

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

**Submission date:** 10/29/2024

**Assessment Plan covered in this report:** Accounting BBA

**College:** College of Business and Public Policy

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

**Submitted by:** Teresa Stephenson, Professor of Accounting, tstephenson01@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 1 expectations were met.

Goal 1: Students will have baccalaureate content knowledge of his/her major discipline. Objective ACCT 1.1 - Prepare financial statements. - Did not meet faculty expectations

ACCT 1.2 - Prepare a cost allocation. - Met faculty expectations

ACCT 1.3 - Prepare a tax return. - Met faculty expectations

Goal 3: Students will have analytical skills; Objective 3.1: Apply analytical skills to solve business problems - 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)**

- In September 2023, faculty whose courses were being assessed completed the AoL Declaration form, where faculty documented their artifacts for the SLO being measured.
- In January 2024, faculty who taught fall 2023 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In May 2024, faculty who taught spring 2024 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In August 2024, reminders were sent to faculty who had not submitted their artifacts and assessment data.
- In September-October 2024, AoL Committee gathered and summarized assessment data gathered from faculty.
- In October 2024, AoL Committee assisted Discipline Leads in completing CBPP Academic Assessment Report.

- In January 2025, AoL Committee is scheduled to share results and recommendations from discipline reports with all faculty.

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

Based on the results for Objective 1.1, most of the students could prepare financial statements, but the instructor would like to see an improvement in performance.

Based on the results for Objective 1.2, students are successful in their ability to prepare a cost allocation.

Based on the results for Objective 1.3, students are successful in their ability to prepare a tax return.

Based on the results for Objective 3.1, students are demonstrating satisfactory performance and learning based on their completion of assignments.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes**

- 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)**

Based on the results for Objective 1.1, the professor began giving individualized written feedback to each student and incorporated student-led in-class reviews of select homework assignments in the spring semester.

Based on the results for Objective 1.2, the professor did not make any changes.

Based on the results for Objective 1.3, the professor increased the difficulty of the assignment.

Based on the results for Objective 3.1, the professor shortened the homework and increased the value of watching the video lectures.

**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)**

- 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)**

Although the sample size was small, the student-led in-class reviews seem to have favorably affected the learning outcomes in Objective 1.1.

The increased difficulty of the tax returns is reducing the average grades, but increasing learning outcomes as students are tackling more difficult material. This is evidenced by student emails, engagement, and progress over the course of the semester.

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### **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 demonstrates a strong commitment to continuous improvement in student learning by implementing targeted teaching strategies and collecting assessment data systematically. Moving forward, the program should consider the following guidance and support:

1. Expand Student-Led Reviews: The success of student-led in-class reviews for Objective 1.1 suggests this method could be extended to other objectives, such as cost allocation (1.2) or tax preparation (1.3), to further promote peer learning and engagement.
2. Monitor Assignment Complexity: While increasing the difficulty of tax returns (Obj 1.3) has enhanced learning, closely monitor how this affects overall performance. Consider scaffolding assignments further to support students in transitioning to higher complexity.

3. Enhance Analytical Skills Development: For Obj. 3.1, consider integrating more applied learning opportunities, such as case studies or group projects, to bolster students' ability to apply analytical skills

**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 excels in leveraging structured assessment processes and implementing evidence-based improvements to enhance student learning. The use of common assessment tools, such as the AoL Declaration and Submission forms, ensures consistent and reliable data collection across faculty and courses. This data-driven approach supports meaningful analysis and informed decision-making.

A particular strength is the incorporation of targeted teaching strategies based on findings. For example, student-led in-class reviews for Objective 1.1 and individualized written feedback address performance gaps effectively. The program also demonstrated flexibility by adjusting assignments for Objectives 1.3 and 3.1, ensuring the balance between challenge and support. Furthermore, the faculty's collaboration in discussing and refining teaching practices illustrates a shared commitment to continuous improvement.

Dean's signature:



Date: 12/28/2024