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:

o   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.

o   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.)

o   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: *Entrepreneurship*

2. Name of individual compiling report: *April Hearne*

3. Date of submission: *Fall 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 Entrepreneurship option is built to inspire critical thinking, develop positive approaches to problem-solving, build attributes of creativity and foster and enhance entrepreneurial traits in individuals. The Entrepreneurship Degree objectives assist people looking to start a new venture or those currently in school by providing them with the knowledge, skills, and abilities to make their business successful.

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**	**PLO #8**	**PLO #9**
ENTR 1003	X	X						X	
ENTR 1103			X	X					
ENTR 2003					X	X			
ENTR 2033							X		
ENTR 2613	X		X						
BUS 2543									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.

    x ILO #1 – Information Literacy

    x ILO #2 – Technology Literacy

    x ILO #3 - Communication

    x ILO #4 – Critical Thinking

    ☐ ILO #5 – Quantitative Reasoning

    ☐ ILO #6 – Cultural 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
1. Develop a personal business plan for a small business	ENTR 1003 ENTR 2613	ENTR 1003-Small Business Plan ENTR 2613-Semester long comprehensive business plan project Goal: 70% success rate in each
2. Identify steps in starting a business	ENTR 1003	Currently updating this outcome. Will assess in next AY.
3. Develop a marketing plan for a small business	ENTR 1103 ENTR 2613	ENTR 1103-Final Project ENTR 2613-Section 2 of the comprehensive business plan project Goal: 70% success rate in each
4. Demonstrate a working knowledge of SWOT within a small business model	ENTR 1103 ENTR 2613	Writing project with assignment scores Goal: 70% success rate in each
5. Identify advertising opportunities within/for a small business venture	ENTR 1003 ENTR 2003	Chapter 9 Quiz Advertising Project Goal: 70% success rate in each
6. Identify different selling opportunities within/for a small business venture	ENTR 2003	Discussion questions with assignment scores Goal: 70% success rate in each
7. Identify funding opportunities for individual small business ventures	ENTR 2003 ENTR 1003	ENTR 2003: Multiple written writing assignments throughout the last 8 weeks of the course ENTR 1003-Writing assignment with assignment scores Goal: 70% success rate in each
8. Brainstorm new business ideas and opportunities	ENTR 1003	Guest Speaker with Class Discussion and Quiz. Goal: 70% success rate in each
9. Recognize the importance of motivation and leadership within an organization	BUS 2543	Exam over motivation and leadership Goal: 70% success rate in each

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.

☐ Rubrics were shared with students.

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

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

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 compiled and analyzed the data. The data is reviewed comparing traditional, online and/or hybrid formats as needed. Data is compared to previous semesters and recommendations are made for future semesters based on trends and comparisons.*

☐ 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.

4. 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. *Develop a personal business plan for a small business*	ENTR 1003 One Page Business Plan:
	• This is built in stages during the semester and a final plan turned in during finals week which makes this 3 assignments in total: Business Plan Part 1, Business Plan Part 2, Final Business Plan. The overall goal is to build in smaller pieces and compile that together at the end with the hope of increasing both participation and success rates.
	  ○ Traditional Class (F2f)
	    ▪ Business Plan Part 1: 80% of students earned a 70% or higher. Assessment Goal Met.
	    ▪ Business Plan Part 2: 75% of students earned a 70% or higher. Assessment Goal Met.
	    ▪ Final One Page Business Plan: 100% of students earned a 70% or higher. Assessment Goal Met.
	  ○ Online Class
	    ▪ Business Plan Part 1: 90% of students earned a 70% or higher. Assessment Goal Met.
	    ▪ Business Plan Part 2: 100% of students earned a 70% or higher. Assessment Goal Met.
	    ▪ Final One Page Business Plan: 100% of students earned a 70% or higher. Assessment Goal Met.
	ENTR 2613 Comprehensive Business Plan
	• Whereas the business plan in ENTR 1003 is a One-Page Business Plan the one in this course is a large comprehensive business plan that takes us all semester to write and ends up being somewhere in the range of 15-20 pages depending on the information submitted. Because of that this project is done in stages. Each week we have 2 assignments that are specific to the business plan itself. Those are graded and feedback given. Once a month we compile the weekly assignments we've been working on into a section of the business plan (Company, Management, Marketing, Finance) and turn them in for a 2nd grading and feedback. Last, all 4 sections are compiled at the end and turned into a detailed comprehensive business plan for a business that the student plans to start, open, run, or expand. By the time the final business plan has been submitted the information within would have been graded and feedback given twice for every single item within. The goal is to prevent the student from being overwhelmed with the project and increase success rates on the final business plan submitted. This is also the capstone course for the

