

Wichita State University
GRADUATE SCHOOL
KANSAS BOARD OF REGENTS 2009 PROGRAM REVIEW

Master of Accountancy

Review process: The Associate Dean of the Graduate School and members of the WSU Graduate Council reviewed the Self-Study Report, provided by the School Of Accountancy of W. Frank Barton School of Business.

Program: The Master of Accountancy program consists of 30 hours of graduate courses in both accounting and other non-accounting business courses. All MAcc students are expected to have an undergraduate background in accounting equivalent to the course requirements for an undergraduate accounting degree at Wichita State. After all undergraduate prerequisites are satisfied, MAcc students are required to complete 15 hours of graduate accounting coursework. In addition to the general MAcc degree, graduate students can elect to pursue a concentration in taxation in the MAcc program. To achieve the concentration designation, students must also complete two accounting electives (Taxation of Business Entities – Advanced Topics and Taxation of Estates and Trusts). As a result of the tax concentration, graduate students have the option to take six hours of accounting electives in addition to the 15-hour core. All students are required to complete at least 9 hours of electives outside the accounting area. The course content is structured to improve students' research skills and encourage them to reason analytically to address accounting problems that professionals regularly face. Many MAcc students attend WSU on a part-time basis. Consequently, all MAcc courses are offered during the evening.

Mission: Capitalizing on opportunities of our diverse entrepreneurial metropolitan setting, the School of Accountancy advances the knowledge and practice of accounting, reaches out to constituents, and prepares students to compete in a dynamic marketplace.

Program faculty: Currently, the School of Accountancy has four tenured faculty, six tenure track faculty and two full-time lecturers who serve half-time in administrative capacities. Three of the untenured assistant professors are in the process of completing their PhD degrees. All faculty have been appointed to the graduate faculty through the Graduate School. A full time lecturer who teaches in the master's program is also a member of the graduate faculty. One graduate class is currently taught by an adjunct instructor, who has earned a law degree and an LLM advanced degree in law. This adjunct instructor is an acting ad hoc member of the graduate faculty. A ratio of 1 faculty member to 16 students per class allows faculty the ability to devote appropriate attention to the needs of individual students.

Student outcomes and student needs: Currently, about 45 students are actively enrolled in the MAcc program. The average graduation rate is about 13 per year. For those graduating over the past 5 years, the average length of time to complete the program was 3.7 semesters. The graduation rate may seem low, but at least a couple factors are responsible for this. Many of these students are part time, enrolling in only one class per semester, extending their length of time to graduation. Second, students may enroll in the program until they reach the 150 credit

hours necessary to qualify them to take the CPA exam. After reaching this objective, they may be slow to return to class work. In some cases, these students never complete the program.

Students in the program come from a fairly diverse background. Based upon those who earn degrees, approximately 60 percent are female and 40 percent male. About 70 percent are white non-Hispanic, and 13 percent are from foreign countries. The average GPA for students admitted to the program during the prior five years was 3.48. Over the same time period, 71 percent of students applying to the program were granted admission.

All accountancy faculty are members of the assessment committee. After each semester, assessment results are compiled by the School of Accountancy director and the representative of the School on the business college's assessment committee. All faculty members are asked to review results from classes taught by them and consider the relevant issues relating to learning objectives.

Nationwide, the demand for qualified accounting graduates is near an all-time high. While students can qualify for the exam with an undergraduate degree at WSU if they have completed 150 credit hours or more, the MAcc program is specially designed for preparing students to be CPA candidates. The MAcc emphasizes research techniques as well as critical thinking and analysis skills. During the most recent measurement period, 70 percent of MAcc graduates from WSU who sat for the exam passed all parts of the exam on their first sitting. This represents the highest pass rate for graduates from a master's program at any Board of Regents university in the state of Kansas.

Summary/Recommendations:

- Given the nature of graduate education in accounting, the ratio of students to faculty should not significantly increase from this point.
- The department should examine the student satisfaction data available from the Graduate School (by program), as all their MS graduates complete the exit survey at the time they graduate. The exit survey provides valuable student satisfaction data for the department to consider.
- Given a national emphasis on improving representation of minority, the department might examine more carefully their current minority data to set minority admission and enrollment goals. Developing plan to address minority enrollment and diversity of student body is recommended.
- The department might examine the graduation rate for minority students, since graduation data is as important as admission data.

Submitted by Abu Masud, Associate Dean of the Graduate School

Approved by the Graduate Council on November 20, 2008

**SCHOOL OF ACCOUNTANCY
W. FRANK BARTON SCHOOL OF BUSINESS
WICHITA STATE UNIVERSITY**

**GRADUATE PROGRAM REVIEW REPORT
MASTER OF ACCOUNTANCY
FISCAL YEAR 2009**

a. Centrality of the program to fulfilling the mission and role of WSU.

Mission of WSU: Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

Mission of the Barton School of Business: The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace.

~~Mission of the School of Accountancy: Capitalizing on opportunities of our diverse~~
entrepreneurial metropolitan setting, the School of Accountancy advances the knowledge and practice of accounting, reaches out to constituents, and prepares students to compete in a dynamic marketplace.

The mission statement of the School of Accountancy applies to all programs offered by the School of Accountancy, including an undergraduate degree with a major in accounting and a graduate Master of Accountancy (MAcc) degree. Through fulfilling its mission, the School of Accountancy furthers WSU's mission and pledge to the community. The School recognizes the unique role it plays in an urban setting. We strive to offer students a special opportunity to interact with the professional community and gain experience with meaningful work while attending school via coops and internships. Outside speakers from the profession are regularly part of the classroom experience for accounting students.

All faculty members understand their duty to the professional community as well. The scholarly activity of the School of Accountancy is distinguished by its relevance to practicing professionals. In addition, significant participation and interaction with the community is practiced by every faculty member. Memberships in professional organizations, attendance at local continuing education conferences and participation in student organizations meeting with professionals are some of the ways this obligation is fulfilled. The faculty also has a clear understanding of the diverse, dynamic and complex business environment in which we function. Annually, the curriculum of the School of Accountancy is reviewed for relevancy. Individual instructors are asked to analyze course content every semester. Virtually all accounting courses are constantly adjusted and improved to meet the needs of the changing environment in which professional accountants practice.

The fundamental objective of the School of Accountancy is student learning. In working toward this objective, we serve the professional community by supplying graduates who possess superior technical skills as well as integrity. Our vision is to be a preferred provider of accounting graduates in the state of Kansas and our region.

The School of Accountancy recently revised its strategic management platform. The School adopted four long-term goals:

1. Maintain separate AACSB accreditation for all accounting programs.
2. Better develop students to be technically competent leaders in the professional marketplace.
3. Increase the overall quality of School of Accountancy faculty's intellectual contributions advancing the knowledge and practice of business.
4. Improve the quality of connections between the School of Accountancy and its constituents.

We believe that we effectively further the mission of WSU by maintaining accreditation from the most recognized and prestigious organization that accredits business and accounting programs.

