Applied Accounting - Certificate

Current Compliance Year: 2023-2024
Full 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):

Each program level maintains a separate SLOA with at least two student learning outcomes for each. The programs consist of a comprehensive practicum and multiple projects to gauge student preparedness. Student work is tracked and examined by program faculty. There continues to be no assessment information collected and summarized regularly, although the plan calls for this to happen. The new full-time faculty and staff were not adequately informed about the assessment process that would be implemented. The priority going forward is to evaluate methods for assessment and evaluation in order to have a cohesive process in the future.

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 and recommendations may not appear until after your first full or mid-cycle review.

Developing

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

The previous SLOA document for the Accounting Technician - Certificate was considered to be developing. In response to this feedback the learning objectives were expanded upon and the specific courses that aligned with each learning objective were identified.

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:

Teaching practices and outcomes were analyzed to establish alignment with the goals for the program. Although some changes were made, they do not adequately express the goals of the program. Due to this, faculty will be continue reviewing the program and identifying effective learning outcomes as well as assessment and implementation of these outcomes.

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 and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in degrees awarded,Decline in SCH,No change in pass rates,Decline in majors,Decline in persistence

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.

According to the data, there have been decreases in majors, degrees, graduation-informed persistence and SCH load in the past fiscal year in our Accounting Technician - Certificate although pass rates have remained consistent. This is in contrast with overall rates for the Applied Business & Accounting program where most of these have remained mainly unchanged. Over the past two fiscal years, there has been a significant decline in the total number of degrees awarded. The program anticipates this will rebound as our enrollment has increase after CoVID. During this program proposal period, a few changes were proposed that would eliminate the capstone course from the certificate adding a finance course option which will differentiate the certificate from the AAS. The program predicts this will create an incentive for AAS students to enroll in the certificate program as a pathway into the AAS. Currently, the programs are so similar that most students finish both credentials at the same time, choosing to only graduate with their AAS instead of paying the graduation fee for both graduation applications.

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 and recommendations may not appear until after your first 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:

Capstone Courses and Projects,Collaborative Assignments and Projects,Diversity/Global Learning,ePortfolios,Writing-Intensive Courses

Collaborative Assignments & Projects

Students demonstrate proficiency across the curriculum through critical analysis of proffered information, well-reasoned solutions to problems or inferences drawn from evidence, effective written and oral communication, and satisfactory outcomes of group projects.

Undergraduate Research

Diversity/Global Learning

Our students come from diverse cultural and geographical backgrounds. Due to this, and the collaborative nature of our courses, students are receiving a diverse and global learning experience.

ePortfolios

Coursework serves as the foundation for creating an e-portfolio by providing the necessary content, evidence, and documentation to showcase student learning, skills, and achievements.

First Year-Seminars & Experiences

Writing-Intensive Courses

Students develop intellectual and practical skills, including inquiry and analysis, critical and creative thinking in written communication.

Service-Learning and/or Community-based Learning

Internships

Capstone Courses & Projects

Students complete a capstone course in Accounting drawing on the learning from each course taught in the certificate, as well as integrating experiential knowledge in the field.

Other or None of these (explain)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

We allocate resources to prioritize essential needs and initiatives while minimizing unnecessary expenses. We prioritize course scheduling to maximize faculty workload while hiring adjunct faculty when appropriate. We continuously evaluate the effectiveness of technology in providing students with a quality education.

Program's Value to Mission

The program has been designed to enable students to transition seamlessly from the certificate to the A.A.S. degree. Students can customize their education to successfully explore career options. Classes are taught by full-time faculty, and numerous adjunct instructors from the local business community, bringing real-world business insight and experience to the classroom.

Duplicative Programs

There are other colleges within the state and online that offer Accounting Technician Certificates, however, we continue to be a valuable program with 142 graduates over the last 64 semesters.

Community or Other Partnerships

We have several partnerships within the community which directly align with our program goals. These include active involvement in the Fairbanks Chamber of Commerce and its Education and Workforce Committee, small business incubator programs, a program advisory committee, and alliance with the Anchorage School District to provide business education for high school students. We strive to strengthen these partnerships and expand to other areas in our community such as the North Star Borough School District.

Value of Service Courses (Optional)

We have several partnerships within the community which directly align with our program goals. These include active involvement in the Fairbanks Chamber of Commerce and its Education and Workforce Committee, small business incubator programs, a program advisory committee, and alliance with the Anchorage School District to provide business education for high school students. We strive to strengthen these partnerships and expand to other areas in our community such as the North Star Borough School District.

