

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the [Academic Program Review website](#). The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: AAS Accounting

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Stasia Straley, Professor, Accounting (ANC), Chair

Kathrynn Hollis-Buchanan, Associate Professor, Business (KOD)

Deidre Berberich, Associate Professor, Accounting (MSC)

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Decrease the number of sections offered each semester, increase class size, and coordinate class offerings and mode of delivery across campuses.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Class offerings are at a minimum currently. We remain cognizant of our class sizes due to the difficulty of the content. Accounting has one of the highest DFW rates nationwide. We are very focused on increasing our pass rates and need to maintain current class sizes to ensure student success.

We do coordinate our class offerings among campuses, and coordinate curriculum between campuses as well. Course offerings have been unusual due to Covid but our future plan is to offer classes F2F in Anchorage and Matsu in the same semester. In semesters that classes are not offered F2F in Anchorage and Matsu, they will be offered online so that students have the opportunity to continually progress in their program. Classes are offered on a (usually three-year) rotating schedule in Kodiak.

Actions taken to date (2000 characters or less)

Faculty work closely together, communicating multiple times a semester about class planning and schedule offerings. Faculty also discuss assessment, high impact practices and improving student outcomes.

Evidence of success to date (2000 characters or less)

Overall, course pass rates by course level increased during the program review period, and have increased for 4 of the last 5 years, which is substantial.

Recommendation 2: Communicate the professional purpose of the degree, so students know it is not designed to articulate into the BBA. Alternatively, the program could propose to change the program name to more closely align with the professional purpose.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The AAS absolutely can matriculate into the BBA degree. The AAS is fully stackable into the BBA.

It can also stand alone; students can graduate with their AAS and qualify for well paying positions. Students can get employment in accounting after obtaining their AAS and many times employers will pay for them to continue their education and obtain their BBA. As you can see from the data set, an average of almost 80% of students do continue their education at UAA after completing their AAS. In addition, another 10% of students continue further education at other institutions.

Actions taken to date (2000 characters or less)

No actions are needed on this recommendation.

Evidence of success to date (2000 characters or less)

N/A.

Recommendation 3: Work across campuses to develop and implement a coordinated schedule to provide a more efficient pathway for student success. This should include coordination of course caps, mode of delivery and schedule of courses, especially because the campuses offering the programs are geographically close.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Although the Matsu and Anchorage campuses seem to be geographically close, the reality is that is not the experience for students. Many students have children in school and being over an hour away each way is extremely difficult for them. Also unsafe weather and roads both semesters put our students at unnecessary risk. Many times class schedules require students to drive from Matsu to Anchorage 4 days a week. Some students are already driving 30-60+ minutes to get to the Matsu campus, so requiring them to attend classes on the Anchorage campus is a sizable and unnecessary burden, especially for working students.

We are coordinating our schedule among campuses, which we have done for years. As mentioned above, our plan is to offer classes F2F once a year in Anchorage and Matsu and on a rotating schedule in Kodiak. In semesters that classes are not offered F2F, they will be offered online so that students have the opportunity to continually progress in their program. This is especially important in a 60-credit program.

Actions taken to date (2000 characters or less)

We coordinate our schedule between campuses offering AAS Accounting courses.

Evidence of success to date (2000 characters or less)

Students can take each accounting class every semester either F2F or online now. We are planning to continue this going forward.

Recommendation 4: *Improve measures of efficiency for both campus programs through this coordination. Current measures indicate that the program revenue does not cover the instructional costs for both campuses.*

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The program is currently being taught by 2 full-time instructors and we have 13 sections per year that are taught by adjunct instructors. We also have one tax class taught by a full-time instructor housed in the BBA program. Adjuncts cost significantly less than full-time faculty (about \$3,500 per semester). Accounting is a highly paid profession and accountants are in high demand, which increases the cost of accounting faculty. In addition, one of our full-time faculty members is still paid \$32,000 below market value as reported by the UA System payroll study.