This signals to students, faculty and our external constituents that we are committed to excellence. Further, our role within WSU is enhanced by our ongoing dedication to challenge faculty to engage in continuous learning and improvement, and motivate students to enhance their skills in all dimensions required to become a successful, ethical professional.

b. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Qualifications. Currently, the School of Accountancy has 10 tenured and tenure track instructors. In addition, we have two full-time lecturers who serve half-time in administrative capacities. Three of the tenured faculty members are at the rank of full professor, one is an associate professor, and the remaining are untenured assistant professors. All tenured professors have earned a PhD degree from an AACSB-accredited university. Three of the untenured assistant professors are in the process of completing their PhD degrees. All other non-tenured assistant professors have PhD degrees from highly reputable AACSB-accredited schools. All tenure track faculty have been appointed to the graduate faculty through the Graduate School. A full time lecturer who teaches in the master's program is also a member of the graduate faculty. One graduate class is currently taught by an adjunct instructor, who has earned a law degree and an LLM advanced degree in law. This adjunct instructor is an acting ad hoc member of the graduate faculty. While we believe the current classroom size for MAcc courses is at or near capacity, adequate instructor attention is available to all students at this time. This past year, the average class size for a MAcc class was 16 students. A ratio of 1 faculty member to 16 students per class allows faculty the ability to devote appropriate attention to the needs of individual students. Given the nature of graduate education in accounting, we do prefer that the ratio of students does not significantly increase from this point.

Productivity. During the past five years, the faculty in the School of Accountancy has published over 80 articles in peer-reviewed journals. In addition, many have presented papers at refereed

conferences. Further, two faculty members are actively involved with textbooks and professional books that require significant annual revision. Of particular note, three recent refereed articles published by our faculty appear in “elite” journals. These journals conduct an especially rigorous review process and have very low acceptance rates. They are recognized as the most prestigious among the highest quality outlets and typically only manuscripts from scholars at PhD granting institutions are accepted for publication. An accomplishment of this magnitude for the scholarly work of our faculty from a master’s granting program is particularly noteworthy. The majority of the other publications by our faculty are in journals that the department and college recognize as “high quality” journals that qualify an instructor for a reduced teaching load.

Strength. An overriding strength of the classroom experience for School of Accountancy students is that all graduate courses are taught by regular faculty members. Graduate teaching assistants are not used in the MAcc program. Each of the instructors in the MAcc program brings a wealth of previous professional experience to the class. All faculty members are professionally certified by a governing body in their discipline.

The School of Accountancy faculty has an established record for maintaining rigor in the classroom, excelling at teaching and excelling at scholarship. Since the previous program review report, faculty members have been recognized with a number of awards: one Young Faculty Scholar award, one Academy for Effective Teaching Excellence in Teaching Award, four college Teacher of the Year awards, and three college Researcher of the Year awards. Plus, two faculty members have received external research grants.

The School of Accountancy places a premium on maintaining a close relationship with the professional community. Most faculty members belong to professional organizations. Several present at professional continuing education seminars and conferences. All regularly meet with accountants in the community as part of the School’s effort to promote relationships with external professionals. The School of Accountancy has organized its own separate Board of Advisers. All faculty members consult with the Board annually to receive input for the improvement of the quality and relevancy of students’ classroom experience.

c. The quality of the program as assessed by the curriculum and impact on students.

Curriculum. The MAcc program consists of 30 hours of graduate courses in both accounting and other non-accounting business courses. All MAcc students are expected to have an undergraduate background in accounting equivalent to the course requirements for an undergraduate accounting degree at Wichita State. After all undergraduate prerequisites are satisfied, MAcc students are required to complete 15 hours of graduate accounting coursework. The 15-hour common accounting core curriculum consists of the following courses:

Acct. 815: Contemporary Issues in Financial Accounting and Reporting
Acct. 825: Management Control Systems
Acct. 835: Tax Research and Selected Tax Topics
Acct. 840: Advanced Auditing
Acct. 860: Advanced Accounting Information Systems

In addition to the general MAcc degree, graduate students can elect to pursue a concentration in taxation in the MAcc program. To achieve the concentration designation, students must also complete the following two accounting electives:

Acct. 830: Taxation of Business Entities – Advanced Topics
Acct. 831: Taxation of Estates and Trusts

As a result of the tax concentration, graduate students have the option to take six hours of accounting electives in addition to the 15-hour core. All students are required to complete at least 9 hours of electives outside the accounting area. MAcc courses are currently offered once per year. Typically, Acct. 815, Acct. 835 and Acct. 840 are offered in the Fall semester. Acct. 825, Acct. 830 and Acct. 860 are offered in the Spring semester. Acct. 831 is available as an 8-week course during the Summer. This curriculum exposes students to advanced studies in all of the major practice areas in accounting. The course content is structured to improve students' research skills and encourage them to reason analytically to address accounting problems that professionals regularly face. Many MAcc students attend WSU on a part-time basis. Consequently, all MAcc courses are offered during the evening.

Student Characteristics. Currently, about 45 students are actively enrolled in the MAcc program. Enrollment in the program has increased in recent years. The number of students graduating varies considerably from year to year. An average of 13 students graduate from the program each year. 18 students graduated this past academic year. Relative to the average number of students admitted during that timeframe, this represents a graduation rate of 40 percent. The graduation rate may seem low, but at least a couple factors are responsible for this. First, admissions to the program have increased in recent years. Many of these students are part time, enrolling in only one class per semester, extending their length of time to graduation. Second, students may enroll in the program until they reach the 150 credit hours necessary to qualify them to take the CPA exam. After reaching this objective, they may be slow to return to class work. In some cases, these students never complete the program. For those graduating over the past 5 years, the average length of time to complete the program was 3.7 semesters.

only 40% graduate

Students in the program come from a fairly diverse background. Based upon those who earn degrees, approximately 60 percent are female and 40 percent male. About 70 percent are white non-Hispanic, and 13 percent are from foreign countries.

Admission to the program is based upon a combination of GPA in previous academic work and performance on the GMAT exam. GMAT scores for those admitted to the program are average for scores of students admitted to master's accounting programs at similar institutions. The average GPA for students admitted to the program during the prior five years was 3.48. Over the same time period, 71 percent of students applying to the program were granted admission.

Assessment of student learning. During the past three years, the School of Accountancy has revised its assessment of student learning procedures. The School adopted an assurance of student learning process that complies with our mission as well as newly adopted AACSB (our accrediting body) standards. Assessment of MAcc learning goals is currently accomplished via direct methods using course-embedded modules.

