Accounting - Post-baccalaureate Certificate (Graduate Licensure Program) - 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):

This is a new program and is having its first review.

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:

This is a new certificate program and both direct and indirect assessments, for the few students that started the program, were combined with the BBA Accounting students. In the future we will break out these assessments separately from the four-year program.

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:

N/A

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.

Not 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,Increase in degrees awarded,Increase in SCH,Increase in persistence,Increase in pass rates

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)

Student Learning Outcomes Assessment Feedback (narrative)

SLOA plans are very similar or identical for the programs in your department. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated? Your notes say that you will break out the program once it has time to establish itself- please make sure to update the SLOA plan accordingly.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

It would be helpful to see some discussion of the tags that you have chosen. You indicate increases in all areas and it would be great to know how you have accomplished those gains.

High-Impact Practices Feedback

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
School of Management
Accounting Post-Baccalaureate Certificate
(2019-2020)

SOM MISSION: We are a 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.

SOM VISION: The School of Management will be recognized for high-quality educational programs, hands-on educational opportunities for students, service to the community and accomplished teaching and research faculty. The School of Management strives to be acknowledged as the premier business school in Alaska.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
1. Communication Skills **1a. Written: Students should be able to:** (i). produce high-quality professional communications on technical issues/topics for internal and/or external audiences	**1a. Written Instruments**: Writing assignments similar to professional communications. (i). The writing rubric covers 6 components and is located within SOM. Taxation rubric contains 7 components. <u>Min. Standard</u>: 80% of students must meet or exceed expectations. .	**1a. Writing samples** are collected from Acct 452 (Auditing), and Acct 472 (Internal &Governmental Auditing). Faculty meet as scheduled to evaluate writing samples. Technical writing samples for taxation are also evaluated by tax practitioners on Accounting Advisory Board.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
2. Technical Proficiency **Students should be able to:** (i). Financial Accounting: demonstrate sufficient technical knowledge of financial reporting (ii). Taxation: demonstrate usage of professional standards and rules relating to tax codes (iii). Auditing: demonstrate sufficient technical knowledge of auditing (iv). Systems: demonstrate sufficient technical knowledge of accounting systems (v). Advanced Accounting: demonstrate sufficient technical knowledge of advanced accounting rules and uses	**2a. Accounting Fields Instruments:** Questions are embedded in upper division courses. (i). to (v). Questions cover specific discipline areas: financial, taxation, auditing, systems, and advanced accounting. <u>Min. Standard</u>: 70% of students achieve 75% or more correct answers.	**2a. Accounting Fields** will be assessed using embedded questions covering identified learning goals in various courses: (i)., (iii)., (iv)., & (v). Acct 452 (Auditing), or Acct 472 (Internal &Governmental Auditing). (ii). ACCT 330 (Income Tax)

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
3. Professionalism **3a. Ethical Issues: Students should be able to**: (i). function professionally in the business environment and identify ethical issues **3b. Work Ethic and Demeanor: Students should be able to:** (ii). demonstrate professional work ethic and demeanor	**3a. Ethical Issues Instrument:** Ethics test is administered each fall in the Auditing course. (i). This instrument comes from an accounting academic education journal. Min. Standard: Tests are scored using the published solution with 70% of the students expected to score 75% or higher. **3b. Work Ethic and Demeanor Instrument:** Recruiter survey, developed by faculty to assess professional appearance, communications, and career preparedness. (ii). Students participating in campus interviews are evaluated by campus recruiters at 4 levels. Min. Standard: Recruiters overall assessments, or a majority of the students, meet or exceed professional standards.	**3a. Ethical Issues** will be assessed using the ethics test administered each fall in Acct 452 (Auditing), and Acct 472 (Internal &Governmental Auditing). **3b. Work Ethic and Demeanor** will be assessed using the recruiter surveys. Each fall during Accounting Week (early October) recruiters visit campus to interview Seniors and Juniors for professional positions. Assessments are completed each year for at least two types of CPA firms: Large Anchorage office and smaller local CPA offices. Faculty members evaluate the results of these assessments each year. Data will be collected every semester and assessed every other year by AOL committee.