Actions taken to date (2000 characters or less)

We are focused on increasing enrollments to increase revenue. We created the OEC in Bookkeeping which stacks directly into the AAS. In addition, the OEC is currently supported by a \$3.1 million Fast-Track grant issued by the Municipality of Anchorage. This grant fully covers the cost of the program and pays \$1,000 a month for living expenses for up to 9 months.

We participate in events at local high schools (and participated online during covid), Junior Achievement events, and recruiting events coordinated by UAA. These activities have had a positive impact on our enrollments. We are also creating a summer academy for high schoolers and a summer academy for middle schoolers to be offered this summer (2022) for the first time.

In addition, we plan to start marketing to businesses. Many times accounting positions are filled internally by employees who fit well in other positions but have no formal accounting education. For example, someone might be extremely successful as an administrative assistant or human resources assistant and because of their success in those positions, they'll be promoted to an accounting position. We can reach out to employers to share the opportunities of the bookkeeping and accounting degrees at UAA so that their employees can get the education they deserve, which will help their business to run more efficiently.

Evidence of success to date (2000 characters or less)

The AAS in Accounting has had a relatively low decrease in enrollments during the review period. In addition, the OEC in Bookkeeping, which stacks into the AAS in Accounting, is one of the most successful OECs on campus.

Recommendation 5: Explore whether the program should remain in the College of Business and Public Policy or transfer to the Community and Technical College.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The program should not be transferred to CTC for several reasons. First, the 60 credits of the AAS accounting program stack directly into the 120 credits of the BBA accounting program. It makes sense to keep both programs together so curriculum and teaching methods can be coordinated among programs.

There is significant support from BBA faculty for keeping the AAS in CBPP (see the response to the prior program review for more information).

Most importantly, over the 5 year review period, the AAS graduated an average of 28 students per year. Of these, an average of 22 students per year, or almost 80%, continue on to programs in UAA (most likely the BBA in Accounting). In addition, the newly created OEC in Bookkeeping is also located in CBPP and stacks into the AAS. It makes sense to have all programs in the same college so curriculum can be coordinated and students can easily understand the path.

Actions taken to date (2000 characters or less)

We have evaluated the advantages and disadvantages of keeping the AAS program in CBPP or transferring it to CTC and the evidence is clear that the AAS should remain in CBPP.

Evidence of success to date (2000 characters or less)

Please see above for evaluation and evidence.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. (2500 characters or less)

The mission of the university is to transform lives and serve students, the state, and our community. The mission of CBPP is to prepare students for leadership and to help communities meet their challenges.

Accounting and bookkeeping are in great demand in our community, as well as statewide and nationwide. The department receives at least one request a week for a student to fill an accounting-related position.

As mentioned above, many times accounting positions are filled internally by employees who perform well in other positions but have no formal accounting education or training. By offering the AAS degree (along with the OEC and BBA degrees), we are transforming lives of students and serving the needs of the state and our communities. We are providing an education they can use to obtain a well-paying job position. We include more specific data about the incredibly high number of job postings (current and predicted by the State of Alaska Department of Labor and Workforce Development) in question number 5 below.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. AAS Accounting

- *Demonstrate the ability to provide written documentation summarizing accounting information in an organized manner; Demonstrate the ability to apply the fundamental accounting equation in the analysis and recording of business transactions and understand the concepts underlying the preparation of financial statements; Demonstrate the ability to use special journals and subsidiary ledgers in the analysis and recording of business transactions; Demonstrate an understanding of state and federal payroll tax laws and properly calculate, record, and report payroll transactions for an organization; Demonstrate an understanding of fundamental income tax laws and prepare an individual income tax return; Demonstrate competency in using computer technology in the accounting processing cycle.*

Describe your key findings for these outcomes. (3000 characters or less)

Throughout the review period, students have met or exceeded our expectations for learning outcomes 1, 4, 5, and 6. The goals that students have struggled with most are goals 2 and 3, which are measured in Acct 101, Principles of Financial Accounting I. This class is taken by many different majors, including students outside of the College of Business and Public Policy. It's also often the first college class taken by students. There's an adjustment period for students enrolling in this class.