An assessment committee was organized within the School of Accountancy. All School of Accountancy faculty are members of the assessment committee. We wanted all subject areas represented, and this comprehensive makeup for the committee allows feedback on outcomes to reflect the judgments and perspectives of the faculty as a whole. The committee reviewed existing accounting learning goals and objectives. They were revised to be more relevant to an outcome-based measurement process. To identify all relevant objectives, the committee reviewed the curriculum, the Barton School's operating environment and the program's external environment. By the start of the Fall 2005 semester, an initial set of learning goals for the MAcc degree was devised. The goals and objectives have been reviewed and revised on a regular basis since then. Evaluation rubrics have been developed to ensure common measurement. These rubrics were constructed according to Barton School of Business guidelines. Each rubric utilizes a mechanism whereby student learning for each objective is categorized as acceptable or unacceptable. As a result of the most recent faculty feedback process, a relatively major revision is planned for this academic year to the rubrics and procedures used for measuring learning outcomes.

Our emphasis with the new assessment process is to use student learning information obtained therefrom and close the loop by acting to correct identified weaknesses and problem areas. After each semester, assessment results are compiled by the School of Accountancy director and the representative of the School on the business college's assessment committee. All faculty members are asked to review results from classes taught by them and consider the following issues relating to learning objectives assessed in their courses:

1. To what extent were learning objectives achieved this semester? How well are students able to perform the task, integrate the knowledge and demonstrate understanding of the objective?
2. Were changes incorporated into the class effective to better achieve the learning objectives?

3. In terms of continuous improvement, what steps should be taken to improve student understanding as it pertains to each learning objective?

The School of Accountancy conducts annual faculty retreats at which assessment results are reviewed and input from the faculty is considered. The review is comprehensive. Learning goals and objectives are examined and changes are often proposed. Student outcomes with respect to each objective are taken into consideration. Results and proposed changes are also discussed at our annual Board of Advisers meetings to obtain input from independent sources.

Four learning goals are presently used in the MAcc program. The goals and related assessment methods are as follows.

Goal 1. Students shall demonstrate skills in effective communication and team work. These skills are assessed in Acct. 815, Acct. 825, Acct. 835 and Acct. 840 via group projects, presentations, and written case studies.

Goal 2. Students shall demonstrate an ability to use and manage technology. These skills are assessed in Acct. 825 and Acct. 860 via accounting information systems projects and effective use of technology in communication.

Goal 3. Students shall demonstrate an ability to conduct research of accounting and auditing standards, and tax law. Such skills are assessed in Acct. 815, Acct. 835 and Acct. 840 via written solutions to case studies and presentations of the results of research projects.

Goal 4. Students shall demonstrate an ability to discern, evaluate and respond to ethical dilemmas. This ability is assessed in Acct. 825 via written solutions to case studies and presentations selected from a recognized and respected ethics casebook.

As previously mentioned, MAcc courses are offered one time each year. Consequently, at most three assessment opportunities are available in any given course at this time. In addition, assessments have not been successfully completed in all situations in every course. As a result, this process is still in a state of development and fluctuation. Where obvious corrective action is appropriate, the procedure for making adjustment is set in motion as soon as possible. However, we believe it is premature to set firm targets for levels of acceptable and unacceptable performance at this juncture. Further, the faculty believes that meaningful longitudinal analysis will require more semesters of data.

With these recognized limitations, results to date are promising. Complete results are available from our assessment reports filed annually with the WSU Graduate School. To provide the essence of the process to date, these results are summarized below.

Goal 1: In the four courses in which Goal 1 is assessed, a majority of students exhibit acceptable overall written communication, oral communication and teamwork skills. Acceptable performance consists of grades of "B" or better on various projects. This level of performance

was achieved, on average, by 96 percent of students in Acct. 815, 100 percent of students in Acct. 825, 92 percent of students in Acct. 835, and 96 percent of students in Acct. 840. Significant developments from analysis of these results have been the addition of Strunk's Elements of Style as a required textbook in Acct. 835 and coverage of selected grammar lessons drawn for the Georgia State University Masters of Taxation website.

Goal 2: Technology management has been a strong point for students throughout the assessment period. All students have performed at a grade of "B" or better on the projects and presentations in Acct. 825 and Acct. 860 requiring the use of technology. Based on our feedback discussions, a primary future objective is to introduce students to further emerging technologies and push students to practice their use.

Goal 3: ~~Student research and analysis skills are generally regarded as acceptable across the~~ board. In all classes used for assessment, an average of 96 percent of students achieved a grade of "B" or better on projects and papers used for assessment. Research and critical thinking skills are primary objectives of the master's program, so the faculty believes special efforts are needed to reinforce these skills. Consequently, a decision was recently taken to devote further class time to understanding and practicing standard research methodology. Specifically, emphasis will be placed on issue identification and analysis.

Goal 4: As measured from a paper assigned in Acct 825, the understanding of ethical dilemmas by students and their overall performance regarding resolution of the dilemmas have been consistently strong. 100 percent of students have earned a grade of "B" or better on this project. The ethics goal is a more recent addition to the learning objectives in the MAcc program. Therefore, fewer observations are available for this goal. Cases will continue to be updated every semester to provide students with the most salient ethical scenarios.

Numerous discussions have been held with representatives from AACSB, our accrediting organization, concerning the School's assurance of learning procedures. Because we have worked closely with AACSB to structure the process as they suggest, we have received favorable verbal reviews from them. We are waiting on official word. Currently, the assurance of learning procedures of the Barton School of Business as well as the School of Accountancy are being reviewed by AACSB for their compliance with national standards.

d. Demonstrated student need and employer demand for the program

Nationwide, the demand for qualified accounting graduates is near an all-time high. Most employers seek graduates who are qualified to sit for the CPA exam. While students can qualify for the exam with an undergraduate degree at WSU if they have completed 150 credit hours or more, the MAcc program is specially designed for preparing students to be CPA candidates. The MAcc emphasizes research techniques as well as critical thinking and analysis skills. This is

ideal to prepare students for the new CPA exam format and for careers in the challenging public accounting environment. In addition, for students who completed less than 150 hours while enrolled in an undergraduate program, the MAcc provides students the opportunity to earn the requisite number of course credit hours to qualify for taking the exam. MAcc graduates are very successful at passing the exam. During the most recent measurement period, 70 percent of MAcc graduates from WSU who sat for the exam passed all parts of the exam on their first sitting. This represents the highest pass rate for graduates from a master's program at any Board of Regents university in the state of Kansas.

Many local CPA firms and other employers seeking professional accountants do much of their hiring from the ranks of students who work as interns for them during a semester. While enrollment in an internship is not a requirement for graduation from the MAcc program, many students take this opportunity. Local employers work closely with the School of Accountancy to recruit high quality students for intern positions.

The School of Accountancy only recently began a formal effort to monitor and track employment statistics of graduates. During the past academic year, 83 percent of MAcc graduates were known to have employment upon graduation. 17 percent were planning to pursue further education, or provided no response to our inquiry. The most prevalent employers of MAcc graduates over the past year (and in previous years as well) are local CPA firms such as BKD, Grant Thornton, Allen, Gibbs and Houlik, Ernst and Young, and Peterson, Peterson and Goss. Significant numbers of MAcc graduates also take jobs with Koch Industries, Cessna, Raytheon, and Bombardier. Currently, there is demand for accounting graduates in nearly every business sector.

