



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 - Accounting
2. Name of individual compiling report: Robert Coates
3. Date of submission: November 1, 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.

The Accounting option is a two-year associate degree designed to prepare students for entry-level and clerical accounting positions within business and governmental organizations. Learners receive training in recording business transactions, financial statement analysis is also provided. Particular emphasis is placed on training in computerized accounting software and the creation of financial spreadsheets. Related course work is studied to assist the learner in becoming well-informed in all aspects of the business environment.

What Is Accounting?

Accounting is often called the "language of business." The financial health of an organization is communicated through financial reports and data provided by accountants. This information is provided to investors and potential investors, to taxing authorities, and to other government agencies. Virtually all business decisions depend on accounting data. All business people need a thorough understanding of this important field. As the structures of business and economic systems become more technical and complex, the need for highly trained and competent accountants also increases.

What Accountants Do?

Generally, accountants create information, check it, summarize it, analyze it, interpret it, use it, and help others use it. Corporate accountants prepare the financial reports for a business. Internal and certified public auditors test these reports to insure their accuracy. Managerial accountants prepare information for decision-making for business managers. Some accountants analyze financial information and advise clients on investments. Other accountants design computer systems to accumulate information. Government accountants determine if various laws have been followed. Still other accountants have become the heads of major corporations. Anywhere there is a need for financial information, in any type of organization; there is a need for accountants.

Where do UA-PTC Graduates Go?

Many accounting majors transfer to four-year schools to earn a bachelor's degree. Others take accounting assistant, bookkeeping assistant or clerical jobs in the accounting field after completing a two-year degree. To obtain more information about the accounting program and the field of accounting see an advisor or accounting faculty member.

Jobs in Accounting (upon completion a Bachelor and/or CPA or Master)

Graduates majoring in accounting are prepared for, and hired as Certified Public Accountants, corporate accountants, internal auditors, government accountants, industrial accountants, managerial accountants, financial analysts and consultants, accounting system consultants, and accountants in non-profit organizations. Accountants are still among the highest paid graduates and demand is strong. Majoring in accounting does not limit you to just being an accountant. The analytical and problem solving skills learned prepare students for many jobs in business.

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.

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 supporti courses	Program Learning Outcomes						
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7
<i>Principles of Accounting I</i>	✓	✓	✓				
<i>Principles of Accounting II</i>	✓	✓	✓				
<i>Income Tax</i>	✓	✓	✓				

<i>Financial Analysis</i>	✓	✓	✓				
<i>Payroll Accounting</i>	✓	✓	✓				
<i>Capstone</i>	✓	✓	✓				

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

For this specific assessment reporting purposes emphasis is being placed on Communication, Quantitative Reasoning & Financial Analysis Skills, and Competency in Discipline via our Accounting courses.

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 – 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. <i>Written Communications - Students will demonstrate written communication skills appropriate for business situations</i>	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students are required to master the homework assignments to gain knowledge needed to complete chapter tests and prepare for competency assignment. All students are instructed to complete these assignments with most completing as instructed.</i>
2. <i>Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.</i>	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students take a comprehensive final exam. Exam includes multiple choice and fill in the blank questions related to topics covered throughout the course.</i>
3. <i>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>	ACCT 2310 ACCT 2330 ACCT 2413 ACCT 2503 ACCT 2533 ACCT 2603	<i>Students are required to complete a competency based assignment. Case Analysis, Financial Analysis, and other projects both face to face & online.</i>

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.

The Principles of Accounting II Financial Analysis Project is below. Both are shared with students before and after their submission.

Instructions:

Project Description:

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. Failure to do so will result in your receiving no points for the project.

Rubric:

For the purpose of grading the project you are required to perform the following tasks. Provide screen shots of financial statements or scanned documents to back up your mathematical calculations:

Step	Instructions	Points Possible
1	Select a merchandising or manufacturing company and visit the company's web site.	5.00
2	What is the name of the accounting firm?	5.00
3	Name of Company and Ticker Symbol	5.00
4	What fiscal year are you analyzing (Month, Day, and Year)?	5.00
5	What is the total cash flow from operating activities?	5.00
6	What is the total cash flow from investing activities?	5.00
7	What is the total cash flow from financing activities?	5.00
8	How many shares of common stock does the company have authorized, issued, and outstanding?	5.00