It should be noted that although students have met or exceeded our expectations for goals 1, 4, 5, and 6, we are working to improve student learning for those outcomes as well as goals 2 and 3, with particular attention paid to goals 2 and 3. Many of our strategies work for all students across all classes, as they are High Impact Practices, which we'll discuss below.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

We have adopted several changes to improve all of our classes, and have focused several changes on Acct 101, Principles of Financial Accounting I. We have implemented team work, a High Impact Practice, even in asynchronous online courses. We have also coordinated opportunities for students taking online classes to connect with each other outside of class. For example, we use MS Teams in several of our classes. Students who feel more connected to each other are more likely to persist in their degree program.

We've focused on hands-on, interactive learning and include projects in our classes to mimic real life experiences to keep students engaged. We also take the time to mentor our adjuncts to ensure they are prepared to help students find success.

We have implemented the Transparency in Learning and Teaching (TILT) process in many of our classes, which includes clarifying the purpose, tasks, and criteria of assignments as well as

sharing examples when possible and appropriate. According to *Transparent Design in Higher Education Teaching and Leadership: A Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention* by Mary-Ann Winkelmes, Allison Boye, Suzanne Tapp, Peter Felton, and Ashley Finley, students who receive transparent instruction feel increased confidence, belonging, and metacognitive awareness of skill development. The factors of feeling confident and a sense of belonging correlate with increased persistence and higher grades. This increased persistence for students who receive transparent instruction on one assignment has been documented to last at least two years. In addition, the benefits of transparent (or TILTed) teaching are greater for underserved students, such as first generation, low income, and underrepresented students which helps bridge the equity gap.

Describe evidence that these actions are working. (3000 characters or less)

We can see that these actions are working because our assessment "meets" and "exceeds" success rates are increasing. We can also see increased completion rates in our projects. We have anecdotal evidence from the students that these changes are effective in improving their learning. In addition, as mentioned earlier in this report, course pass rates by course level increased during the program review period, and have increased for 4 of the last 5 years.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such C-RAC Standards. (3000 characters or less)**

Our faculty are highly trained. Accounting standards change constantly and so our faculty participate in continuing professional education to stay current in changes in our field. Faculty participated in over 225 hours of continuing education during the review period.

In addition, our faculty participate in training to offer the highest level of teaching and learning support that we can to benefit our students. One of our faculty members is a Center for Advancing Faculty Excellence (CAFE) Faculty Associate and trains other faculty, specializing in interactive teaching and learning, as well as Transparency in Learning and Teaching (TILT) training. Our faculty attend teaching conferences regularly and we meet to discuss and coordinate curriculum across campuses.

4. Demonstrate student success and the closing of equity gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

First, our faculty have engaged in Transparency in Learning and Teaching (TILT) training mentioned above and have offered that training to others in the college and at the university. The focus of TILT training is to decrease equity gaps.

The Junior Graduation Rate was not included in our data set, as that is used for BBA degree programs.

Associate Graduation Rate - 4th Year Graduate increased from 15% to 22%. The details within this category trended similarly. Most of our students reported as white, asian, hispanic, or they didn't report their race/ethnicity, which is consistent with our other categories as well.

Associate Graduation Rate - 6th Year Graduate increased from 20% to 50%; This number is probably an outlier. The average of the three years before that was 22%, which is an increase. The average increase over four years is 29%, so there is an upward trend. In this category the first generation number of students trended upward as well.

Associate Graduation Rate - 8th Year Graduate decreased from 33% to 15% which tells us that students need to complete their degree sooner or they won't complete it at all. We've started calling our advisees to check in with them. We call both students who are enrolled in classes in the current semester as well as students who decided to not take classes in the current semester.

In addition, we've started offering the OEC in Bookkeeping which students can obtain after 16 credits. This OEC stacks into the AAS and will provide motivation and momentum for students to continue their education. This might also provide an opportunity for students to gain employment sooner and keep working toward their degree, as mentioned above.

Also note that the 5th year of data for 8th Year Graduate was an extreme number so it is probably an outlier. Excluding this number, there is a smaller downward trend, and so it is an area that we are focused on making changes in. We also have to keep in mind that Covid could be playing a role.