Post-Graduate Success

Submission

Submitter & Collaborator Names

Andreas Anger Kait Hazard Hallie Nelson Debra Steed

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

Consider curricular revisions,Address equity gap

Explanation of Recommendations

The ABUS programs are organized and successfully completed by many students every year. This leads to high tuition revenue. The programs are community centered and supported by industry partners.
Equity gap and diversity: Committee discussed the need to improve upon how the program addresses the inclusion of diversity and equity in their programs.
Curricular changes can be made to include knowledge and understanding of diverse cultures throughout Alaska. Increased understanding of cultural practices and communication styles would benefit the students throughout the class and beyond.
When completing their program reviews, the ABUS faculty identified their priority is to evaluate methods for assessment of data and evaluation.
The committee recommends including a consistent rubric for all faculty when assessing the collected data.
The ABUS faculty identified the need to review program goals and possibly the need to update curriculum to align with these goals.
The CTC program review committee commends the committee for identifying the need confirm program goals and align the outcomes. The CTC committee recommends a SLOA be completed for each of the Certificate programs and each of the AAS programs.
Developing the individual SLOAs will highlight the differences in the degree programs and add value to each program. Students will be able to identify a clear pathway throughout their programs.

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

Work on alighment with current program goals. Faculty identified the need to review the established goals and revise program goals and curriculum over the next year as needed.

Profile Feedback

Program is mission-centric to UAF or college/school,Strong ties to the community or industry

Financial Feedback

Productive Faculty,High Tuition Revenues,Operates at Low Cost

Student Success & Equity Feedback

While the program remains a valued program with a high number of students, faculty acknowledge decrease in majors, degrees, graduation-informed persistence and SCH in the past fiscal year in the Certificate degree. This trend was not the case for overall rates for the Applied Business and accounting programs. Numbers have remained mainly unchanged. The ABUS Faculty have met and discussed possible changes to the Certificate degree.

The program review committee would recommend identifying and highlighting the differences between the Certificate and AAS degrees. This would potentially add value to each degree and possibly lead to increase student interest in the programs.
Looking to increase and/or maintain enrollment numbers, majors and graduates is a goal not only in all four business programs but throughout CTC.

High-Impact Practices Feedback

ABUS Programs are strong in use of high impact practices. The following are mentioned: collaborative assignments and group projects, creating ePortfolios, capstone course in Accounting degree.
Committee members discussed the possibility that the hours the students spend working in small businesses in the Fairbanks might be considered a practicum or internship experience.
Diversity and Global Learning: The ABUS department could expand their class discussions of cultural diversity throughout Alaska and the impact that knowledge might have when introducing new businesses in the rural areas.

Dean's Review Feedback

I appreciate the committee feedback. the program is going through revisions and they will include these recommendations in that revision.

Vice Provost Feedback

SLOAs – Provided 3 SLOs; the program might consider revising the SLOs to be more fleshed out (written very generally and broadly in the current iteration) and to include more "action" words (https://tips.uark.edu/blooms-taxonomy-verb-chart/). Artifacts, criteria, and data used to assess the SLOs are not clear from the SLOA. Need to address closing the loop and continuous improvement.

HIPs - Provided overviews of these practices; could have used more details for each practice with specific examples. Not clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Where in the program/what classes? Required or optional? What proportion of students involved?

UNIVERSITY OF ALASKA FAIRBANKS
Community and Technical College
Applied Business and Accounting

Student Learning Outcomes Assessment Plan

Accounting Technician Certificate

Expanded Statement of Institutional Purpose	Intended Objectives / Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
UA MISSION STATEMENT: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples. **UAF MISSION STATEMENT:** We enrich the lives of Alaskans and engage our communities, state, nation and world through our teaching, research and service work. **CTC MISSION STATEMENT:** UAF CTC mission is: “Alaska’s quality choice for workforce development, academic preparation, lifelong learning and building community”. **APPLIED BUSINESS DEPARTMENT MISSION:** Graduates of the program will have the foundation of modern business, management	Students demonstrate an understanding of accounting practices and financial statements related to a business.	**Knowledge / Competency Mastery:** ABUS F101 ABUS F141 ABUS F201 ABUS F203 ABUS F210 ABUS F220 ABUS F235 Students learn the accounting cycle and analyze financial statements to understand components of responsibly planning for and managing business finances.	Instructors evaluate student-created sample financial statements that can later be used in the planning process of their own businesses or as employees of other businesses. Instructors evaluate these financial statements on an ongoing basis throughout each semester to determine student understanding. Accounting practices are learned through chapter exercises and problem sets related to each of the accounting principles. Instructor evaluation is continuous throughout the semester.
	Students demonstrate an understanding of foundational business concepts related to, marketing, accounting, finance, management, and human resources.	**Knowledge / Competency Mastery:** BA F151X Students survey all major topics in business to gain a foundational knowledge of all components of a successful business.	Instructors evaluate students through assessments, case studies, and projects throughout the semester.

