

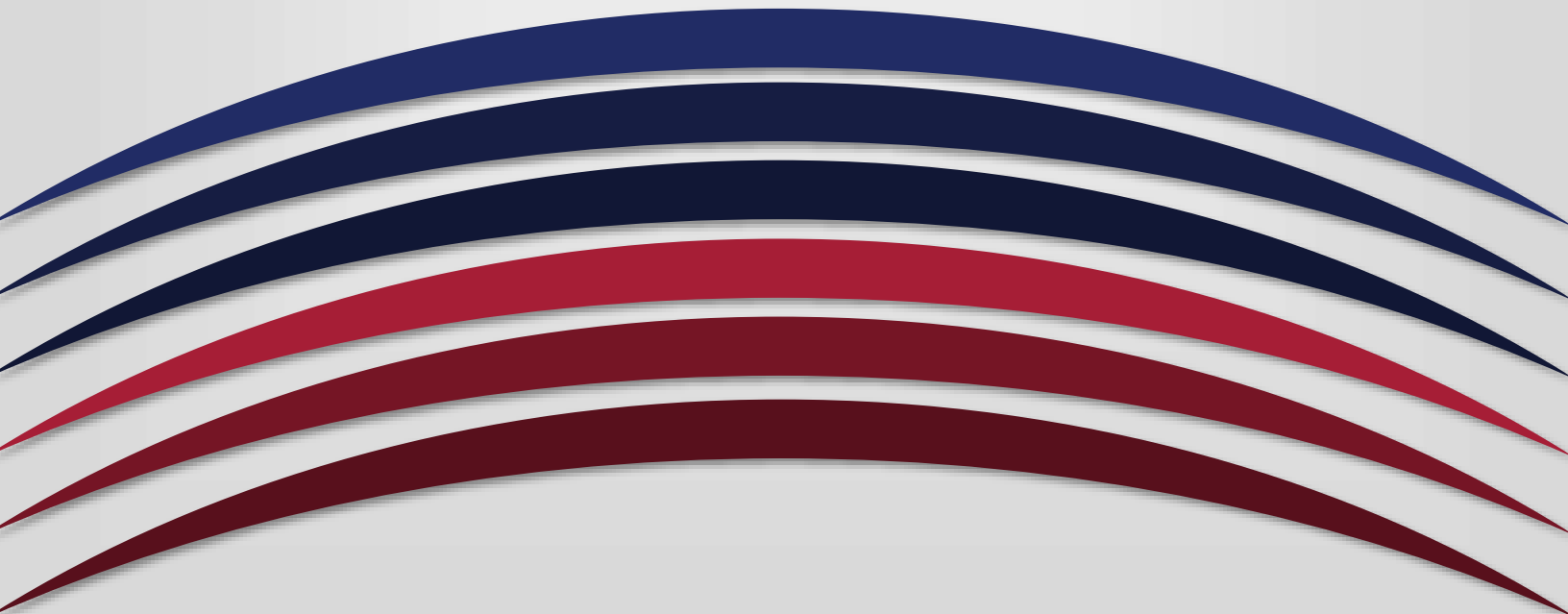


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 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 outcomes
- 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 10 of each year. (If October 10 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 Student Learning Outcomes

1. Name of program: Associate of Science in Business
2. Name of individual compiling report: Lindsay Kullenberg
3. Date of submission: November 19, 2020
4. Academic year: 2019 - 2020
5. Is the assessment plan (Check or highlight one)
 - ☐ an initial plan for the program
 - ☒ a revision of an old plan
 - ☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

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: University of Arkansas (has its own degree plan that's slightly different) 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.

Program Learning Outcomes:

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.
2. **Quantitative Reasoning and Financial Analysis Skills:** Students will demonstrate the ability to perform basic financial analysis.
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.
4. **Global Perspectives:** Students will demonstrate an understanding of global dimensions of business including socio-culture, political-legal, technological and economic environments.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7
Business Communications	X		X				
Intro to Business			X				
Micro Computer Apps			X				
Legal Environment of Business			X				
Microeconomics			X				
Macroeconomics				X			
Intro to Stats & Probability			X				
Accounting I		X					
Accounting II		X					

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

- ☐ ILO #1 – Information Literacy
- ☐ ILO #2 – Technology Literacy
- ☐ ILO #3 -- Communication
- × ILO #4 – Critical Thinking
- ☐ ILO #5 – Quantitative Reasoning
- × ILO #6 – Global Awareness
- ☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

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

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

Program Learning Outcomes	Course	Assessment Method and/or Data Source
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.	Legal Environment of Business Law	Students will write a legal brief listing the issues, the rules, the analysis, and the conclusion of a U.S. Supreme Court case. The purpose is to teach the student to understand and legally analyze difficult legal material.
Global Perspectives: Students will demonstrate an understanding of global dimensions of business including socio-culture, political-legal, technological and economic environments.	Macroeconomics	The students write a paper. They begin this paper in the middle of the semester by drafting a compare and contrast of two schools of economic thought. This is used as the pre-assessment. Throughout the second half of the semester, students turn in drafts of the paper sections. These are turned in shortly following coverage of the content in class. This is used as a mid-assessment. The final paper is used as a post assessment. This final paper fleshes out the exploration of the Austrian and Keynesian perspectives on economics in its various facets of the discipline.