Step	Instructions	Points Possible
9	What is the par value of the common stock?	5.00
10	Do they have preferred stock issued? If so how many shares?	5.00
11	Do they have treasury stock? If so, how much?	5.00
12	What, if any, is the amount of Cash Dividends paid to stockholder	5.00
13	What is the net change in their cash from the beginning of the year to the end of the year?	5.00
14	Attach Accountant's Opinion that you downloaded, printed, scanned with your report.	10.00
15	Attach Balance Sheet that you downloaded, printed, or scanned with your report.	10.00
16	Attach Cash Flow Statement that you downloaded, printed, scanned with your report.	10.00
17	Attach footnotes that you downloaded, printed, or scanned with your report. Save and submit via blackboard	5.00
	Total points	100

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

Accounting I – Mid-term & Final Exam (Accounting Cycle)

On-Campus average score: 80%

Online average score: 78%

The majority of the students had a good understanding of the accounting cycle both on the mid-term and the final exam.

Accounting II – Final Exam

On-Campus score: 78%

Online average score: 75%

Accounting II – Quantitative Analysis and Financial Reasoning Skills

95% of the students completing the assessment scored 80% or above on the financial analysis project.

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.

We use **summative assessment**, which is assessment that is implemented at the end of the course of study. Its primary purpose is to produce a measure that “sums up” student learning. Summative assessment is comprehensive in nature and is fundamentally concerned with learning outcomes. This type assessment is often useful to provide information about patterns of student achievement, it does so without providing the opportunity for students to reflect on and demonstrate growth in identified areas for improvement and does not provide an avenue for the instructor to modify teaching strategy during the teaching and learning process. The second form, **formative assessment**, involves the evaluation of student learning over the course of time. Its fundamental purpose is to estimate students’ level of achievement in order to enhance student learning during the learning process. By interpreting students’ performance through formative assessment and sharing the results with them, instructors help students to “understand their strengths and weaknesses and to reflect on how they need to improve over the course of their remaining studies.

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.

6. 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. Written Communications - Students will demonstrate written	<i>Students are required to master the homework assignments to gain knowledge needed to</i>

<p>communication skills appropriate for business situations</p>	<p><i>complete chapter tests and prepare for competency assignment. All students are instructed to complete these assignments with most completing as instructed. Of the students actively enrolled 70% successfully passed the program with a C or better.</i></p>
<p>2. Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.</p>	<p><i>Students take a comprehensive final exam. Exam includes multiple choice and fill in the blank questions related to topics covered throughout the course. Students in the traditional face to face classes did very well and had an average score of 70% acceptable or proficient, however, online students scored an average of 68% passing on the exam.</i></p>
<p>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</p>	<p><i>Students are required to complete a competency based assignment.</i></p> <p><i>Accounting II: Students are required to analyze a 10K report with an average of students enrolled and on average 80% or higher.</i></p> <p><i>Accounting I students are required to complete an accounting cycle assignment where most students average 70% or higher.</i></p> <p><i>Financial Analysis students must complete a business using power point based upon previous accounting classes. Students generally score 80% or better.</i></p>

7. 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.

The plan of action is to continue with both summative and formative assessment technique in each accounting course by aligning leaning both Course and Program leaning objectives. Review all previous assessment data with adjunct accounting faculty and make adjustment were needed. We currently only have 1 full-time Accounting Faculty. 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. Modifications regarding comprehensive

exams, case analysis, and projects.

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

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

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

Increase faculty professional development off campus in an effort to collaborate and network with other business instructors and business professionals in discipline related conferences. Implement a diverse range of accounting simulations to help improve accounting cycle efficiency and overall financial literacy in other accounting related courses. Provide off campus opportunities to attend TACTYC (Two Accounting At Two Year Colleges)

10. 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.

The Accounting option is a two-year associate degree designed to prepare students for entry-level and clerical accounting positions within business and governmental organizations. Learners receive training in recording business transactions, financial statement analysis is also provided. Particular emphasis is placed on training in computerized accounting software and the creation of financial spreadsheets. Related course work is studied to assist the learner in becoming well-informed in all aspects of the business environment. As students matriculate through the curriculum, they are engaged in a two-year accounting and general business program. They are exposed to all of the accounting business basics. Additionally, as they move through the program, students can obtain a certificate of proficiency, technical certificate, and Associates of Applied

Science (AAS). Our overall goal is to offer academic courses and credentials to aid the student to be a more attractive candidate for any job they pursue. Students are exposed to the opportunity to become successful in their traditional and online learning experiences. As students are enrolled in the Accounting Capstone course all that has been learned is recapped using various pedagogical techniques, which help prepare them to pursue a four- year degree in the field or enter into the workforce.

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.