MAcc graduates are surveyed upon graduation each semester to measure their satisfaction with the program. Local employers are also periodically surveyed every 3 – 4 years to gather information about their opinions of WSU accounting graduates. Both sets of respondents report reasonably high satisfaction with the finished product of an education in the MAcc program.

Student surveys ask graduates how they rate the following areas in the School of Accountancy: curriculum, faculty, facilities, computer lab and applicability to job. Ratings are based on a 1 (poor) to 5 (excellent) scale. Results from last year's survey indicate an average response in excess of 4.0 for all of these dimensions. Students are also asked to rate their course work in terms of helping to develop the following skills: written communication, oral communication, teamwork, leadership, critical thinking, computer skills, research skills, and technical accounting skills. Again, the scale ranges from 5 (most helpful) to 1 (not helpful). The average student response for all skill sets other than written communication and leadership exceeded 4.0. The Barton School as a whole is currently working on ways to improve communication and leadership skills. Finally, students are asked how they rate the MAcc program overall, with 5 descriptive choices: excellent, very satisfactory, satisfactory, not satisfactory, and poor.

Overwhelmingly, the most common response was “very satisfactory”. We believe this response accurately portrays student satisfaction with the program.

A survey was administered to local employers in 2007. Generally, employers have favorable impressions of the skills possessed by MAcc graduates. Average responses indicate that employers believe graduates are properly prepared with thirteen described skill sets. The lowest average responses from employers concerned leadership skills and research skills of graduates. In both cases, employers’ average response was 3.7 (5 = students are very prepared; 1 = students are unprepared). We are working with the School of Accountancy Board of Advisers to brainstorm for ideas to improve students’ abilities in these areas. Overall, employers consistently rate the WSU School of Accountancy and its graduates as top-notch.

	<u>Average Response (5 as best and 1 as lowest)</u>
Ability of MAcc graduates to perform on the job	4.28
Favorable comparison of WSU MAcc graduates to other Kansas universities	4.6
Overall quality of WSU MAcc program	4.6

e. The services the program provides to the discipline, the university, and beyond.

The discipline. The graduate faculty recognizes its obligation to serve the accounting discipline in both an academic and professional sense. Faculty members have served as paper discussants at meetings, ad hoc reviewers for manuscripts, and journal editors. We participate in external tenure and promotion reviews for other universities. Faculty are also heavily involved in serving the profession. All faculty members are members of various professional organizations. Many belong to the American Institute of CPAs and the Kansas Society of CPAs, and actively participate in their functions. Some faculty members also belong to the Institute for Management Accountants and the American Institute for Internal Auditors. They often devote considerable time to the activities of these groups. One faculty member has a national reputation as the author of a “GAAP Guide” used throughout the profession. Every year, the School of Accountancy organizes and sponsors a two-day Accounting and Auditing Conference on the WSU campus. This conference is well attended by local and regional accountants as it allows them to earn 16 hours of continuing education needed for maintaining their CPA certification.

Other programs. Frankly, MAcc courses are, for the most part, highly technical specialized accounting classes that appeal primarily to accounting students. However, the content of a couple MAcc courses has proven attractive to some students outside the accounting area. Further, because we offer those classes during times that other graduate programs do not (for

example, as summer courses), M.B.A. students have enrolled in and successfully completed them on occasion.

The university. Faculty from the School of Accountancy have consistently assumed a responsibility to serve the university community in various ways. Our faculty has served on the Graduate Council, the university academic affairs committee, SPTE advisory committee, and the graduate student awards committee. Professors from our faculty have chaired the university tenure and promotion committee and the university faculty support committee. School of Accountancy faculty have served in many capacities and are ready and willing to continue such service in the future.

Metropolitan area and Kansas. Several faculty members regularly lend their support to ~~organizations that are involved with the community. A high profile contribution includes~~ membership on the Hispanic Chamber of Commerce. Another involves consulting with the Kansas Health Foundation and periodically presenting accounting updates to financial officers in that group. One faculty member tackled a special project when called upon by the F.B.I. to aid in the investigation of a local financial fraud case. Through Beta Alpha Psi, the honors accounting student organization, the School of Accountancy participates in the VITA program that provides income tax return preparation assistance to low income taxpayers. The entire faculty of the School of Accountancy feels a sense of duty to the community and is willing to share expertise as needs arise.

f. The program's cost effectiveness

Annually, five required courses and two elective courses are offered in the MAcc program. Consequently, offering the graduate degree results in committing accounting faculty to seven courses each year. Traditionally, one of the required courses (Acct. 825) has been taught as an overload class by a full time instructor. For the past four years, one tax course per year was taught by an adjunct instructor, and one tax course was taught by a full time instructor as an overload course. As a result, the regular teaching load obligation from full time faculty required by the MAcc program is currently four classes per year.

For the current year, the aggregate teaching load obligation of all full time accounting faculty amounts to 50 classes. Based on these assumptions, MAcc courses consume 8 percent of the teaching obligations of full time faculty. 8 percent of the AY 2008 salaries and benefits cost for the School of Accountancy totals \$103,120. Student credit hours produced in the MAcc program represent approximately 5.7 percent of total SCH production in the School of Accountancy. Given that graduate course tuition and fees are 39 percent higher than undergraduate tuition

rates, devoting 8 percent of faculty time to 5.7 percent of SCH places the net cost / benefit of graduate courses on a virtually equivalent par with undergraduate SCH.

Ultimately, dollar amounts do not represent the primary justification for maintaining a graduate program in accounting. Nearly all major business colleges with a reputable accounting program offer a graduate accounting degree. The University of Kansas and Kansas State University offer master's degrees in accounting. Offering a MAcc is critical to attracting the best faculty and the best students, along with maintaining our reputation as one of the top separately accredited accounting programs in the region. We cannot compete with K.U. and K.S.U. without it.

Further, a graduate accounting degree provides the best opportunity many students have to satisfy academic requirements necessary to become a CPA. All states, including Kansas, require candidates for the CPA exam to complete 150 course credit hours. Most students will accumulate 124 hours pursuing an undergraduate degree. Graduate education in accounting is the logical option for accounting majors who lack the number of hours needed to qualify for the exam. Apart from securing the academic hours needed for the exam, MAcc courses are specifically designed to prepare students for success on the CPA exam. A new exam format includes simulations of real world practice and research situations. The exam also attempts to measure a student's ability for analysis and problem solving. The MAcc program is aimed at helping students develop these very skills.

