3. Instructional Program Criteria and Template

Name of Person Completing this Report: Nancy Mangold
Title of Person Completing this Report: Director, MS in Accountancy Program
College or Unit: CBE
Report No.: 11
Programs Included: 1

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

CBE had an accounting option in the MBA program for over 30 years. The MBA program accounting option graduated approximately 40 students each year in the past. In 2008, the MBA program was revised to be a more general MBA program with mostly core courses and only 3 courses for each option. The revised MBA program will no longer meet the CPA exam education requirement of having a minimum of 36 units accounting courses, the department discontinued the accounting option in the MBA program in 2008. The department started to apply for the university approval of a new MS in Accountancy (MSA) program in 2008.

California legislature passed SB819 in 2009 mandating 150 semester (225 quarter) hours of education for CPA licensure in California starting January 1, 2014. Under the new law, students want to pursue the MSA program in order to satisfy the CPA licensure requirements in California.

The new MSA program meets both the national CPA exam and California CPA licensure requirements. It is a cohort based, one-year (4-quarters) graduate program which starts in Fall quarter each year. We received Chancellor's Office approval in April 2013. With 3 months recruiting in Summer 2013, we launched the first cohort of MSA program with 30 qualified students in Fall 2013.

MSA program does not offer any GE courses or service courses. It does not satisfy any graduation requirements. Currently, the entire program is delivered in person in lecture format. Only the one unit capstone project is a faculty supervised project.

4. Criterion 1

I. Institutional Learning Outcomes: (70%)

| 1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems | Accounting profession requires critical thinking, analytical and quantitative reasoning skills. Current MSA SLO2 states that “students will be able to think critically and apply quantitative reasoning skills to analyze financial reports, perform risk analysis, and construct business valuation models using spreadsheets and statistical analyses.” In current MSA curriculum, 9 out of 11 courses build critical thinking, and have students apply analytical and quantitative reasoning skills. |
| 2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others | Current MSA SLO4 states that “students will apply written communication skills to produce professional accounting reports and demonstrate the ability to prepare and deliver a well-organized, informative and persuasive oral presentation within a professional context.” Therefore, in the current MSA curriculum, all 11 courses and capstone project require written reports and presentations to build students’ written and oral communication skills. |
3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities

Current MSA SLO states that “the program will prepare students to work with diverse and multicultural constituencies in applying accounting practices to support fairness and equity and students will be able to communicate an awareness and understanding of the process by which standards and professional practices are demonstrated in diverse cultural and international contexts.” Four MSA courses cover accounting standards and professional practices across different cultures and countries.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

Current MSA SLO5 states that “students will apply professional collaboration skills in working with individuals and in groups and demonstrate the ability to apply the key elements of teamwork and leadership in a variety of group contexts.” Therefore, all 11 MSA courses require students to work on projects with diverse team members and to work collaboratively.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels

The Securities and Exchange Commission recently issued guidelines on voluntary sustainability disclosure on corporate financial reports. Accounting Department recently hired a new faculty who did his dissertation and specializes in sustainability accounting to strengthen our curriculum on sustainability. Sustainability at both the U.S. and global level is now part of MSA curriculum in 5 of the 11 required courses.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

MSA program’s current capstone course (ACCT6560 - Financial Statement Analysis and Business Valuation) and the capstone project require students to integrate and apply all the knowledge, theory and practice from the entire MSA program to perform a comprehensive analysis of the financial statements of a real world company and its valuation on the capital market in an extensive capstone project report.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

SSC 1, 2, 3 & 4: Our speakers program invites successful CSUEB alumni to speak to students to engage student learning, promote professional and personal development, and enhance educational experience.

SSC 2 & 4: We support accounting fraternity (BAP) in developing vibrant community, promoting professional development, and student engagement and learning.

SSC3: Our Mentorship program with successful alumni enhances student’s educational experience/ personal development.

SSC5: Our curriculum on sustainability accounting contributes to a sustainable planet.

SSC7: Our faculty conducts survey for homeless prevention organizations, teaches financial literacy, and serves on boards of Bay Area Economic Development organizations to support communities in our regions.

SSC8: Our curriculum teaches applied mathematics (accounting) and cutting edge technology using financial reporting software and systems.

Link to Scoring Rubric

5. Criterion 2

I. FTES, Number of Majors, and Number of Degrees Awarded

ACCT, FIN

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.
## B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td></td>
<td>225.6</td>
<td>4</td>
</tr>
<tr>
<td>MBA</td>
<td></td>
<td>258.8</td>
<td>4</td>
</tr>
<tr>
<td>MBA</td>
<td>Accounting</td>
<td>40</td>
<td>4</td>
</tr>
</tbody>
</table>

## C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
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<td>MBA</td>
<td></td>
<td>101.8</td>
<td>4</td>
</tr>
<tr>
<td>MBA</td>
<td></td>
<td>105.2</td>
<td>4</td>
</tr>
<tr>
<td>MBA</td>
<td>Accounting</td>
<td>30.6</td>
<td>4</td>
</tr>
</tbody>
</table>
D.

