

**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: Bookkeeping OEC

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

Objective 3.1: 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. 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 3 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)

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)

We did include additional financial statement exercises in Acct 222, based off prior assessments made in Acct 222 at the AAS level. (The OEC program was new, so no

adjustments were made from the prior OEC program, but of course changes made to Acct 222 in the prior AAS report impacts this program as well.) We don't have data on how those changes have worked yet, but will next measurement cycle.

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)**

Moving forward, it is recommended that the transition to the new textbook for Acct 222 be closely monitored to ensure it continues to support the established learning outcomes. Faculty should document and analyze any shifts in student performance or engagement resulting from this change. Additionally, consider implementing supplementary assessment tools, such as formative rubrics or student feedback mechanisms, to gain deeper insights into learning challenges. Continued collaboration among faculty and proactive adjustments to the curriculum and resources will ensure sustained success in meeting Program Student Learning Outcomes.

- 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 its processes for assessing and improving student learning by fostering continuous dialogue between faculty members across campuses. This collaboration ensures that the curriculum is aligned and that students entering higher-level courses are well-prepared. Faculty consistently share insights from assessment data, leading to thoughtful discussions on how to enhance learning outcomes. Hands-on projects, such as the accounting software application in Objective 3.1, provide students with real-world experience, while faculty feedback and reflection on assessment data help refine the learning experience. This approach keeps faculty engaged in the process and ensures that student learning is continuously monitored and supported.

Dean's signature:



Date: 1/13/2025