SECTION	DESCRIPTION	2002	2003	2004	2005	2006	2007	2008
Section I: Part A: Academic Instruction Expenditures	1. Salaries/Benefits	\$1,225,886	\$1,059,113	\$1,095,098	\$1,340,735	\$1,300,707	\$1,325,494	\$1,289,024
	2. Other Operating Exp.	\$30,702	\$23,909	\$20,206	\$16,779	\$11,987	\$12,577	\$12,247
	3. Total	\$1,256,588	\$1,083,022	\$1,115,304	\$1,357,514	\$1,312,694	\$1,338,071	\$1,301,271
Section I: Part B: Student Credit Hour Production	1. Lower Division	5,721	5,463	5,310	5,064	4,977	5,262	5,529
	2. Upper Division	3,018	3,401	3,426	3,466	4,216	4,452	4,197
	3. Masters	771	645	519	576	469	446	535
	4. Doctoral	0	0	0	0	0	0	0
	5. Total	9,510	9,509	9,255	9,106	9,662	10,160	10,261
Section I: Part D: Percentage of Departmental SCH taken by:	1. Their Undergraduate Majors	27.7	30.6	32	36.4	40.9	41.5	39.9
	2. Their Graduate Majors	5	5.1	4.8	5.2	4.7	3.7	4.7
	3. Non-Majors	67.3	64.3	63.2	58.5	54.4	54.8	55.4
Section I: Part E: Departmental Faculty	1. Tenured/Tenure Track Faculty Head Count	9	7	8	7	8	7	7
	2. Tenured/Tenure Track Faculty with Terminal Degrees	8	7	8	7	8	7	5
	3. Total Tenured Faculty Total Instructional Faculty FTE in Department	5 10	4 8	4 10	4 11	4 9	8 10	4 8

SECTION	DESCRIPTION	2002	2003	2004	2005	2006	2007	2008
Section I: Part F: Actual Instructional FTE	1. Tenured/Tenure Track Faculty	9.6	7	8.27	7	8	7	8
	2a. Instructor of Record (IOR)	0	0	0	0	0	0	0
	2b. Not Instructor of Record	0	0	0	0	0	0	0
	3. Other Instructional FTE	3.05	5.25	5	6.06	3.25	5.56	4.5
	4. Total FTE	12.65	12.25	13.27	13.06	11.25	12.56	12.5
	5. SCH generated by Tenured/Tenure Track Faculty	2,256	1,911	2,009	1,841	2,748	1,847	2,873
	6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0
	7. SCH generated by Other Instructional Faculty	2,227	2,646	2,421	2,496	1,776	2,895	2,061
	8. Total SCH	4,483	4,557	4,430	4,337	4,524	4,742	4,934
	9. Average SCH per Tenured/Tenure Track Faculty	235.00	273.00	242.93	263.00	343.50	263.86	359.13
	10. Average SCH per GTA (IOR only)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	11. Average SCH per Other Instructional Faculty	730.16	504.00	484.20	411.88	546.46	520.68	458.00
12. Average Overall SCH per FTE	354.39	372.00	333.84	332.08	402.13	377.55	394.72	
Section II: Part A: Majors in the Discipline	1. Freshmen/Sophomores (optional)	131	134	120	129	134	153	154
	2. Jrs., Srs., 5th Year Majors	246	263	280	298	325	330	313
	3. Masters	42	41	44	41	47	36	47
	4. 1st Prof / Specialist / Certif.	0	0	0	0	0	0	0
	5. Doctoral	0	0	0	0	0	0	0

SECTION	DESCRIPTION	2002	2003	2004	2005	2006	2007	2008
Section II: Part B: ACT Scores of Undergraduate Jrs.,Srs	1. Average ACT Composite	21.9	23	22.4	22.9	23.2	22.9	23.2
	2. Low ACT	8	14	8	12	8	8	13
	3. High ACT	34	34	34	34	34	34	33
	4. Number Reporting an ACT Score	120	124	139	155	170	187	178
	5. Percent Reporting ACT Score	48.78%	47.15%	49.64%	52.01%	52.31%	56.67%	56.87%
Section II: Part C: Degrees Conferred	1. Associate	0	0	0	0	0	0	0
	2. Baccalaureate	78	65	68	72	76	87	106
	3. Masters	15	12	13	12	15	5	18
	4. First Prof / Specialist / Certificate	0	0	0	0	0	0	0
	5. Doctorate	0	0	0	0	0	0	0

**SCHOOL OF ACCOUNTANCY
W. FRANK BARTON SCHOOL OF BUSINESS
WICHITA STATE UNIVERSITY**

**PROGRAM REVIEW REPORT
BBA - ACCOUNTING
FISCAL YEAR 2009**

a) Centrality of the program to fulfilling the mission and role of WSU

Mission of WSU: Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

Mission of the Barton School of Business: The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace.

Mission of the School of Accountancy: Capitalizing on opportunities of our diverse entrepreneurial metropolitan setting, the School of Accountancy advances the knowledge and practice of accounting, reaches out to constituents, and prepares students to compete in a dynamic marketplace.

The mission statement of the School of Accountancy applies to all programs offered by the School of Accountancy, including an undergraduate degree with a major in accounting and a graduate Master of Accountancy (Macc) degree. Through fulfilling its mission, the School of Accountancy furthers WSU's mission and pledge to the community. The School recognizes the unique role it plays in an urban setting. We strive to offer students a special opportunity to interact with the professional community and gain experience with meaningful work while attending school via coops and internships. Outside speakers from the profession are regularly part of the classroom experience for accounting students. The faculty faithfully supports Beta Alpha Psi, an honors accounting student organization. Top accounting students in Beta Alpha Psi are given opportunities to interact with local professionals and learn from them throughout the school year.

All faculty members understand their duty to the professional community as well. The scholarly activity of the School of Accountancy is distinguished by its relevance to practicing professionals. In addition, significant participation and interaction with the community is practiced by every faculty member. Memberships in professional organizations, attendance at local continuing education conferences and participation in student organizations meeting with professionals are some of the ways this obligation is fulfilled. The faculty also has a clear understanding of the diverse, dynamic and complex business environment in which we function. Annually, the curriculum of the School of Accountancy is reviewed for relevancy. Individual instructors are asked to analyze course content every semester. Virtually all accounting courses are constantly adjusted and improved to meet the needs of the changing environment in which professional accountants practice.

The fundamental objective of the School of Accountancy is student learning. In working toward this objective, we serve the professional community by supplying graduates who possess superior technical skills as well as integrity. Our vision is to be a preferred provider of accounting graduates in the state of Kansas and our region.

The School of Accountancy recently revised its strategic management platform. The School adopted four long-term goals:

1. Maintain separate AACSB accreditation for all accounting programs.
2. Better develop students to be technically competent leaders in the professional marketplace.
3. Increase the overall quality of School of Accountancy faculty's intellectual contributions advancing the knowledge and practice of business.
4. Improve the quality of connections between the School of Accountancy and its constituents.

We believe that we effectively further the mission of WSU by maintaining accreditation from the most recognized and prestigious organization that accredits business and accounting programs. This signals to students, faculty and our external constituents that we are committed to excellence. Further, our role within WSU is enhanced by our ongoing dedication to challenge faculty to engage in continuous learning and improvement, and motivate students to enhance their skills in all dimensions required to become a successful, ethical professional.

