



Academic Program Review

Program Name: Applied Accounting - Certificate

Academic Year 2025/2026

Recent Recommendations

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

Response:

The previous program review provided general feedback that was applied across all Applied Business and Applied Accounting programs, including both the AAS and Certificate levels. As such, it was sometimes unclear which recommendations were specific to the Applied Accounting Certificate. The feedback primarily emphasized the need to strengthen the connection between course-level assessments, program-level outcomes, and overall Student Learning Outcomes Assessment (SLOA) processes. In response, faculty interpreted the recommendations collectively and addressed them through a comprehensive 2023–2024 program redesign that clarified outcomes, aligned curriculum across all credentials, and established measurable learning goals for each program.

As part of this redesign, the Applied Accounting Certificate (Accounting Technician Certificate) underwent a full SLOA revision, which identified clear, assessable learning outcomes related to accounting fundamentals, business communication, and problem solving. These updates ensure that the certificate program remains an effective entry point into the accounting field while providing students with the foundational skills to advance into the Applied Accounting AAS degree.

While progress has been made in aligning the program's curriculum and assessment practices, the department's ability to expand assessment and analysis efforts is currently limited by the 2024–2025 retirement of a full-time accounting faculty member. The department currently relies entirely on adjunct instructors to deliver accounting coursework. Despite this challenge, faculty will continue to prioritize program improvement, monitor student learning outcomes, and maintain the high-quality, workforce-focused instruction that defines the Applied Accounting Certificate.

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:

Assessment of the Applied Accounting Certificate student learning outcomes (SLOs) focuses on evaluating students' mastery of fundamental accounting principles, practical application of accounting software, and essential business and communication skills. Faculty review student performance in key courses such as ABUS F101 Accounting I, and ABUS F220 QuickBooks Accounting, using graded projects, financial statement preparation assignments, and applied exercises as primary artifacts. These assessments provide direct evidence of students' ability to interpret financial data, use accounting software effectively, and communicate results clearly which are all core competencies identified in the program's SLOA.

Findings indicate that students consistently demonstrate strength in applying accounting concepts and software tools but benefit from additional support in analytical reasoning and written communication, particularly in introductory-level courses. Faculty have responded by incorporating more structured learning materials and offering opportunities for students to practice articulating financial results in written form.

The program will continue monitoring these trends and reflecting on assessment findings to guide future instructional decisions. As faculty capacity allows, the department intends to sustain its current focus on applied, skill-based learning while identifying realistic opportunities for incremental improvement to student assessment and support.

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. Based on our revised SLOA, the Applied Accounting Certificate was streamlined in 2023 to focus assessment on core accounting skills, professional communication, and finance literacy. Compared with the prior curriculum which required ABUS F141 Payroll Accounting, ABUS F210 Income Tax, ABUS F203 Accounting Capstone, ABUS F220 Microcomputer Accounting: QuickBooks, ABUS F101 Accounting I, and BA F151X (with ABUS F201 or ABUS F235) and totaled 30 credits, the current map keeps the total at 30 credits and makes three evidence-based changes: (1) removes the capstone (ABUS F203) to allow the capstone course to be required at the highest level of applied accounting (the AAS) (2) retains three core requirements ABUS F101 Accounting I, ABUS F220 QuickBooks Accounting (updated course title), and BA F151X, and (3) replaces several fixed requirements with guided options: students now select two from ABUS F141, F201, F210, F235 and two from a finance bundle (ABUS F160, F161, F233, F234) (Note: “ABUS F220” shifted from “Microcomputer Accounting: QuickBooks” to “QuickBooks Accounting.”)

These updates align tightly with the program’s published learning outcomes applied accounting knowledge, foundational business concepts, personal/business finance, and communication/problem solving so that outcomes are demonstrated through authentic artifacts within the certificate’s required and elective courses rather than a single capstone event (which is more appropriate as a final course in the AAS degree). In short, the certificate is now more flexible for advising and scheduling, better stackable into the AAS, and more precisely targeted to the competencies we assess.

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? [Yes](#)

If so, please summarize what changes were made.

Response:

Yes. The Applied Accounting Certificate SLOA was fully revised during the 2023–2024 program redesign to align with updated course structures and clearly define measurable learning outcomes. The new SLOA reflects a shift toward emphasizing applied accounting skills, foundational business understanding, personal and professional financial literacy, and communication competencies relevant to workplace success.

The updated SLOA also provides more precise language for each outcome and clarifies how learning is assessed within the certificate’s shorter credential structure, ensuring that the program continues to reflect both industry expectations and the applied, student-centered mission of UAF’s Community and Technical College.

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:

High-impact practices (HIPs) are embedded throughout the Applied Accounting Certificate program and directly support its Student Learning Outcomes (SLOs). Because the certificate serves as an entry-level credential, HIPs are designed to help students apply accounting concepts in authentic, career-relevant contexts while strengthening communication and problem-solving skills.

Collaborative projects and communication-focused assignments are integrated into foundational courses such as BA F151X Introduction to Business and ABUS F101 Accounting I, where students work together to analyze business scenarios and present their findings using professional language and formats. ePortfolios are used to document learning progress and provide students with a tangible record of their applied skills and achievements often times submitted as a culmination of course learning. Service and community-based learning opportunities are incorporated through assignments that simulate or engage with real business environments such as preparing financial statements or using accounting software in small business scenarios allowing students to connect classroom learning with practical workforce applications.