The Semesters to Degree-Graduate Programs was not included in our data set, as that is used for graduate programs.

Course pass rates by course level increased from 72% to 74%. Both the Pell Grant Recipient and the First Generation numbers increased fairly significantly in the 5th year of data (and more slightly over 4 years). This could be due to TILT, which benefits disadvantaged students at a greater rate.

b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. (3000 characters or less)

The AAS in Accounting is highly successful. Our students can get a variety of accounting related jobs when they complete their degree. Alternatively, they can continue their education. 141 students were awarded degrees based on the Five Year Degree Awards Trend over the period of review. Of those students, 125, or almost 90%, continued their education. Of those 125 students, 111 students chose to continue their education at UAA. That means that almost 80% of students graduating from the AAS program are continuing their education at UAA. Most of those are likely continuing on for their BBA in Accounting.

In number 5, we'll address the demand and job availability for our students, which is very high (more than we can keep up with).

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) (3000 characters or less)**

The Out-of-Discipline credit hours for the AAS in Accounting has held steady between 48% and 52%, demonstrating our value across CBPP and UAA. Students majoring in a variety of programs take our classes, including exploratory majors, general business, and even programs outside of CBPP, such as medical assisting.

The number of program graduates continuing their education is incredibly high, as mentioned in the answer above (almost 80% at UAA and another 10% at other educational institutions).

The gap between job openings and degree completions isn't included in our data sheet. However, our experience is that our graduates find jobs with ease. When doing an online search, over 430 accounting jobs are posted in Alaska on Indeed and over 380 on Glassdoor. It's not easy to sort out which jobs require a bachelor's degree, but we counted 2 of the first 10 positions on both websites requiring a bachelor's degree. There are an incredible number of bookkeeping and accounting positions available.

According to the State of Alaska Department of Labor and Workforce Development Research and Analysis Statistics, Bookkeeping, Accounting, and Auditing Clerks (43-3031) positions are expected to grow more than 5% between 2018 and 2028. They predict average annual openings of almost 600 positions, which is far more than we are graduating annually right now.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

Our Five Year Degree Awards Trend is down slightly. However, generally, the percentage it falls one year, it nearly gains a similar amount the following year. It's typical for our numbers to vary from year to year because many of our students are working students and need to take time off to support their families or save for classes. The Vince Demarest scholarship was established for students seeking an AAS in Accounting degree, which helps students attend school more consistently. Although this trend is fairly consistent over the long term (decreasing one year and increasing the next), we are still working to improve it since it's such an important metric. For

example, we call a handful of advisees each week, and rotate through students who are enrolled and students who are not enrolled, just to touch base with them and see what assistance we can provide.

Our SCH/FTEF has basically held steady during the review period, considering Covid. It's down only 6%. The instructions on the data sheet say that SCH/FTEF is a national comparable data point, but didn't include what the standard is and we weren't able to find it, so we can't do any analysis related to that. Also, many of our classes are taught by adjunct instructors, so our course offerings are less expensive than if our program was taught fully by full-time tenure track or term faculty.

Our FTES/FTEF has remained steady as well. The data sheet says this is a national comparable data point but didn't include that data point so we can't analyze that. Although our numbers have been steady, this is the area that we'd like to focus on going forward. We believe that due to the demand of our program, the maturity of our program, and the position of the program between the OEC and the BBA, it is a great fit for two main groups and we can market more heavily to them. We plan to keep marketing to high school students (and even to middle school students) and we plan to start marketing the degree to businesses, which will be willing to pay for their employees to take classes.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

We have received funding from the Lenore and George Hedla Fund to pay for our students to take the national Quickbooks Certified User certification.

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)

UAF has an AAS degree as well. There are several differences between our programs. First, our AAS is housed in the College of Business instead of the Career and Technical College, which allows faculty to coordinate curriculum more easily and allows students to understand the pathway more easily. This is easy to see considering that almost 80% of our students continue their education at UAA after completing their AAS degree.

