



Dept of Applied Business
604 Barnette Street
Fairbanks, AK 99701
907.455.2862 PH
907.455.2941 FAX
www.ctc.uaf.edu

2014-2015 Certificate Accounting Technician Student Learning Outcomes Assessment Summary

The purpose of this document is to:

- Summarize the assessment information collected for the Certificate Accounting Technician program.
- Present conclusions that have been drawn from this information, and
- Indicate changes resulting from conclusions.

1. Summary of assessment information collected

Part 1: A comprehensive exit exam was designed to assess the knowledge in communication, computation, human relations and the discipline of accounting to determine a satisfactory knowledge base. The exam is standardized and the same for every student. The exit exam was created on Blackboard. Faculty participated in creating questions matching learning outcomes from content in required courses that prospective graduates are expected to have completed.

The Certificate Accounting Technician degree exam consists of 48 questions and included a minimum of 6 questions from each of the below course content areas. The minimum target is a 75% proficiency in each of the course content areas.

The tests were deployed and populated with students generated from Banner reports of students that had applied for graduation. Students were sent multiple emails, in addition to Blackboard announcements requesting that they participate in completing the exam. Seeing very little participation, all graduates were contacted by phone urging them to participate. Three students started the exam but only one graduates completed the exit exam.

Following are the proficiency results in each of the content areas:

Course	Proficiency
ABUS F101 Principles of Accounting I	83%
ABUS F141 Payroll Accounting	60%
ABUS F154 Human Relations	33%
ABUS F155 Business Math	66%
ABUS F203 Accounting Capstone	75%
ABUS F210 Income Tax	40%
ABUS F220 Microcomputer Accounting: QuickBooks	100%
BA F151 Intro to Business	83%

Part 2: Skill observation through comprehensive project. Student had to complete independently an accounting payroll project in ABUS 141 Payroll Accounting to demonstrate thorough and comprehensive understanding of the function of accounting (Recording, Receivables, Payables, and Payroll) and its application to real world situation. The designated course faculty member administered and analyzed the projects and presented results to the program faculty for interpretation and recommendations. The goal is to have 80% of the participants pass with a grade of 75% or higher.

Term	Number of participants	% passed	Average passing grade
Fall 2012	18	100%	95%
Spring 2013	14	86%	89%
Fall 2013	25	88%	89%
Spring 2014	20	86%	86%

2. Conclusions drawn from this information and our Certification Review process

From the data collected through part 1:

The participation rate on the exit exam was disappointingly low. Students were not required to take the exam in order to graduate. We relied on the good will of our students to participate in order to collect the data. Three test takers began the exam, but completed only one or two questions before abandoning the test, perhaps after realizing the extent of the exam. Only one completed the full exam. The low participation rate may be partly due to the fact that there was no incentive to either participate or expend their best efforts to answer the questions well. The average completion time of the 48-question exam was 19 minutes. Because of low student participation and apparent hurried completion of the exam, we do not feel confident that the data collected accurately reflects the learning level of our students. Before recommending any changes to the program at this time, we decided to reconsider how we implement the exit exam.

From skill observation through comprehensive project part 2:

The learning outcome was exceeded in all semesters. With a passing rate of 86% to 100% and an average passing grade between 86% and 95%, we feel very confident that the graduates are achieving the learning outcome of overall comprehension and application of the accounting material learned in the classroom.

3. Changes resulting from conclusions

From the data collected through part 1:

In recent faculty meetings we discussed changes to increase student participation. Two options emerged as the lead alternatives. One option is to provide an incentive for completion to encourage more students to participate in the exams on Blackboard. The second option is to break apart the exit exam into its various subject areas and have these subject areas tested as part of the final exam in the related course itself. The advantage of the second option is that we would have a high participation rate and we would know that students are trying to do their best in order to achieve the highest grade. The disadvantage is that the data would be collected from multiple sources requiring more effort to combine and relate to the various degrees. After careful consideration, it was decided to proceed with the second option and collect the exit exam questions through the individual courses to ensure full and dedicated participation. The change will be initiated starting in spring 2015.

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

Andy Anger

Jean Heusinkveld

Melissa Brown

Mark Young