		Entrepreneurship program. Once this class is completed students are ready for graduation and ready to open their business.
		○ Online class
		  ▪ Section 1: 86% of the students scored a 70% or better. Assessment Goal Met.
		  ▪ Section 2: 83% of the students scored a 70% or better. Assessment Goal Met.
		  ▪ Section 3: 67% of the students scored a 70% or better. Assessment Goal NOT Met.
		  ▪ Section 4: 50% of the students scored a 70% or better. Assessment Goal NOT met.
		  ▪ Final Business Plan: 67% of the students scored a 70% or better. Assessment Goal NOT met.

2.	*Identify steps in starting a business*	Currently updating this Outcome. Will assess next AY.
3.	*Develop a marketing plan for a small business*	Assessed in AY 2020-21 and will be again in AY 2023-24.
4.	*Demonstrate a working knowledge of SWOT within a small business model*	Assessed in AY 2020-21 and will be again in AY 2023-24.
5.	*Identify advertising opportunities within/for a small business venture*	ENTR 1003 discusses a variety of advertising opportunities and ends with a quiz. • Traditional Face to Face class: 67% of students earned 70% or higher. Assessment Goal Not Met. • Online class: 96% of students earned 70% or higher. Assessment Goal Met. ENTR 2003 Completes an Advertising Project centered around Video Advertising Opportunities both in traditional media advertising (commercials) and social media advertising. • Online Class: 80% of students earned a 70% or higher. Assessment Goal Met.
6.	*Identify different selling opportunities within/for a small business venture*	Assessed in AY 2020-21 and will be again in AY 2023-24.
7.	*Identify funding opportunities for individual small business ventures*	Assessed in AY 2020-21 and will be again in AY 2023-24.

8.	*Brainstorm new business ideas and opportunities*	ENTR 1003 brainstorms new business ideas throughout the semester. For the purposes of the assessment report we will report on 2 things: Chapter 1 Discussions and Chapter 1 Quiz.
		• Traditional Face to Face class:
		  ○ Guest Speaker with Class Discussion: 100% of students scored 70% or better. Assessment Goal Met
		  ○ Chapter 1 Quiz "Business opportunities": 100% of students scored 70% or better. Assessment Goal Met.
		• Online course:
		  ○ Online Discussion Question connected to article related to finding business opportunities: 96% of students scored 70% or better. Assessment Goal Met.
		  ○ Chapter 1 Quiz "Business opportunities": 77% of students scored 70% or better. Assessment Goal Met.

9.	*Recognize the importance of motivation and leadership within an organization*	*BUS 2543* teaches the importance of motivation and leadership in Chapters 13 and 14.
		• Leadership
		  ○ 77% of students scored 70% or better on the Leadership quiz. Assessment Goal Met.
		• Motivation
		  ○ 65% of students scored 70% or better on the Motivation quiz. Assessment Goal Not Met.

5. 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.

   All assessment goals met with 2 exceptions: PLO #1 is assessed in 2 different classes. A beginner class (ENTR 1003) and a capstone class (ENTR 2613). The assessment goal is met for ENTR 1003 but not for ENTR 2613. More work needs to be done in ENTR 2613 to increase. PLO #9 is assessed 2 different ways. It is taught and assessed in Chapter 13 specifically regarding the Leadership portion of that PLO and the other part, which is Motivation is taught and assessed in Chapter 14. The Leadership portions assessment goals were met but the Motivation assessment goal was not.

6. What specific changes were implemented this year based on last year's results?

   Expanding additional help on PLO's that are not regularly met is currently being worked on.

7. What specific budgetary resources are needed for your program based on your assessment results?

   none

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.

   n/a

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.