having an adequate to good understanding. The goal is an average of 3.5 to 4, which is an adequate to good understanding in all categories. The good news is that there has been a 100% certification pass rate since the Spring 2017 semester. [See attached for scale descriptions and scores]*

Quantitative Reasoning and Financial Analysis Skills:

6. What changes were implemented this year based on last year's findings?
All faculty used Socrative as their assessment tool.
7. 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.

Emphasis for Office Supervision and Management graduates is being placed on preparing for the workplace, assessment of the ability to create and analyze financial reports, which was a recommendation by the Advisory board and passing the Certified Supervisor exam through ICPM, which demonstrates the student's competency in discipline.

8. 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.