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

☐ Rubrics and/or standardized tests were pilot-tested and refined.

X Rubrics were shared with students.

☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.

**The Macroeconomics rubric is attached. The Legal Environment of Business and grading Information is below. Both are shared with students before and after their submission.

LEGAL ENVIRONMENT OF BUSINESS

PROJECT #1 – CASE BRIEF OF *Obergefell v. Hodges* (regarding same sex marriage) or *Boumediene et. al. v. Bush* (regarding foreign terrorism suspects) - Case links below - or *Marbury v. Madison* (attached).

DUE: THURSDAY, Oct. 11, 2020 @ 11:59PM

50 POINTS

A case brief is designed to pull out the most important material from the judicial opinion of any case. After reviewing your case brief, the reader should have a clear understanding of the facts of the case, the legal issue, and the outcome with its effect on law.

DIRECTIONS: Read the case and prepare a case brief which highlights the important components of the case. See pages 26-30 in your textbook on how to brief a case. Include EVERY section shown on page 30.

Your final case brief should be 1.5 - 2 pages long.

PLEASE USE THE FOLLOWING SPECIFICATIONS: Times New Roman font, 12-pt font, 1" margins, double-spaced. You should also include the following header:

NAME

LEGAL ENVIRONMENT OF BUSINESS

PROJECT 1

DATE

Case Number, Citation

***Projects must be turned in via Blackboard. No emailed projects will be accepted.**

https://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf *Obergefell v. Hodges*

<https://www.supremecourt.gov/opinions/07pdf/06-1195.pdf> *Boumediene et al. v. Bush*
or *Marbury v. Madison* (attached)

Rubric:

Heading: 5

Proper Citation: 5

Facts: 5

Issue: 5

Decision: 5

Reason: 5

Analysis: 5

Result & Reasoning: 10

Grammar: 5

Total: 50

- Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

Legal Environment of Business—Competency in Discipline

Class 01 Average Score 84%

Class 02 Average Score 80%

Class 60 Average Score 86%

Class 61 Average Score 87%

This is a very hard assignment. The students overall had a good grasp of the difficult case. Average scores were in the acceptable range.

Macroeconomics – Global Perspectives

91% of the students completing the assessment scored 80% or above

The high level of success is expected because this paper is turned in 3 times and edited before the final submission.

- Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

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.

☒ Comparative data used when interpreting results and deciding on changes for improvements.

☐ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

- Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. <i>Competency in Discipline</i>	There were 16 traditional students assessed. There were 16 traditional students who completed the assignment.

	<p>There were 41 online students assessed. There were 41 online students assessed. There were no hybrid students at that time.</p> <p>Class 01 Average Score 84% Class 02 Average Score 80% Class 60 Average Score 86% Class 61 Average Score 87%</p> <p>This is a very hard assignment. The students overall had a good grasp of the difficult case. Average scores were in the acceptable range.</p>
2. <i>Global Perspectives</i>	<p>This paper requires students to research 2 economists with competing theories. They must explain the two theories and apply them to each CLO. Therefore, they are analyzing Keynesian and Austrian economic theory in terms of how they approach economic growth, international trade, trade balances, etc. These concepts allow them to explore some of the reasoning behind the deep divide among approaches to global economic theory today. We spend a significant amount of time revising and resubmitting this final paper. This is why the success rate is so high. I see the students move from not understanding what a tariff is to being able to articulate why a trade deficit may not be detrimental and even a sign of a strong economy. With the current economic climate, students have been very interested in the international perspective in this class. They are striving and achieving a deep understanding of the impact of the trade war with China on our local economy and how the interconnections are important and unavoidable. This shines through in their papers. The students initially struggle with describing the concepts of global trade. In reading analysis, trade balance and its impact is the hardest part for them to grasp. I will focus more on that and in class and possibly give them an extra assignment on that concept to improve understanding. In looking at the coming year, the assessment will be in test form.</p> <p># of Traditional Students Assessed (both semesters combined) - 40</p>

	<p># of Traditional Students Who Successfully Completed Assessment (both semesters combined) - 36</p> <p># of Online Students Assessed (both semesters combined) – 7</p> <p># of Online Students Who Successfully Completed Assessment (both semesters combined) – 65</p> <p># of Hybrid Students Assessed 0</p> <p># of Concurrent Students Assessed 0</p> <p>91% of the students completing the assessment scored 80% or above</p> <p>The high level of success is expected because this paper is turned in 3 times and edited before the final submission.</p>
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6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.
Faculty overseeing each assessment measure analyzes the assessment results, comparing them to prior semesters. If there are areas where the majority of the students do not meet the standards set, those areas are readdressed. By spending extra time in these areas, students have shown improvement in their assessment scores and success rates.
7. What specific changes were implemented this year based on last year's results?
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).
8. What specific budgetary resources are needed for your program based on your assessment results?
No
9. 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.

Appendix A – UA-PTC’s Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one’s discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.