



Academic Program Review

Program Name: Applied Accounting - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The previous program review provided broad recommendations that were applied across all Applied Business and Applied Accounting programs, including both the AAS and Certificate levels. Because the feedback was nearly identical across programs, it was sometimes unclear which actions were intended specifically for the Applied Accounting AAS. The primary themes focused on strengthening program-level assessment processes, clarifying measurable student learning outcomes (SLOs), and ensuring a closer connection between course-level assessments and overall program goals.

In response, faculty collectively addressed these recommendations through a comprehensive 2023–2024 program redesign that clarified outcomes, aligned curriculum, and improved stackability between the Applied Accounting Certificate and AAS. The Applied Accounting AAS program's SLOA was fully revised to include measurable outcomes tied directly to specific accounting and business courses, ensuring that student learning could be consistently assessed and reflected across both programs. In addition, faculty completed major curriculum updates revising courses such as ABUS F271 Business Communications, ABUS F155 Business Math, and multiple accounting courses to strengthen workforce relevance and consistency across the Applied Business and Accounting pathways.

While the program has made significant progress in addressing structural and curricular recommendations, its ability to continue expanding assessment and analysis is currently limited by faculty capacity following the 2024–2025 retirement of a full-time accounting faculty member. The program now relies entirely on adjunct instructors to deliver accounting coursework. Despite this challenge, faculty remain committed to maintaining program quality, monitoring student outcomes, and identifying opportunities for continued improvement in assessment and instruction during the next review cycle as faculty capacity allows.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

The Applied Accounting AAS program assesses student learning outcomes through course-embedded projects, applied accounting exercises, and communication-based assignments that align with the program's revised SLOA, implemented during the 2023–2024 redesign. Each outcome is mapped to key courses to ensure that students demonstrate competency in technical accounting, analytical reasoning, professional communication, and workplace ethics. Faculty evaluate student performance using assignments that mirror real-world accounting practices, such as business simulations, financial reporting projects, and client communication tasks.

Examples include ABUS F220 QuickBooks Accounting, where students use accounting software to complete simulations that mirror small business accounting scenarios, and ABUS F235 Fund Accounting, where guest presentations from practicing accountants help students connect course content to real-world applications. In ABUS F271 Business Communications, students produce professional-quality documents, go through a simulated hiring process, and correspondence that demonstrate written and verbal communication proficiency an essential competency reflected in both the SLOA and employer feedback. Collaborative assignments and presentations also allow faculty to evaluate teamwork, problem-solving, and professional conduct.

Findings from these assessments show that students consistently demonstrate strong written communication and applied technical accounting skills but would benefit from more structured opportunities to connect quantitative reasoning to business strategy and decision-making. Faculty are continuing to refine assignments to strengthen this link and are exploring ways to integrate additional reflective and scenario-based learning into advanced coursework as their workloads allow.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

Yes. The Applied Accounting AAS program underwent major curricular revision during the 2023–2024 academic year as part of a comprehensive redesign informed by the updated SLOA. The revised SLOA clarified measurable outcomes related to accounting proficiency, problem solving, quantitative reasoning, and professional communication, prompting faculty to evaluate how well existing courses and sequencing supported student mastery of these skills. The resulting curriculum changes improved both the structure and workforce relevance of the degree.

Key updates included the modernization of elective options, adding courses such as ABUS F231 Introduction to Human Resources, ABUS F232 Contemporary Management Strategies, and ABUS F277 Leadership Dynamics to strengthen students' management, leadership, and interpersonal communication competencies. Faculty also removed outdated or redundant technology courses (e.g., CIOF F135/F240), determining that computer and software skills are more effectively developed through integrated instruction in accounting-specific courses like ABUS F220 QuickBooks Accounting. In addition, the program was re-sequenced to align intentionally with the Applied Accounting Certificate, allowing students to progress from foundational accounting coursework into advanced study without duplication.

These changes created a more cohesive, streamlined program that better reflects current industry expectations and supports career advancement for Alaskan accounting professionals. While the program's ability to expand or accelerate further revisions is limited by the 2024–2025 retirement of a full-time accounting faculty member, the remaining faculty continue to maintain high instructional standards and ensure that curriculum and assessment practices remain aligned with the SLOA and the program's applied workforce mission.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **No**

If so, please summarize what changes were made.

Response:

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☒ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☒ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☒ Undergraduate Research | ☒ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The Applied Accounting AAS program integrates multiple high-impact practices (HIPs) that directly support the program's Student Learning Outcomes (SLOs) and reinforce the applied, workforce-oriented mission of UAF's Community and Technical College. These practices promote active learning, collaboration, and real-world skill application across the curriculum, ensuring that students graduate with the technical, analytical, and communication skills required for professional success.

Capstone projects and practicum experiences are central to the program's design. In ABUS F203 Accounting Capstone, students synthesize their technical and analytical knowledge through projects that demonstrate mastery of accounting principles, financial reporting, and ethical decision-making. The AAS practicum option also gives students the opportunity to apply these competencies in authentic professional contexts.

Collaborative assignments and writing-intensive coursework appear throughout the program in courses such as ABUS F179 Supervision Fundamentals, ABUS F231 Introduction to Human Resources, and ABUS F271 Business Communications. These activities assess teamwork, leadership, and communication outcomes through projects, reports, and presentations that mirror professional workplace dynamics.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Increase**

Pass Rates: **Select**

Student Credit Hours: **Decrease**

Majors: **Increase**

Degrees Awarded: **Increase**

Other Trends (if applicable):

****Note from Accreditation administrator - submitter noted that pass rates were not disaggregated****

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

We are wondering if the significant increase in majors is a result of the ghost students who enrolled in spring 2025. Time will tell if this number drops back to a more predicable number in the future.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Please see the uploaded artifacts.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The Applied Accounting AAS program advances UAF's mission by providing workforce-focused education that prepares students for meaningful careers in accounting. Through applied, community-connected learning experiences, the program equips students with the technical, analytical, and communication skills necessary to support the economy. By serving learners and aligning with employer needs, the program fulfills UAF's teaching and public service mission empowering graduates to contribute directly to the sustainability and prosperity of their communities.