Although most HIPs are represented within the current SLOA, the program may consider explicitly referencing ePortfolios and community-based learning activities in a future update to ensure that these valuable applied learning experiences are clearly documented within the assessment framework.

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: **Increase**

Majors: **Increase**

Degrees Awarded: **No Change**

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:

Persistence, student credit hours and majors have all gone up since the 2023 program review. There has been no change in the number of degrees awarded for this program.

Closing the Loop

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

Response:

Please refer to our 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 Certificate advances UAF's mission by providing accessible, workforce-centered education that equips students with the technical accounting and business skills needed to support their local economic and civic vitality. The program serves as an entry point into higher education for many first-generation and nontraditional students, aligning with UAF's commitment to lifelong learning and public service. Through applied coursework that emphasizes real-world financial literacy, ethical decision-making, and professional communication, the program empowers students to contribute meaningfully to their local communities and small businesses. By preparing graduates for immediate employment and offering a clear pathway into the Applied Accounting AAS degree, the program fulfills UAF's mission to educate students for active citizenship, practical career success, and continued learning across the lifespan.

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

Response:

The Applied Accounting Certificate connects to several programs within the UA system, offering students multiple pathways to continue their education. Certificate graduates can seamlessly stack their coursework into the Applied Accounting AAS, apply credits toward the Associate of Arts transfer degree, or use their credential as a stepping stone into the Bachelor of Applied Management (BAM) or Interdisciplinary Studies bachelor's programs. However, while these pathways exist, they are not always the most efficient route for students pursuing a traditional four-year business or accounting degree. In contrast to many community and junior colleges in the Lower 48, where direct articulation agreements allow students to move smoothly from a two-year business or accounting program into a bachelor's degree in the same field, UAF students face more complex transfer structures and fewer streamlined options. Continued collaboration across the UA system could help strengthen these pathways and better support lifelong learners seeking to build credentials progressively toward a bachelor's degree.

Who are your key community or external partners?

Response:

The Applied Accounting Certificate program maintains strong connections with local businesses and professional organizations that support workforce development and student learning. The program relies on experienced adjunct faculty who are active accounting and finance professionals to deliver high-quality, industry-relevant instruction. Their professional insight ensures that students gain practical, up-to-date knowledge aligned with current accounting standards and practices. In addition, the program benefits from community partnerships with the Greater Fairbanks Chamber of Commerce, which provide valuable perspectives on regional workforce needs and create opportunities for applied learning, guest lectures, and professional networking. These partnerships help ensure the certificate program remains responsive to the evolving business landscape and continues to prepare graduates who are ready to meet the needs of employers.

What role do your services courses play, if any?

Response:

Service courses such as ABUS F155 Business Math, ABUS F170 Business English, ABUS F154 Human Relations, and ABUS F271 Business Communications play an essential role in supporting not only the Applied Accounting Certificate program but also a wide range of other degree and certificate programs across UAF's Community and Technical College. These courses build foundational skills in quantitative reasoning, written and interpersonal communication, and professional conduct competencies that are critical for success in any workplace. They are frequently taken by students in programs such as healthcare, applied technology, aviation, and construction management, helping to ensure a consistent baseline of professional readiness across disciplines. Within the Applied Accounting Certificate, these service courses reinforce the communication, problem-solving, and human relations outcomes identified in the program's SLOA, preparing students to interact effectively with clients, colleagues, and supervisors in professional accounting and business environments.

How do your graduates succeed after leaving the program?

Response:

Graduates of the Applied Accounting Certificate program find success by entering the workforce in accounting and finance support roles or by continuing their education within UAF. Many certificate completers obtain employment as bookkeepers, accounting clerks, or payroll assistants in local businesses, nonprofits, and public agencies positions that provide stable, in-demand career opportunities. Others choose to build on their credential by enrolling in the Applied Accounting AAS, applying credits toward the Associate of Arts, or later advancing into the Bachelor of Applied Management (BAM) or Interdisciplinary Studies programs. Employers consistently value graduates' practical accounting knowledge, professionalism, and readiness to contribute immediately in the workplace. The certificate serves as both a direct entry point into the accounting field and a flexible foundation for lifelong learners pursuing continued academic or career advancement.

Submitter and Collaborator Names:

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Committee Review

Program Name: Certificate in Applied Accounting

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 Certificate in Applied Accounting are similar to the AAS 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 reflected the data trends shown in the Student Success Dashboard, noting that the lack of disaggregated pass-rate data limited the clarity of some findings, while other indicators, such as persistence, SCH, majors, and degrees awarded, show positive and consistent trends. The Certificate in Applied Accounting is described as an important entry point for first-generation and non-traditional students, emphasizing real-world skill application that benefits local communities and prepares students for immediate employment. The review should consider adding additional evidence or examples to support these claims. The program highlights valuable opportunities such as workforce speaker series, practicums, and capstone projects, and it would be a good addition to add data on their impact or how they contribute to closing equity or achievement gaps in the 2027 full program review. Overall, the certificate shows promising data trends and clear potential, and the program should be prepared to provide detail, examples, and assessment of outcomes ready for 2027.

High Impact Practices Feedback

Narrative:

Reviewer Names: