

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 11/15/2024

Assessment Plan covered in this report: Accounting AAS

College: College of Business and Public Policy

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

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

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet 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. - Met faculty expectations

Goal 6: Demonstrate competency in using computer technology in the accounting processing cycle. Objective 6.1 - Complete a comprehensive, hands-on project utilizing an accounting software application. - Met faculty expectations

- 2. Describe what your assessment process was last year 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. (1000 words 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 Matsu campuses, where the classes were offered, to let them know we would need assessment data from their classes this year. At the end of fall 2023 and spring 2024 semesters, faculty sent in assessment data, along with notes reflecting student learning and possible improvements in future semesters. When data was gathered, the report was sent out to faculty teaching the classes for feedback and discussion. Discussions regarding assessment and program/course improvement are always taking place, both within on-campus faculty and between faculty from Anchorage and Mat-su. We discuss what changes might be made to improve student learning and we discuss what shared curriculum to include in our classes.

**3. What are the findings and what do they tell the faculty about student learning in your program?
(1000 words or less)**

The findings are that all goals/objectives are successful this year. Acct 210 (Goal 5) was changed from prior years by adding scaffolding - students can precheck their assignments once a day before the due date to get feedback. The more they check in, the more specific the feedback gets. They are doing very well now and we've been able to increase difficulty of the tax return projects. For Goal 6, we are pleased with the results and plan to continue the extra practices and scaffolding we have built in to support students. We also coordinate our curriculum between campuses and between courses, so students coming into Acct 222 are well prepared having been through Acct 101 and Acct 102. Our program is well thought out and intentional. The Acct 222 book used in the Goal 6 measurement is changing this semester (the authors are not publishing their book anymore due to the difficulty of keeping up with changes in QBO), so we'll need to keep an eye on how a new book impacts student learning.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

No recommendations for changes were made because goals were successful as explained in number 3.

5. 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 last year. *(If no options above were selected)*

If you checked “Other” above, please describe. (100 words or less)

We added financial statement exercises to Acct 222 and Acct 230, based on results from measurements last year. We will know if this has been successful when we do our assessment on that goal (1.1) again.

- 6. 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. (1000 words or less)**

Students take the National Intuit Quickbooks Certified User exam each semester, starting in Fall 2020. We've had 97 students take the exam since then, and we have a 91% pass rate. In addition, we are committed to helping adjunct instructors and full time faculty improve their learning and teaching skills. We also encourage students to take BADA/CIS 110 early in the program, so that they can be comfortable with Excel sooner, as we use Excel in most accounting courses in the AAS program. Based on submitted projects and the time it's taking students to complete them, this seems to be working, but we'll know more when we measure these specific goals again.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The program is commended for its use of scaffolding techniques and curriculum alignment, which have improved student performance and preparedness. Moving forward, monitoring the new ACCT 222 textbook's impact on Goal 6 is encouraged. Faculty may benefit from workshops or shared resources to adapt effectively. Incorporating feedback from the National Intuit QuickBooks exam could refine teaching strategies. To sustain progress, the program should continue coordinating across campuses and integrating technology, such as early Excel exposure. Regular curriculum reviews, including financial statement exercises, will ensure long-term effectiveness. Expanding professional development for faculty will further enhance teaching and support student success.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The program is committed to enhancing student learning through coordinated assessment practices. Scaffolding techniques, like pre-checks for feedback in ACCT 210, have improved Goal 5 outcomes, where students demonstrated understanding of tax laws and prepared individual returns, meeting faculty expectations. Similarly, ACCT 222's hands-on project integrates accounting software, ensuring students meet Goal 6 by demonstrating competency in accounting technology. Seamless curriculum alignment across campuses supports advanced coursework success, reflected in a 91% pass rate on

the National Intuit QuickBooks exam. Faculty collaboration and strong assessment data drive curriculum adjustments, addressing learning gaps and sustaining high achievement, reinforcing the program's dedication to student success.

Dean's signature:

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke.

Date: 1/13/2025