Expanded Statement of Institutional Purpose	Intended Objectives / Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
and accounting skills needed to successfully lead private, public and non-profit organizations through ever-changing social and economic conditions. **PROGRAM GOAL STATEMENT:** The program has been designed to enable students to transition seamlessly from the occupational endorsement to the certificate, and from the certificate to the A.A.S. degree.. Students can customize their education to successfully explore career options in entrepreneurship, accounting, and administration. Minors are available to bachelor's degree students. Classes are taught by full-time faculty, and numerous adjunct instructors from the local business community, bringing real-world business insight and experience to the classroom.	Students develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.	**Knowledge / Competency Mastery:** ABUS F154 ABUS F155 ABUS F170 ABUS F271 Students demonstrate proficiency across the curriculum through critical analysis of proffered information, well-reasoned solutions to problems or inferences drawn from evidence, effective written and oral communication, and satisfactory outcomes of group projects.	Instructors evaluate students based on their interaction during critical thinking discussions and writing or mathematical assignments and assessments assigned throughout the semester.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Certificate Accounting Technician
UAF Community and Technical College
May 2021

Expanded Statement of Institutional Purpose	Learning Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Accounting Technician Certificate program prepares students for entry level accounting position in business, non-profit and government institutions by providing quality and relevant education in general business, financial managerial, and cost accounting, as well as payroll taxes, and accounting information systems. **GOAL STATEMENT:** To provide a comprehensive learning environment which addresses the concerns of modern business people and provides the training necessary to enhance business success. Students earning this degree will have mastered a fundamental understanding of the practices of accounting and a) Will be highly competitive in acquiring entry level accounting positions b) Will be able to demonstrate successfully those skills in the workplace. c) Function as economically literate citizens	Students who complete the Accounting Technician Certificate will: Possess Basic Accounting Knowledge (ABUS F101) Understand Complex Behavioral Patterns for Working Professionals (ABUS F154) Demonstrate Computation & Analytical Skills (ABUS F155) Using QuickBooks to demonstrate an understanding of accounts payable, accounts receivable, and payroll systems, and create financial statements (ABUS F203) Demonstrate Effective Writing & Communication Skills (ABUS F271) Demonstrate General Business Knowledge (BAF151X)	The Accounting Technician Certificate program requires that students demonstrate the following competencies: Demonstrate the interpersonal, teamwork and leadership skills needed to function in diverse business settings. Communicate effectively as writers, listeners, and speakers in diverse social and business settings. Demonstrate competency in computation skills and their applicability to business. Understand the role that accountants play in business and society and the skills and competencies required to be in the accounting profession. Develop an understanding and working knowledge of an annual reports and financial statements. Identify and describe generally accepted accounting principles (GAAP). Complete the steps in the accounting cycle in order to prepare financial statements.	*What: :* Faculty teaching selected courses will collect, analyze, and interpret data that identifies the number of students initially enrolled, number of students that did not complete, (NB, W), the average grade in the course, and grade range for the course, as well as any other useful information as it becomes available. The following courses have been selected for the Certificate, Accounting Technician: ABUS F101 ABUS F154 ABUS F155 ABUS F203 ABUS F271 BA F151X Starting in the spring semester 2019 ABUS began to incorporate 3rd party industry recognized micro-credentials "badges." Since that time we have enhanced our badging program by partnering with the nation's leading badging organization, Credly Acclaim to offer not only 3rd party industry recognized badges, but ABUS Unique badges as well. ABUS Micro-Credential Landing Page *When:* Academic Year (fall/spring) *Who:* ABUS Faculty 2021 SLOA Google Drive *When:* Academic Year (fall/spring),

Submitted by: Mark Young

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Fiscal Report for CTC Applied Business & Accounting Department/Program	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	2853	2369	2272	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	309	297	298	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	6.63	6.43	6.95	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 32 here.
Total SCH per Department FTE	430.10	368.24	327.10	
Service SCH per Department FTE	46.58	46.17	42.90	
Majors in Programs	238	225	215	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	6.63	6.43	6.95	From row 32 below or row 5 above
Majors per Department FTE	35.9	35.0	31.0	
Total Unrestricted Expenditures	[redacted]	[redacted]	[redacted]	Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures	[redacted]	[redacted]	[redacted]	Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)	[redacted]	[redacted]	[redacted]	Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
Tuition Revenue	[redacted]	[redacted]	[redacted]	Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. These cells have a formula to calculate the tution revenue by level (i.e. lower, upper, grad) for each fiscal year. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN THESE CELL CALCULATIONS.
State Appropriation Revenue	[redacted]	[redacted]	[redacted]	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue	[redacted]	[redacted]	[redacted]	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees	[redacted]	[redacted]	[redacted]	Course Fees (9159)
Other UA Receipts/Revenue	[redacted]	[redacted]	[redacted]	e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE. CTC Note: Reallocation of CTC revenue support through tuition and other UA receipts/revenue.

Workload allocation: Teaching Units	66	60	56	Department facultys' workload units assigned to teaching
Workload allocation: Service Units	24	30	25	Department facultys' workload units assigned to service/administrative
Workload allocation: Research Units	0	0	0	Department facultys' workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	2.25	2.25	2.25	**Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.** Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	3.8	3.60	4.11	**Base assumption: 40 units/credits = 1.0 FTE**. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.58	0.58	0.58	**Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. 10-month = 0.83 FTE.** Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	**Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.**
Total Departmental FTEs	6.63	6.43	6.95	Sum of all employee FTEs

****Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)**