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Qualifications. Currently, the School of Accountancy has 10 tenured and tenure track instructors. In addition, we have two full-time lecturers who serve half-time in administrative capacities. Three of the tenured faculty members are at the rank of full professor, one is an associate professor, and the remaining are untenured assistant professors. All tenured professors have earned a PhD degree from an AACSB-accredited university. Three of the untenured assistant professors are in the process of completing their PhD degrees. All other non-tenured assistant professors have PhD degrees from highly reputable AACSB-accredited schools. All tenure track faculty have received certification from one or more professional licensing bodies (CPA, CMA, CIA, etc.). All tenure track faculty have been appointed to the graduate faculty through the Graduate School.

Productivity. The School of Accountancy faculty has maintained an excellent record of productivity from both a research and teaching perspective. During the past five years, the faculty in the School of Accountancy has published over 80 articles in peer-reviewed journals. In addition, many have presented papers at refereed conferences. Further, two faculty members

are actively involved with textbooks and professional books that require significant annual revision. Of particular note, three recent refereed articles published by our faculty appear in “elite” journals. These journals conduct an especially rigorous review process and have very low acceptance rates. They are recognized as the most prestigious among the highest quality outlets and typically only manuscripts from scholars at PhD granting institutions are accepted for publication. An accomplishment of this magnitude for the scholarly work of our faculty from a master’s granting program is particularly noteworthy. The majority of the other publications by our faculty are in journals that the department and college recognize as “high quality” journals that qualify an instructor for a reduced teaching load.

The faculty also maintains a demanding teaching schedule along with the successful record of intellectual contributions. Based upon the most recent data from Institutional Research, at the undergraduate level, the School has a ratio of 1 FTE faculty member for every 37 students. This results in average overall SCH per FTE of 394.72 hours, a phenomenally high level of productivity.

Strength. An overriding strength of the classroom experience for School of Accountancy students is that all courses are taught by regular faculty members or professionals with advanced degrees and plentiful experience. Teaching assistants are not used to teach classes in either the undergraduate or the MAcc program. All instructors bring a wealth of previous professional experience to the class. All faculty members are professionally certified by a governing body in their discipline.

The School of Accountancy faculty has an established record for maintaining rigor in the classroom, excelling at teaching and excelling at scholarship. Since the previous program review report, faculty members have been recognized with a number of awards: one Young Faculty Scholar award, one Academy for Effective Teaching Excellence in Teaching Award, four college Teacher of the Year awards, and three college Researcher of the Year awards. Plus, two faculty members have received external research grants.

The School of Accountancy places a premium on maintaining a close relationship with the professional community. Most faculty members belong to professional organizations. Several present at professional continuing education seminars and conferences. All regularly meet with accountants in the community as part of the School’s effort to promote relationships with external professionals. The School of Accountancy has organized its own separate Board of Advisers. All faculty members consult with the Board annually to receive input for the improvement of the quality and relevancy of students’ classroom experience.

c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students

Curriculum. The undergraduate BBA program in accounting consists of 36 hours of courses in the accounting curriculum. The 36-hour accounting core curriculum consists of the following courses:

- Acct. 210: Principles of Financial Accounting
- Acct. 220: Principles of Managerial Accounting
- Acct. 260: Introduction to Information Processing Systems
- Acct. 310: Intermediate Financial Accounting I
- Acct. 320: Intermediate Managerial Accounting
- Acct. 410: Intermediate Financial Accounting II
- Acct. 430: Principles of Income Taxation
- Acct. 560: Accounting Information Systems
- Acct. 610: Advanced Financial Accounting
- Acct. 620: Advanced Cost Accounting
- Acct. 630: Taxation of Business Entities
- Acct. 640: Auditing

This curriculum exposes students to all of the major practice areas in accounting. All accounting courses are currently offered at least twice per year. Several courses are offered more often. All are available in both the fall and spring semesters. Courses below the 600-level senior classes are often offered during all three semesters – fall, spring and summer. Whenever possible, sections of each course are scheduled in both daytime and evening timeslots. When this is not possible, the schedule of courses is structured to accommodate working students so that all courses can be taken during the evening at least once per year.

Student Characteristics. Currently, about 470 students are majoring in accounting for an undergraduate degree. Enrollment in the program has increased in recent years. The number of students graduating can vary somewhat from year to year. 106 students graduated this past academic year. For those who earn degrees, approximately 60 percent are female and 40 percent male. There are no special admission requirements to major in accounting beyond the GPA expectations of the Barton School of Business in general. The average composite ACT score of students in the program is 23.2. The School of Accountancy imposes a special prerequisite obligation on students based upon course grades. An accounting major must successfully complete prerequisite courses with a grade of “C” or better before a student is eligible to enroll in any accounting class for which that prior course is a prerequisite.

Assessment of student learning. During the past three years, the School of Accountancy has revised its assessment of student learning procedures. The School adopted an assurance of student learning process that complies with our mission as well as newly adopted AACSB (our accrediting body) standards. Assessment of student learning is currently accomplished via direct methods using course-embedded modules.

An assessment committee was organized within the School of Accountancy. All School of Accountancy faculty are members of the assessment committee. We wanted all subject areas represented, and this comprehensive makeup for the committee allows feedback on outcomes to reflect the judgments and perspectives of the faculty as a whole. To begin the process, the committee reviewed existing accounting learning goals and objectives. They were revised to be more relevant to an outcome-based measurement process. To identify all relevant objectives, the committee reviewed the curriculum, the Barton School's operating environment and the program's external environment. By the start of the Fall 2005 semester, an initial set of learning goals was devised. The goals and objectives have been reviewed and revised on a regular basis since then. Evaluation rubrics have been developed to ensure common measurement. These rubrics were constructed according to Barton School of Business guidelines. Each rubric utilizes a mechanism whereby student learning for each objective is categorized as acceptable or unacceptable.

Our emphasis with the new assessment process is to use student learning information obtained therefrom and close the loop by acting to correct identified weaknesses and problem areas. After each semester, assessment results are compiled by the School of Accountancy director and the representative of the School on the business college's assessment committee. All faculty members are asked to review results from classes taught by them and consider the following issues relating to learning objectives assessed in their courses:

1. To what extent were learning objectives achieved this semester? How well are students able to perform the task, integrate the knowledge and demonstrate understanding of the objective?
2. Were changes incorporated into the class effective to better achieve the learning objectives?
3. In terms of continuous improvement, what steps should be taken to improve student understanding as it pertains to each learning objective?

The School of Accountancy conducts annual faculty retreats at which assessment results are reviewed and input from the faculty is considered. The review is comprehensive. Learning goals and objectives are examined and changes are often proposed. Student outcomes with respect to each objective are taken into consideration. Results and proposed changes are also discussed at our annual Board of Advisers meetings to obtain input from independent sources.