We had an accounting option in the MBA program for over 30 years. When MBA program was revised in 2008 to be a general program with only 3 courses for an option, we discontinued the accounting option in the MBA program since it no longer satisfies the education requirements for the CPA exam. The major, option and degree data above are from our accounting option in the MBA program. Degrees awarded were 50 (07-08), 37 (08-09), 42(09-10). But due to the teach-out in 10-11 and 11-12, the 5 year average of 30.6 graduates is lower than during the normal period.

California legislature passed the new law SB819 in 2009 requiring 150 semester (225 quarter) hours for CPA licensure effective starting January 1, 2014. We applied for a new MS in Accountancy (MSA) program that meets the education requirements for both the national CPA exam and California CPA licensure. The MSA program was approved by the university and the Chancellor’s Office in late April 2013. With 3 months recruiting in summer 2013, we had over 60 applicants and launched our first cohort for the MSA program in Fall 2013 with 30 qualified students. We already have a large number of applicants for the 2014 Fall program. Therefore, we expect a strong demand in the East Bay for the MSA program for students who want to become CPAs. We expect to graduate 30-40 students each year in the first two years and 60-80 students each year in the future.
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

Bureau of Labor Statistics (BLS) and California Occupational Employment Projection forecast that jobs for accountants and auditors will grow at 15.8% in California and at 16.3% in the East Bay from 2010 to 2020.

American Institute of CPAs (AICPA), a professional organization for CPAs published its 2013 Trend Report and the report’s findings are consistent with the findings of the BLS. New accounting master graduates hired by CPA firms increased to 16,557 in 2012 (260% increase from 2008). In AICPA’s article “Record-Setting Demand Projected for Accounting Graduates: AICPA Report” on June 18, 2013, AICPA VP Patton stated that “employers are increasingly looking to hire CPAs with advanced degrees, as they have the education and skills necessary to work in an increasingly complex, global business environment.”

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.55</td>
<td></td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.59</td>
<td></td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.52</td>
<td></td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Each CBE department prepares quarterly averages of student evaluation results for faculty to review. A major emphasis of faculty performance reviews is to provide feedback on teaching improvement. Student comments indicated that they desire more

- hands-on experience (experiential learning),
- applied statistical analysis,
- critical thinking, and
- technology.

To address these concerns, CBE provided Instructional Improvement Grants to eighteen faculty in each Summer of 2011 and 2012 to revise or develop teaching materials, and to learn online teaching skills. These efforts helped faculty to incorporate current knowledge, new technologies and teaching tools in their teaching materials.
2. Teaching awards, teaching grants, and recognitions

Dr. Nancy Mangold received the 2012-13 George and Miriam Phillips Outstanding Professor Award from the University for her extraordinary instructional and professional achievements.

Dr. Doris Duncan was the 2012 Fulbright Specialist/Scholar to Tunisia and 2009 Fulbright Specialist/Scholar to Uganda.


CBE’s China America Business and Education Center provides faculty teaching improvement grants. Dr. Fricke received CABEC grant in 2013.

3. Faculty-supervised student projects

Dr. Mangold supervised an MBA student on a thesis/research project and helped publish the article in an academic journal in 2008.

Dr. Jan and Dr. Satin advise the accounting club and Beta Alpha Psi, accounting professional chapter. Dr. Mangold advises ASCEND, an accounting professional chapter for Asian students started by several MSA program students.

In 2011 and 2012, Dr. Scot Fung mentored some students who participated in the CFA (Chartered Financial Analyst) Institute Global Investment Research Challenge competition, in which they took on roles as professional analysts.

Accounting and finance faculty regularly mentors students in the CSUEB Honors Programs.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

Accounting and finance courses in the MSA program are very rigorous and demanding. Many faculty require case studies, comprehensive projects, written assignments, and excel spreadsheet analysis in their courses. Our rigorous courses aim to prepare students for the national CPA exam.

CBE’s faculty are highly diverse in country of origin, native language, race etc. For example, faculty have more than 15 countries of origin, which collectively enable a global perspective on business education.

1a. TT faculty contributions

| Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books | 2008 - Total Number | 2008 - Average per TT | 2009 - Total Number | 2009 - Average per TT | 2010 - Total Number | 2010 - Average per TT | 2011 - Total Number | 2011 - Average per TT | 2012 - Total Number | 2012 - Average per TT | 2011 - Total Number | 2011 - Average per TT | 2012 - Total Number | 2012 - Average per TT | 2011 - Total Number | 2011 - Average per TT | 2012 - Total Number | 2012 - Average per TT |
| 8 | 0.40 | 14 | 0.70 | 14 | 0.78 | 11 | 0.61 | 25 | 1.5 |
| Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities | 15 | 0.75 | 31 | 1.55 | 14 | 0.78 | 14 | 0.78 | 18 | 1.1 |
The average number of peer-reviewed journal articles per faculty is 1.56 and the conference presentation per faculty is 1.13 in 2012. One faculty published 3 articles in the top-tier (A+) journals and several faculty published articles in the top (A) journals. 6 faculty received 4 Best Paper Awards in Conferences.