How is your program related to others in the UA system?

Response:

While the Applied Accounting AAS program aligns closely with the broader mission of the UA system to provide stackable educational pathways, structural barriers currently limit students' ability to transition directly from UAF Community and Technical College (CTC) programs into main-campus four-year degrees. Applied and technical coursework from CTC often does not articulate cleanly into traditional baccalaureate programs, which can make continuing education challenging for graduates who wish to pursue a bachelor's degree.

Despite these limitations, faculty have identified two key workarounds that support degree continuation: the Bachelor of Applied Management (BAM) program through CBSM, which accepts most applied coursework toward a four-year credential, and the Interdisciplinary Studies degree, which allows students to combine their accounting and business background with other areas of interest to design a customized program of study. These options provide meaningful pathways for students to advance their education, though continued collaboration across the UA system is needed to improve transferability and create more realistic and practical routes for students seeking to build on their Applied Accounting AAS degree.

Who are your key community or external partners?

Response:

The Applied Accounting AAS program relies on strong partnerships with both the local business community and experienced adjunct faculty who are active professionals in accounting and finance. Since the retirement of the program's full-time accounting faculty member, all accounting courses are now taught by adjunct instructors, whose current industry expertise ensures that instruction remains practical and up to date. The program also collaborates with community partners such as the Greater Fairbanks Chamber of Commerce and the Alaska Business Interior Accelerator, which provide valuable opportunities for student engagement, applied learning, and career connections within Alaska's business community.

What role do your services courses play, if any?

Response:

The Applied Accounting AAS program provides several key services courses such as ABUS F154 Human Relations, ABUS F155 Business Math, and ABUS F271 Business Communications that serve students across UAF Community and Technical College programs. These courses build essential professional, quantitative, and communication skills that prepare students in fields ranging from healthcare and aviation to applied technologies and trades to succeed in the workplace. By offering foundational business and communication instruction to students beyond the Applied Accounting program, these courses extend the department's impact and directly support UAF's mission to deliver workforce-ready education that strengthens Alaska's communities.

How do your graduates succeed after leaving the program?

Response:

Graduates of the Applied Accounting AAS program find success through immediate workforce entry and long-term career stability in accounting and business roles in their communities. Many secure employment as accounting technicians, bookkeepers, or payroll specialists in private businesses, nonprofit organizations, and public agencies. Others use the degree as a stepping stone to supervisory or management positions or continue their education through the Bachelor of Applied Management (BAM) or Interdisciplinary Studies programs at UAF.

Submitter and Collaborator Names:

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Committee Review

Program Name: Applied Accounting - Associate of
Applied Science
Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

Comments for the AAS in Applied Accounting are similar to the Certificate in Applied Accounting because the programs are strongly linked/scaffolded and, as a result, the program reviews were very similar. Both are very strong academic program previews and the faculty should be commended on that outcome. The program reviews should serve as a model for other CTC academic programs.

The program responded to the recommendations from the 2023 full-program review. Recommendations included strengthening connections between course-level assessments, program-level outcomes, and the SLOA. The faculty addressed the feedback through a comprehensive program redesign, which included a SLOA revision. The redesign is in progress and has been limited due to a reduction in faculty following a retirement. It will be interesting to see the outcomes of this redesign, with supporting evidence, in two years at the 2027 full-program review. For the full-program review in 2027, should include evidence to document the redesign outcome for all SLOs to support the narrative overviews as well as documenting continuous improvement and closing of the loop.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☒ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 6 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). The assessment plan and implementation processes for each SLO were strong; the artifacts/rubrics used for assessment was included in the supplementary documents folder. Evidence (data) on how the SLOs is being met was provided in primarily narrative form in the template. For the full-program review in 2027, please provide evidence for all SLOs as a more in-depth narrative with data and/or as a supplementary document(s). This was a very strong and well-developed SLOA, inclusion of the artifacts is greatly appreciated.

The program provided an overview of the curricular changes, their rationale, and the realized or potential impacts/improvements of those changes.

The program provided only referred to the artifacts in addressing how SLOs are reflected in the HIPs and student success data. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program accurately reflects the available trends in the Student Success Dashboard, noting increases in GIP, majors, and degrees awarded, though its analysis is understandably limited by the absence of disaggregated pass-rate data. The program mentioned an increase in ghost students as a reasonable explanation for an increase in majors as noted in the Dashboard, and anticipated that numbers may drop to a number consistent with previous statistics.

It highlights strong elements such as the Capstone project, identified as a high-impact practice, and clarifies pathways into the Bachelor of Applied Management and Interdisciplinary Studies degrees, while also recognizing the need for continued collaboration across the system to support AAS transferability. The review mentions workforce outcomes but data to support this might strengthen this narrative. Likewise, it is recommended that the program discuss the successful retention and recruitment numbers, and any inclusive practices.

Overall, the report provides a solid starting point and captures key program features, and expanding its discussion of student success initiatives and supporting data will strengthen the narrative for the 2027 full program review.

High Impact Practices Feedback

Narrative:

Reviewer Names: