



# 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: October 15, 2022

4. Academic year: 2021 - 2022

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
<b>Business Communications</b>	X		X	
<b>Intro to Business</b>		I	X	
<b>Micro Computer Apps</b>			X	
<b>Legal Environment of Business</b>			X	
<b>Microeconomics</b>		X	X	X
<b>Macroeconomics</b>			X	X
<b>Intro to Stats &amp; Probability</b>			X	
<b>Accounting I</b>		X	X	
<b>Accounting II</b>		X	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
- x ILO #4 – Critical Thinking
- ☐ ILO #5 – Quantitative Reasoning
- x ILO #6 – Global Awareness
- x 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
<b>Competency in Discipline:</b> Students will demonstrate ability to apply theories and methods to the solution of common types of problems related to their academic field.	<b>Intro to Business</b>	The students take a timed quiz on how well they have learned the advantages and disadvantages of a sole proprietorship, partnership, and corporation. They have a list of what could be the correct answers and have to select all that apply. This not only tests their knowledge of the subject, it makes them have to go through a process of elimination and think critically.
<b>Global Perspectives:</b> Students will demonstrate an understanding of global dimensions of business including socio-culture, political-legal, technological and economic environments.	<b>Macroeconomics</b>	The students take a timed quiz on how well they have learned the basic principles of international trade, trade balances, comparative advantages, and trade concepts.

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.

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

☐ Rubrics were shared with students.

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

\*Quizzes are given for both of the assessments addressed in this report.

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

**Introduction to Business – Competency in Discipline**

F 21 Online Stats: 52/74 (70%) students made a 70% or above.

F 21 On-Campus Stats: N/A

S 22 Online Stats: 39/59 (66%) students made a 70% or above.

S 22 On-Campus Stats: 9/16 (56%) students made a 70% or above.

Our goal was to have at least 70% of both the online and on-campus students score at least a 70% or above. 100/149 (67%) total students (combined both online and on-campus) scored a 70% or above.

**Principles of Macroeconomics – Global Perspectives**

F 21 Online Stats: 37/39 (95%) students made a 70% or above.

F 21 On-Campus Stats: 10/12 (83%) students made a 70 or above.

S 22 Online Stats: 44/44 (100%) students made a 70% or above.

S 22 On-Campus Stats: 9/9 (100%) students made a 70% or above.

Total: 100/104 (96%) of all students completing the assessment scored 70% or above.

The high level of success is not surprising because this is the final topic we cover in class, and these students are familiar with the format of the quizzes and have all the tools in place to understand and analyze the principal concepts of international trade.

4. 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.

5. 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
<p><b>1. Competency in Discipline</b></p>	<p>F 21 Online Stats: 52/74 (70%) students made a 70% or above.  F 21 On-Campus Stats: N/A  S 22 Online Stats: 39/59 (66%) students made a 70% or above.  S 22 On-Campus Stats: 9/16 (56%) students made a 70% or above.</p> <p>Our goal was to have at least 70% of both the online and on-campus students score at least a 70% or above. Overall, more online students hit our benchmark of at least a 70% on the assessment (91/133 [68%]) compared to our on-campus students (9/16 [56%]).  100/149 (67%) total students (combined both online and on-campus) scored a 70% or above on the assessment.</p> <p>We didn't quite hit our benchmark that we were striving for overall. Intro to business is the first business class that a lot of our business students take, so it tends to be a very unfamiliar area for them. This assessment is taken earlier in the semester. We position the questions in this assessment to make the students have to critically think. Going forward, we will spend extra time covering the advantages and disadvantages of the different forms of business ownership (sole proprietorship, partnership, and corporation) before giving the assessment.</p>
<p><b>2. Global Perspectives</b></p>	<p>F 21 Online Stats: 37/39 (95%) students made a 70% or above.  F 21 On-Campus Stats: 10/12 (83%) students made a 70 or above.  S 22 Online Stats: 44/44 (100%) students made a 70% or above.  S 22 On-Campus Stats: 9/9 (100%) students made a 70% or above.</p>

	<p>Total: 100/104 (96%) of all students completing the assessment scored 70% or above.</p> <p>This assessment is a two-chapter quiz on core aspects of international trade, trade balances, comparative advantage, etc. taken at the end of the semester.</p> <p>The success rate is high. 96% of the students completed the assessment and scored 70% or above. This rate is higher than expected, but not surprising. This is the last quiz given in the semester and students are familiar with the format and how to prepare. They have all the tools in place to understand and demonstrate the concepts of international trade. This is encouraging data.</p> <p>With the current economic climate, students have been very interested in the international perspective in this class.</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?  
**None**
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.