We also offer the national Intuit QuickBooks Certified User Certification to our students completing Acct 222, Introduction to Computerized Accounting. Students completing this class and successfully passing the exam leave this course with this national certification.

Another difference is our capstone course, Acct 230 Workpaper Preparation and Presentation. This course is set up as a mock internship, where students audit/review the books of an actual company located in Denali. This is extremely valuable for the students, as they can get "real-life" experience before graduation. Many employers give feedback on how valuable this class is for their employees.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

Our program is well established and well coordinated among campuses. It is also coordinated between the OEC in Bookkeeping (16 credits) and BBA in Accounting (120 credits). There is an incredible need for this degree program in the community and employers are willing to pay for it.

Right now we also have Fast Track Funding in Anchorage for the OEC in Bookkeeping which helps us bring new students into the AAS program.

An action step we'd like to take is to increase marketing for the program. We currently market the program to high school students and we'd like to start actively marketing it to both middle school students and to employers. The new OEC in Bookkeeping is only 16 credits, so it's manageable for someone to complete even as they are working full-time. The OEC stacks into the AAS in Accounting, so after they've completed the OEC, they can continue for their AAS. The 60 credits of the AAS stacks into the BBA in Accounting, if they wish to pursue that degree as well.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair's signature: _____


Date: 3/8/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Decrease the number of sections offered each semester, increase class size, and coordinate class offerings and mode of delivery across campuses. Recommendation has been met.

I commend all of the campuses for coordinating schedules to minimize sections while at the same time offering pathways for students to take the classes they need no matter which campus they prefer to attend. The coordination in this program may be a model for other programs.

Recommendation 2: Communicate the professional purpose of the degree, so students know it is not designed to articulate into the BBA. Alternatively, the program could propose to change the program name to more closely align with the professional purpose. Recommendation has been met.

This recommendation is odd because the AAS program both provides students with opportunities for good jobs and stacks with the BA in Accounting. These are not in conflict.

Recommendation 3: Work across campuses to develop and implement a coordinated schedule to provide a more efficient pathway for student success. This should include coordination of course caps, mode of delivery and schedule of courses, especially because the campuses offering the programs are geographically close. Recommendation has been met.

Both F2F and online sections are being coordinated between campuses so that students have both online and F2F choices that they can plan for because they are scheduled in advance.

Recommendation 4: Improve measures of efficiency for both campus programs through this coordination. Current measures indicate that the program revenue does not cover the instructional costs for both campuses. Recommendation has been met.

The decline in section offerings has made the cost more efficient. The productivity and efficiency data provided (updated) shows the SCH/FTEF starting to rebound in 2021. It is not yet back to the 2017/2018 efficiency but is trending up. I commend the program participants for their efforts on increasing enrollment.

Recommendation 5: Explore whether the program should remain in the College of Business and Public Policy or transfer to the Community and Technical College. Recommendation has been met.

In addition to the important arguments in the response above, we did discuss the possibility of a transfer with CTC. The view of CTC was that hiring qualified faculty to CTC would be a challenge and costly.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. Centrality of the program. (1750 characters or less)

In addition to the response above which focuses on student demand, last year the University President commissioned an industry report on the supply and demand needs of the finance industry. The study is titled, "Alaska's Finance and Investment Sector: Opportunities for University of Alaska" by McKinley Research, dated October 2021. Accounting skills are shown to be in high demand. Thus, the AAS in Accounting is central to the university's workforce development mission.

2. Program Quality and Improvement (1750 characters or less)

I commend the program for mentoring adjuncts and implementing Center for Advancing Faculty Excellence (CAFE) processes like Transparency in Learning and Teaching (TILT). It also appears that the instructors maintain currency through continuing education to keep up with the changing accounting rules.

3. Student Success and the Closing of Equity Gaps (1750 characters or less)

The graduation rates for the program show continuous improvement. In addition, the preponderance of AAS of Accounting students continue to seek further education at UAA, mostly in the BA in Accounting. The program director's response mentions race/ethnicity. I see from the data provided that there is little difference in lower-division and upper-division gender pass rates.

