

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any 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 can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

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

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/12/2021

Submitted by: Stasia Straley, Professor of Accounting, scstraley@alaska.edu

Program(s) covered in this report: Accounting AAS

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Business and Public Policy

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

Specialized accrediting agency (if applicable): N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

In Anchorage, students are active in the Accounting Club, which is one of the most active student clubs on campus. They have the opportunity to interact with community members regularly through club events.



Students also develop professional excellence and community engagement in the Acct 230 Workpapers class in Anchorage and Mat-su. Students participating in this class are treated as interns and as part of their final project, present to a mock board of directors.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No
If yes, please briefly describe. (500 characters or less)

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No
If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Goal 5: Demonstrate an understanding of fundamental tax laws and prepare an individual income tax return.

Objective 5.1: Complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.

31 met (69%); 14 did not meet (31%)

Goal 6: Demonstrate competency in using computer technology in the accounting processing cycle.

Objective 6.1: Complete a comprehensive, hands-on project utilizing accounting software application.

37 met (82%); 8 did not meet (18%)

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

At the beginning of the academic year, the assessment coordinator emailed the faculty (including full time and adjunct faculty) on the Anchorage and Mat-su campuses, where the classes were offered, to let them know we would need assessment data from their classes this year. At the end of

each semester, faculty sent in assessment data, along with notes reflecting student learning and possible improvements in future semesters. When the data was gathered, the report was sent to faculty teaching these classes for feedback and discussion.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

For Goal 5, we did not meet our goal of 80% of students meeting faculty expectations. Faculty teaching this course in Anchorage modified the structure by adding scaffolding to the assignment, requiring students to complete certain forms in certain weeks, spreading the work out with various deadlines for one tax return. Faculty are also planning to create further instructions and video tutorials for future tax return assignments. Students have a pre-grade option they may take advantage of for the final tax return, but most students are not participating in that option, so we are brainstorming solutions to this issue.

For Goal 6, we've met our goal of 80% of students meeting faculty expectations.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

Yes, as mentioned above, faculty plan to:

1. scaffold tax assignments by breaking the tax return down into smaller parts due at different times (makes the process less overwhelming and allows students to get back on track sooner if they've veered off)
2. create more detailed instructions and tutorial videos for tax return projects (will especially help students in asynchronous online classes)
3. encourage students to take advantage of pre-grade/review options before tax return deadlines (will allow time for learning and reflection through correcting work)

For all changes, we expect to see the success and completion rates increase.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes

- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

We don't have information yet about how modifications from prior year are working, as we haven't measured those goals again. We measured Goals 5 and 6 in AY 2017-2018 and at that time, we were satisfied with our results. We committed to practicing tax forms in class and communicating early and often with adjuncts. Now that we are teaching this class online, doing tax forms in class needs to be done differently. Our faculty are planning to develop additional guided videos for future semesters.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically

Metric	Definition	Rationale
	<i>freeze files. Disaggregate as per accreditation.</i>	focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

We are excited to share that we are offering students in Anchorage the opportunity to take the national Intuit QuickBooks Certified User (QBCU) exam when they take the Acct 222 Introduction to Computerized Accounting class. To date, 28 students have taken the certification exam and 22 students (79%) have passed it.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.



1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)

Faculty collaborated well to support the assessment process. I will provide some staff support to assist process. The faculty recognized that the Obj 5.1 80% goal was not met. I encourage faculty to share best practices, i.e., scaffolding of assignments, creating tutorial videos, etc. to meet the goal. Faculty should monitor progress towards the 80% goal before next assessment. Faculty should continue to enhance student experience, i.e., QuickBooks Certification. Going forward, faculty may want to consider how to expand this opportunity beyond the Anchorage campus or develop other ways to determine post-grad success. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

The Accounting Department recently added a BookKeeping OEC which is stackable with the AAS. It is one of the most popular OECs on the campus. This allows students an opportunity to get a job in the field while pursuing the AAS.

Dean’s signature:



Date: 11/8/2021