Learning goals specifically established for accounting knowledge derived from Acct. 210, Acct. 220 and Acct. 260 apply to all business students. The assessment of these goals is performed by

the dean's office in the Barton School of Business through administration of the "Rising Junior Exam". Further learning objectives apply to the remaining accounting courses, which are predominantly taken by accounting majors. Except in the case of analytical thinking ability, the School of Accountancy has assumed responsibility for measuring compliance with these objectives, as described below. The learning goals currently utilized for the BBA in Accounting and related assessment methods are as follows:

1. Acquire knowledge of current accounting principles, theories, and applications.
 - a. Students will be able to research auditing standards, develop basic audit research skills, understand basic auditing concepts and how audit planning, fieldwork, and reporting relate to the audit process. Assessed in ACCT 640 via course examinations.
 - b. Students will be able to research, read, comprehend, and analyze financial accounting standards and financial accounting information. Assessed in ACCT 310, ACCT 410, and ACCT 610 via course examinations.
 - c. Students will understand how to use managerial accounting information for planning and control purposes and for making business decisions. Assessed in ACCT 320 and ACCT 620 via course examinations.
 - d. Students will be able to research and interpret the tax law and tax compliance system and develop an ability to apply theoretical knowledge to the federal system of tax administration. Assessed in ACCT 430 and ACCT 630 via course examinations.
 - e. Students will understand the transactions and controls occurring within the basic business process cycles of revenue, expenditure, human resources, conversion, and financing. Students will understand documentation techniques, such as flowcharting, for the basic business processes. Assessed in ACCT 560 via homework problems, Peachtree software projects, exams involving a combination of multiple choice questions and "case-study"/analysis essays, and a group project presentation.
2. Demonstrate skills in effective oral and written communication. Oral assessed in ACCT 620 and written assessed in ACCT 310, ACCT 410, and ACCT 640 using Barton School of Business methods.
3. Attain clear analytical and reflective thinking abilities. Assessed in MGMT 681 via Barton School of Business methods.

4. Understand ethical decision-making. Assessed in ACCT 320 and ACCT 640 using ethics modules containing accounting-based case studies.
5. Develop active collaborative skills and the ability to work as part of a team. Assessed in ACCT 620 using Barton School of Business methods.

Assessment of student learning has been a high priority for the previous three years. Nevertheless, this process is still in a state of development and fluctuation. Where obvious corrective action is appropriate, the procedure for making adjustment is set in motion as soon as possible. However, we believe it is premature to set firm targets for levels of acceptable and unacceptable performance at this juncture. Further, the faculty believes that meaningful longitudinal analysis will require more semesters of data. With these recognized limitations, results to date are promising. Adjustments have been instituted in several courses, but the School is encouraged by the level of learning exhibited by students to this point.

Numerous discussions have been held with representatives from AACSB, our accrediting organization, concerning the School's assurance of learning procedures. Because we have worked closely with AACSB to structure the process as they suggest, we have received favorable verbal reviews from them. We are waiting on official word. Currently, the assurance of learning procedures of the Barton School of Business as well as the School of Accountancy are being reviewed by AACSB for their compliance with national standards.

d) Demonstrated student need and employer demand for the program

Nationwide, the demand for qualified accounting graduates is near an all-time high. Many employers seek graduates who are qualified to sit for the CPA exam. The School of Accountancy has structured the undergraduate program so that students will have taken all of the specifically identified classes required by the Kansas State Board of Accountancy to sit for the CPA exam. In addition to completing these classes, students must earn 150 course credit hours. The undergraduate accounting degree is 124 hours. However, students that have a double major or take additional classes can qualify for the exam as a result of earning an undergraduate accounting degree at WSU. Though the emphasis on research techniques and critical analysis at the undergraduate level does not reach the level required from Master of Accountancy students, we attempt to prepare undergraduate students for success on the exam. At the same time, the WSU student body has diverse interests. Many students majoring in accounting intend to work in private accounting as opposed to public accounting and do not intend to take the CPA exam. We must meet their needs as well. Hence, the School of Accountancy takes a balanced approach to prepare students for all fields of endeavor in which students use an undergraduate accounting degree. WSU students with only an undergraduate degree are relatively successful with the CPA

exam. Pass rates of WSU students with the BBA degree are average among other graduates from Kansas universities.

Many local CPA firms and other employers seeking professional accountants do much of their hiring from the ranks of students who work as interns for them during a semester. While enrollment in an internship is not a requirement for graduation from the program, many students take this opportunity. Local employers work closely with the School of Accountancy to recruit high quality students for intern positions.

The School of Accountancy only recently began a formal effort to monitor and track employment statistics of graduates. During the past academic year, we were able to verify that approximately 70 percent of graduates had employment upon graduation. Others were planning to pursue further education, had not secured employment, or provided no response to our inquiry. Graduates with WSU accounting degrees pursue a variety of employment opportunities. Students with 150 hours of coursework typically obtained employment with local CPA firms such as BKD, Grant Thornton, Allen, Gibbs and Houlik, Ernst and Young, and Peterson, Peterson and Goss. Significant numbers of graduates also take jobs with Koch Industries, Cessna, Raytheon, Bombardier, CCH WoltersKluwer Company, and many other businesses in the Wichita area and around the region. Currently, there is demand for accounting graduates in nearly every business sector.

Graduates are surveyed upon graduation each semester to measure their satisfaction with the program. Local employers are also periodically surveyed every 3 – 4 years to gather information about their opinions of WSU accounting graduates. Both sets of respondents report reasonably high satisfaction with the finished product of an education in the program.

Undergraduate accounting majors are surveyed upon graduation using the Educational Benchmarking, Inc. (EBI) instrument. Nominal results are reported as well as comparisons of our results to a selected set of seven peer institutions and to all universities participating in the survey (186 institutions last year). This report focuses on results from questions addressing three factors: quality of faculty and instruction in major courses; faculty responsiveness in major courses; and overall program effectiveness. In all cases, student responses could range from 7 (very satisfied) to 1 (very dissatisfied). Last year's mean responses for each of these factors are summarized below. For every factor, the responses rank the WSU School of Accountancy in the top half of all universities using the survey (186). Additionally, the WSU School of Accountancy is ranked as the number 2 school out of seven peer schools in these three dimensions.

	<u>Average Response</u>
Quality of faculty & instruction	5.85
Faculty responsiveness	5.31
Overall program effectiveness	5.24

We believe these responses accurately portray student satisfaction with the program.

A survey was administered to local employers in 2007. Generally, employers have favorable impressions of the skills possessed by School of Accountancy graduates. Average responses indicate that employers believe graduates are properly prepared with thirteen described skill sets. The lowest average responses from employers concerned leadership skills and research skills of graduates. In both cases, employers' average response was 3.7 (5 = students are very prepared; 1 = students are unprepared). We are working with the School of Accountancy Board of Advisers to brainstorm for ideas to improve students' abilities in these areas. Overall, employers consistently rate the WSU School of Accountancy and its graduates as top-notch.