4. Demand (1750 characters or less)

The industry demand for accounting skills is very high. A recent report commissioned by the UA President, titled, "Alaska's Finance and Investment Sector: Opportunities for University of Alaska" by McKinley Research, dated October 2021, shows that that Accountants and Auditors positions are projected to grow by 6.3% by 2028.

5. Productivity and Efficiency (1750 characters or less)

The updated Productivity and Efficiency data shows a rebound in SCH/FTEF and FTES/FTEF. I commend the program for frequently communicating with their students, even the students not currently enrolled in a class.

6. Duplication and Distinctiveness (1750 characters or less)

While there is an AAS program at UAF, the AAS in Accounting distinguishes itself with the national Intuit QuickBooks Certified User Certification and the capstone course that provides real business bookkeeping experience. Also, the UAA AAS in Accounting can be earned entirely through online courses.

7. Strengths and Ideas for Moving Forward (1750 characters or less)

The AAS in Accounting is a strong program that is stacked from the OEC in Bookkeeping to the AAS to the BA in Accounting. There is a strong industry demand for students with accounting skills. Therefore, getting students into the program is critical for our ability to meet the workforce demands. Marketing to ASD students is a good start. Marketing the program to businesses will be an important next phase.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

1. I commend the program for coordinating schedules across campuses to minimize sections while at the same time offering pathways for students to take the classes they need no matter which campus they prefer to attend.
2. I commend the program for mentoring adjuncts.
3. I commend the program for implementing Center for Advancing Faculty Excellence (CAFE) processes like Transparency in Learning and Teaching (TILT).

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

1. Since businesses will pay for their employees to obtain bookkeeping and accounting skillsets and credentials, market the program to businesses.
2. Coordinate with the CBPP and UAA Alaska Native programs to promote and market the AAS to Alaska Native Companies.
3. I recognize the program has made effort to market to K-12 students. Nevertheless, implement a robust marketing effort to high school students through Alaska Middle College, TRIO group, dual enrollment programs, etc.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2029

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.ooo@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature:



Date: 3/28/2022

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean’s review)

Programs have the option to submit to the provost a response to the dean’s evaluation within one week of receiving the dean’s review, using the narrative box below.

Optional responses should be submitted to uaa.ooo@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

Program Signature:



Date: Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.ooo@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

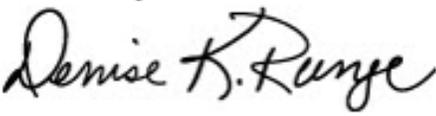
Provost’s commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):

I agree with the dean’s commendations and also recognize that the faculty have modelled cross-campus collaboration even prior to the program review recommendations. I wish to commend the program for putting students first, for embracing UAA’s diversity, and for intentionally integrating best practices proven to improve inclusivity. The faculty employ proven high-impact and national best practices, including on the level of course design and pedagogy, and are leaders in the implementation of Transparency in Learning and Teaching (TILT). These practices are proven to help close equity gaps, and the faculty have noted that the program data are starting to suggest success in this area. The faculty have also built pathways for students by creating an OEC in Bookkeeping that stacks into the AAS that stacks into the BBA Accounting. Pathways are a proven best practice in program design. They provide students opportunities to earn credentials throughout their academic career, allowing students to enter and exit higher education as needed and to continue to build forward, rather than lose time, when they return to their studies. I also wish to commend the faculty for using the Program Review process and data to reflect on their program and make improvements. For example, their analysis of the program completion data has resulted in new forms of intentional outreach to students.

I also agree with the dean's recommendations and ask the program to work with the college on the suggested outreach, promotion, and innovation opportunities, particularly corporate-public partnerships and dual enrollment opportunities. Finally, I encourage the faculty, if they have not already done so, to consider how the assessments for ACCT A101 can serve as formative assessments, both for the AAS and the BBA. This then shifts the focus to the continuum of student learning.

I am changing the date for the next Program Review to AY28, to align the program with the other CBPP programs into which it is stacked.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature: 

Date: 4/28/2022