

# Student Learning Outcomes Assessment Summary

## ***Accounting Technician, Certificate***

*UAF Community and Technical College*

**2011-2012**

**Submitted by: Andy Anger**  
**Contact Information: 455-2862**  
**apanger@alaska.edu**  
**Date: 10/22/12**

### **1. Assessment information collected**

Previously, Student Learning Outcomes Assessment has not been consistently conducted or information collected was not clearly related to learning outcomes. Based on information provided over the past year, the department collectively developed a new and improved student learning outcomes assessment plan with clear guidelines to evaluate whether our students meet the intended outcomes of the program. We are currently implementing these assessment measures and will be starting to collect data within this current academic year.

Information collected in the past included a survey of our graduates in respect to educational experience and their professional progress past graduation. In addition we collected the student credit hour production data and as well as graduation rate.

### **2. Conclusions drawn from the information summarized above**

The information collected from the past years indicates strong growth in credit hour production and graduation/completion rates of ABUS students. Student credit hour production has grown by 38% over the last three years and the number of students graduating has more than doubled in the same time period.

From time to time we survey our graduates to receive feedback about their educational experience. The last survey showed that 78% of the graduates were employed within the following year. The main reason why graduates were not employed was because they decided to continue their education rather than to enter the work force. 22% of the graduates indicated that they continued their education after graduating from the Applied Business and Accounting program.

We asked whether the Applied Business & Accounting degree helped them to move into the career track in which they wanted to go. 67% answered yes, 33% answered no. Of the participants who answered no, the main reasons they gave for answering no were: already employed at the job; still working towards it; already in career track, however degree helped with my recent promotion.

Furthermore, we asked them, "Did you feel that the education you received while pursuing the Applied Business & Accounting degree prepared you adequately for your professional career following your graduation?" 100% responded with yes, 0% responded with no.

To the question, "If you had the chance to redo your education would you pursue a degree in Applied Business & Accounting again", 89% responded with yes, 11% responded with no. Reasons for answering no were: would go directly to bachelor degree; not enough credits apply from the associate degree to higher degree.

We asked the graduates to rate, overall, their level of satisfaction with the education they received while pursuing the Applied Business & Accounting degree. 22% indicated their experience as very satisfying, 78 % as satisfying, 0% as neutral and 0% as dissatisfying.

Overall these numbers indicate student satisfaction with course content and outcomes. Furthermore, the results confirm that the program content is pertinent to today's professional business work environment and supports our graduates with career progression and advancement. Even though our students are satisfied with the professional relevance of our degree, we are consistently reviewing course content to ensure applicability and significance to the practical business profession and to stay current with trends and developments.

### **3. Curricular changes resulting from conclusions drawn above**

Creation of the course ABUS 203 Accounting Capstone as a means to train and expose our students to a real world complete accounting cycle as encountered in today's accounting profession including the utilization of the latest accounting software and technology.

### **4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Andy Anger, Melissa Brown, Jean Heusinkveld, Mark Young