Accounting - Bachelor of Business Administration - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023
Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

There were no previous recommendations attached to respond to.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:
Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Direct Assessment: Overall, the BBA Accounting students exceeded minimal requirements for all competencies. Therefore, the accounting faculty focused on any competencies where students may have just met the rubric. As for all of our undergraduate programs, for the communication (writing) competency, the accounting students were a bit weaker on the areas of "critical thinking" where 73% of the student met expectations which was just over the the 70% that we expect them, at minimum, to do so. For Oral Communication, 71% of the students met the minimal requirement for "Effective Use of Technology" which was just over the target of 70%.
Indirect Assessment: During and post pandemic, on the student satisfaction questions, the accounting students faired better than the rest of the college. Only in 2021 on "I see myself as part of the CBSM community" and 2020 on "I would feel comfortable asking a CBSM professor for help if I did not understand the material" did less than 80% of the students fail to agree or strongly disagree with a satisfaction statement.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Direct Assessment: To address the writing critical thinking component, for all undergraduate degrees, the rubric for critical thinking was rewritten as all program directors felt that the existing rubric was confusing to assess students' critical thinking skills and may have been the cause of the lower critical

thinking written scored across the board. Additionally, all instructors teaching BA 323 (ethics) (where writing samples are assessed) are re-designing their writing assignments and pre-assisting students with fundamentals of writing for papers advocating for a position. To address the proper use of technology in oral presentations a module for effective use of technology is being added in ACCT 414 (Governmental). In general, because of required changes to the CPA exam, CPA Evolution Blueprints in Google Drive are being sent to all accounting faculty and they will initial all the concepts they currently cover to determine where there are gaps in our curriculum for the exam. Indirect Assessment: The accounting program created a comprehensive web page for its student organization, Great Alaska Accounting People (GAAP) which is richly filled all sorts of information from meetings, to upcoming opportunities (like VITA), CPA Exam FAQs and much more. Like other programs, accounting is renewing activities, such as VITA, which were shut down during the Covid pandemic.

Are communication outcomes embedded in the SLOA Plan?
As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons
Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback
Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in majors,No change in degrees awarded,No change in SCH,No change in persistence,Increase in pass rates,Equity gaps

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

None

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

"Service Learning, Community-based Learning",Internships,Capstone Courses and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Amy Cooper and Mark Herrmann

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Explanation of Recommendations

Student Learning Outcomes Assessment Feedback (tags)

"Clear, concise presentation of findings",Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

There is a good mix of direct and indirect assessment measures in the SLOA plan. There is also a good discussion of curricular changes that are directly connected to the analysis of assessments, such as the revision of the rubric that was confusing and the addition of a module on effective use of technology to address some shortfalls in communication skills. Thank you for including your updated plan.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

It would be helpful to see some discussion of the tags that you have chosen: Increase in majors and Equity gaps. At a time when most programs were shrinking, it would be great to know what Accounting has done to attract and retain students and to keep graduation numbers strong during COVID. You indicate that you see some equity gaps, but not what they are. One that the committee notes was that in the past couple of years, the graduation rate of [redacted] students seems to have declined, while their percentage of majors held steady. It is worth looking at trends like this one and trying to identify causes and actions that the program may be able to take.

High-Impact Practices Feedback

Well done! The program incorporates the kinds of practices that have been shown to engage and support students. You have a good description of the service learning practice of providing free tax preparation. It would have been good to have some more information about the program’s capstone and internships.

UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan

College of Business and Security Management

Bachelor of Business Administration (BBA)

Accounting

2020-2025

CBSM MISSION: We are a diverse and inclusive learning community where innovation in teaching, discovery, and service prepares students for professional success that benefits our community, the state of Alaska, and the nation.

CBSM VISION: The College of Business and Security Management is recognized for high-quality programs, experiential learning opportunities for students, service to the community, and accomplished teaching and research faculty. The College of Business and Security Management continuously strives to be the known as a premier business school in Alaska and around the Nation.

DIRECT MEASURES

Competency	Assessment Instrument	Assessment Point
1. Communication		
A. Written Students should be able to produce high-quality professional communications on technical issues/topics for internal and/or external audiences.	**A. Written** Writing rubric assessing competencies across six categories. **Minimal Standard:** 70% of students should meet or exceed expectations.	**A. Written** Writing samples will be collected in BA 323 (Business Ethics).
B. Oral Students should be able to produce high-quality professional presentations using various modes of technology on technical issues/topics for internal and/or external audiences.	**B. Oral** Oral rubric assessing competencies across eight categories. **Minimal Standard:** 70% of students should meet or exceed expectations.	**B. Oral** Oral communications will be recorded and/or surveyed in BA 323 (Business Ethics).
2. Ethics		
General Students should be able to identify and understand whether certain business conduct is legal and/or ethical and apply the knowledge situationally.	**General** Business Ethics section 3 of the Peregrine Accounting Comprehensive Exam with Supplemental Topics. **Minimal Standard:** 70% of students should score at or above national average for the topic section.	**General** The Peregrine Accounting Comprehensive Exam with Supplemental Topics will be administered in BA 462 (Corporate Strategy).

Competency	Assessment Instrument	Assessment Point
3. Technical Proficiency **General** Students should be able to apply and interpret financial information.	**General** Supplemental sections (16, 22, 35, and 46) Peregrine Accounting Comprehensive Exam with Supplemental Topics covering financial statement analysis, internal control and cost, recording business transactions and statement of cash flows. **Min. Standard:** 70% of students should score 50% or higher for the topic section.	**General** The Peregrine Accounting Comprehensive Exam with Supplemental Topics will be administered in BA 462 (Corporate Strategy).
4. Technical Knowledge: Accounting Fields (i) Cost: Students should be able to express and apply cost behavior, relevant costs, contribution margin, and breakeven analysis. (ii) Tax: Students should be able to calculate adjusted gross income based on a specific set of variables. (iii) Auditing: Students should be able to interpret the role of auditing and apply the auditing risk model.	**Accounting Fields** (i) Supplemental sections 11, 12, and 43 of the Peregrine Accounting Comprehensive Exam with Supplemental Topics. (ii). Supplemental section 41 of the Peregrine Accounting Comprehensive Exam with Supplemental Topics. (iii). Supplemental section 3 of the Peregrine Accounting Comprehensive Exam with Supplemental Topics. **Min. Standard:** 70% of students should score 50% or higher for the topic section.	**Accounting Fields** (i-iii). The Peregrine Accounting Comprehensive Exam with Supplemental Topics will be administered in BA 462 (Corporate Strategy).

INDIRECT MEASURES

CBSM also performs indirect assessments. Each year the graduating students fill out an exit survey to assess their satisfaction level with their program. In total there are six value statements. Students were asked, for each statement, whether they strongly agree, agree, neutral, disagree or strongly disagree. The minimal standard that BSRB wishes to achieve is that 80% of students either strongly agree or agree with each statement.

1) I would recommend this program to another student
2) I feel well prepared to face expected professional challenges
3) I see myself as part of the CBSM community
4) I would feel comfortable asking a CBSM professor for help if I did not understand the material
5) When I interact with CBSM professors, I feel they care about how I am doing
6) Number Students Responding