	<u>Average Response (5 as best and 1 as lowest)</u>
Ability of WSU graduates to perform on the job	4.28
Favorable comparison of WSU graduates to other Kansas universities	4.6
Overall quality of WSU program	4.6

e) The services the program provides to the discipline, the university, and beyond

The discipline. The faculty recognizes its obligation to serve the accounting discipline in both an academic and professional sense. Faculty members have served as paper discussants at meetings, ad hoc reviewers for manuscripts, and journal editors. We participate in external tenure and promotion reviews for other universities. Faculty are also heavily involved in serving the profession. All faculty members are members of various professional organizations. Many belong to the American Institute of CPAs and the Kansas Society of CPAs, and actively participate in their functions. Some faculty members also belong to the Institute for Management Accountants and the American Institute for Internal Auditors. They often devote considerable time to the activities of these groups. One faculty member has a national reputation as the author of a "GAAP Guide" used throughout the profession. Every year, the School of Accountancy organizes and sponsors a two-day Accounting and Auditing Conference on the WSU campus. This conference is well attended by local and regional accountants as it allows them to earn 16 hours of continuing education needed for maintaining their CPA certification.

Other programs. The School of Accountancy offers three courses that are part of the core business college curriculum required of all business majors. These courses are Principles of Financial Accounting (Acct. 210), Principles of Managerial Accounting (Acct. 220) and Introduction to Information Processing Systems (Acct. 260). These courses provide business students with an understanding of financial reporting and management systems that is invaluable for students regardless of their major. Upon completing this core, all students are eligible to enroll in higher level financial and cost accounting courses. Many students, particularly those majoring in Finance, will take enough accounting classes to constitute a minor in accounting. In total, 55 percent of student credit hours produced in the School of Accountancy are generated from non-accounting majors. Upper division accounting courses often involve highly technical specialized accounting topics that appeal primarily to accounting students. The prerequisite structure also limits students' ability to upper division courses until they have completed several lower level classes. However, we make this option available for all interested students. Further, we strive to offer courses at times that are most convenient for working students. All accounting courses are available at night at least once during the year and many are available during the summer semester.

The university. Faculty from the School of Accountancy have consistently assumed a responsibility to serve the university community in various ways. Our faculty has served on the Graduate Council, the university academic affairs committee, SPTE advisory committee, and the graduate student awards committee. Professors from our faculty have chaired the university tenure and promotion committee and the university faculty support committee. School of Accountancy faculty have served in many capacities and are ready and willing to continue such service in the future.

Metropolitan area and Kansas. Several faculty members regularly lend their support to organizations that are involved with the community. A high profile contribution includes membership on the Hispanic Chamber of Commerce. Another involves consulting with the Kansas Health Foundation and periodically presenting accounting updates to financial officers in that group. One faculty member tackled a special project when called upon by the F.B.I. to aid in the investigation of a local financial fraud case. Through Beta Alpha Psi, the honors accounting student organization, the School of Accountancy participates in the VITA program that provides income tax return preparation assistance to low income taxpayers. The entire faculty of the School of Accountancy feels a sense of duty to the community and is willing to share expertise as needs arise.

f) The program's cost effectiveness

Annually, we offer two or more sections of each of the twelve 3-credit hour courses required in the undergraduate accounting program. The majority of these sections are taught by full time faculty. However, several are taught by adjunct instructors. Given a total salaries and benefits cost of \$1,289,000 and total student credit hour production of 10,261 for the past year, the cost per student credit hour reduces to approximately \$125 per credit hour.

Ultimately, dollar amounts do not represent the primary justification for maintaining an accounting program. All reputable business colleges offer an accounting degree. Even so, most accounting programs in the U.S. are not separately accredited by AACSB in addition to the business college as a whole. Only an elite minority have this distinction. The School of Accountancy at WSU is one of the few accounting schools with such a distinction. As a result, we are able to attract better faculty and better students, along with maintaining our reputation as one of the top programs in the region.

Statistical Overview

The data below for 2002-2008 was prepared by the Office of Institutional Research at WSU.

ACCOUNTANCY	DESCRIPTION	2002	2003	2004	2005	2006	2007	2008
Section I: Part A: Academic Instruction Expenditures	1. Salaries/Benefits	\$1,225,886	\$1,059,113	\$1,095,098	\$1,340,735	\$1,300,707	\$1,325,494	\$1,289,024
	2. Other Operating Exp.	\$30,702	\$23,909	\$20,206	\$16,779	\$11,987	\$12,577	\$12,247
	3. Total	\$1,256,588	\$1,083,022	\$1,115,304	\$1,357,514	\$1,312,694	\$1,338,071	\$1,301,271
Section I: Part B: Student Credit Hour Production	1. Lower Division	5,721	5,463	5,310	5,064	4,977	5,262	5,529
	2. Upper Division	3,018	3,401	3,426	3,466	4,216	4,452	4,197
	3. Masters	771	645	519	576	469	446	535
	4. Doctoral	0	0	0	0	0	0	0
	5. Total	9,510	9,509	9,255	9,106	9,662	10,160	10,261
Section I: Part D: Percentage of Departmental SCH taken by:	1. Their Undergraduate Majors	27.7	30.6	32	36.4	40.9	41.5	39.9
	2. Their Graduate Majors	5	5.1	4.8	5.2	4.7	3.7	4.7
	3. Non-Majors	67.3	64.3	63.2	58.5	54.4	54.8	55.4
Section I: Part E: Departmental Faculty	1. Tenured/Tenure Track Faculty Head Count	9	7	8	7	8	7	7
	2. Tenured/Tenure Track Faculty with Terminal Degrees	8	7	8	7	8	7	5
	3. Total Tenured Faculty	5	4	4	4	4	8	4
	Total Instructional Faculty FTE in Department	10	8	10	11	9	10	8

Section I: Part F: Actual Instructional FTE												
	9.6	7	8.27	7	8	7	8	7	8	7	8	8
1. Tenured/Tenure Track Faculty												
2a. Instructor of Record (IOR)	0	0	0	0	0	0	0	0	0	0	0	0
2b. Not Instructor of Record	0	0	0	0	0	0	0	0	0	0	0	0
3. Other Instructional FTE	3.05	5.25	5	6.06	3.25	5.56	4.5					
4. Total FTE	12.65	12.25	13.27	13.06	11.25	12.56	12.5					
5. SCH generated by Tenured/Tenure Track Faculty	2,256	1,911	2,009	1,841	2,748	1,847	2,873					
6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0					
7. SCH generated by Other Instructional Faculty	2,227	2,646	2,421	2,496	1,776	2,895	2,061					
8. Total SCH	4,483	4,557	4,430	4,337	4,524	4,742	4,934					
9. Average SCH per Tenured/Tenure Track Faculty	235.00	273.00	242.93	263.00	343.50	263.86	359.13					
10. Average SCH per GTA (IOR only)	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
11. Average SCH per Other Instructional Faculty	730.16	504.00	484.20	411.88	546.46	520.68	458.00					
12. Average Overall SCH per FTE	354.39	372.00	333.84	332.08	402.13	377.55	394.72					
Section II: Part A: Majors in the Discipline												
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