

Students also develop professional excellence and community engagement in the Acct 230 Workpapers class in Anchorage and Mat-su. Students participating in this class are treated as interns and as part of their final project, present to a mock board of directors.

- Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? Yes No
If yes, please briefly describe. (500 characters or less)

- Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? Yes No
If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Goal 5: Demonstrate an understanding of fundamental tax laws and prepare an individual income tax return.

Objective 5.1: Complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.

31 met (69%); 14 did not meet (31%)

Goal 6: Demonstrate competency in using computer technology in the accounting processing cycle.

Objective 6.1: Complete a comprehensive, hands-on project utilizing accounting software application.

37 met (82%); 8 did not meet (18%)

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

At the beginning of the academic year, the assessment coordinator emailed the faculty (inutsitheilzee.3 (s)- a.9 (o)-3

each semester, faculty sent in assessment data, along with notes reflecting student learning and possible improvements in future semesters. When the data was gathered, the report was sent to faculty teaching these classes for feedback and discussion.

**4. What are the findings and what do they tell the faculty about student learning in your program?
(750 characters or less)**

For Goal 5, we did not meet our goal of 80% of students meeting faculty expectations. Faculty teaching this course in Anchorage modified the structure by

Degree course sequencing
Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
Changes in program policies/procedures
Changes to Program Student Learning Outcomes (PSLOs)
College-wide initiatives (e.g., High Impact Practices)
Faculty, staff, student development
Other
No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

We don't have information yet about how modifications from prior year are working, as we haven't measured those goals again. We measured Goals 5 and 6 in AY 2017-2018 and at that time, we were satisfied with our results. We committed to practicing tax forms in class and communicating early and often with adjuncts. Now that we are teaching this class online, doing tax forms in class needs to be done differently. Our faculty are planning to develop additional guided videos for future semesters.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical**

Metric	Definition	Rationale
	freeze files. Disaggregate as per accreditation.	focus on completing GERs and of switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower division, undergraduate upper division, and graduate).	The percentage of students who receive a passing grade (A, B, C, D) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. Data source: RPT end-of-term freeze files. Disaggregate as per accreditation	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

We are excited to share that we are offering students in Anchorage the opportunity to take the national Intuit QuickBooks Certified User (QBCU) exam when they take the Acct 222 Introduction to Computerized Accounting class.

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

Faculty collaborated well to support the assessment process. I will provide some staff support to assist process. The faculty recognized that the Obj 5.1 80% goal was not met. I encourage faculty to share best practices, i.e., scaffolding of assignments, creating tutorial videos, etc. to meet the goal. Faculty should monitor progress towards the 80% goal before next assessment.

Faculty should continue to enhance student experience, i.e., QuickBooks Certification. Going forward, faculty may want to consider how to expand this opportunity beyond the Anchorage campus or develop other ways to determine post-grad success. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

- 2. Is there something the program is doing particularly well in terms of its processes for the**