Every lecturer in CBE is required to be PQ (Professionally Qualified) or AQ. CBE’s PQ standards (also AACSB’s important quality indicator) require significant professional experience, and active engagement in professional activities to maintain currency and relevance.

2 accounting FERPs continue to conduct research and publish in journals and are AQ.

Since 2009, Dr. Fung has held an endowed professorship established by Jack and Susan Acosta to support academic excellence.

CSU Chancellor appointed Professor McBride to California State Board of Accountancy Ethics Study Committee to establish courses for 15 quarter units in ethics, required for California CPA license, beginning January, 2014.

Dr. Yang received one grant of four WTU assigned time from the Office of Research and Sponsored Programs in 2008 and CBE matching grant for research in 2008.

CBE’s China America Business and Education Center provides research grants to support faculty research. Dr. Goktan received CABEC research grant in 2013.

Dr. Nancy Mangold was selected to be the U.S. Securities & Exchange Commission Academic Fellow for 2009-10, and work in the SEC’s Office of the Chief Accountant in Washington D.C., advising on major accounting and auditing policies. She was also invited by SEC’s Division of Corporate Finance to provide a special training.

Dr. Scott Fung serves on the Editorial Review Board for Review of Accounting and Finance from Fall 2011 to present.

Many Accounting and finance faculty serve as reviewers for journals and conferences, session chairs, or invited speakers.
MSA curriculum is innovative and forward-looking incorporating the new 150 hours accounting education requirements for California CPA licensure, latest developments on International Financial Reporting Standards, international standards on auditing, and standards for specialized industries such as banks, financial institutions, and healthcare industry.

MSA curriculum includes the latest accounting information systems and software used for large public and small companies and the SEC’s most recent mandatory disclosure requirements on XBRL in 2009.

Cases/projects in most MSA courses provide experiential learning.

Our program helps students with accounting internship opportunities to gain real world accounting experience.

MSA is created as a self-support program.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

MSA program is included in CBE accreditation by AACSB (The Association to Advance Collegiate Schools of Business). AACSB has rigorous accreditation standards on faculty qualifications and research contributions, financial strategies, assurance of learning, and many more. Every five years CBE programs are reviewed by the AACSB. CBE must submit a comprehensive report documenting evidence of meeting all of the standards.

MSA program meets the education requirements for national CPA exams and California’s new 150 hours requirements for CPA Licensure starting January 1, 2014.

CBE is listed in the Princeton Review’s The Best 294 Business Schools, 2013 Edition (7th consecutive year).

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

The VBT (Valley Business Technology) building gives the more than 2000 business students a concept of “home” facility, and makes communication and collaboration among faculty much more effective and efficient than they were before moving to VBT in December 2006.

To enhance quality, MSA needs good computer labs for large accounting software and systems used in courses for students to get hands on experience and to work on projects. MSA students would benefit from an updated and reconfigured lab in VBT221 and 222.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

MSA Degree roadmaps and annual class schedule are available to students at the start of each program.

Dr. Mangold serves as the director/faculty advisor helping students on course selection, CPA exam and licensure requirements, and career opportunities and choices.

BAP student organization hosts Meet the Accounting Professionals (MTAP) career event each year that brings in over fifty accounting employers to campus for students to network with potential accounting firms, corporations and government agencies.

Dr. Mangold works with local firms to create internship opportunities for MSA students who will register for course credits to gain experiential learning through internship work.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

CBE has an established system of program improvement. AoL (Assurance of Learning) is led by a Task Force which decides on assessment processes and actions to close the loop, and is administered by a full-time Assistant Director and advised by a faculty member.

MSA program worked with the Academic Program and Graduate Studies Office and CBE specialists in 2012 to design an assessment plan of learning outcomes to satisfy WASC and AACSB accreditation requirements. All Student Learning Outcomes
are assessed using both direct and indirect assessments every five years. MSA program started in Fall 2013. We will use the assessment results to improve the program.

MSA program is a pilot program and is required by the Chancellor's Office to have an external review in 5 years in order to continue as a permanent program. Therefore, MSA must continue to be high quality and have satisfactory assessment on student learning outcomes.

5. Student success; list/describe the following (up to 100 words):

Accounting programs have a long list of distinguished alumni. Many alumni are partners of the Big 4 national accounting firms and CFOs of major corporations as follows:

Louis Miramontes, B.S. '06 Accounting, Managing Partner, KPMG
Carolyn Aver, B.S. Accounting '82, CFO at Harmonic, Inc.
Gary Wallace, B.S. '75 Accounting, Partner, KPMG
Jim Songey; B.S. '82, Accounting, Partner, Grant Thorton
Richard Carson; B.S.'75 , Partner, PriceWaterhouse
Evelyn Dilsaver; B.S. '77, President and CEO of Charles Schwab
Georgeanne Proctor; MBA 82, EVP, TIAA-CREF.

To help students launch successful careers, CBE is building a Career Development Center to start in Winter 2014.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>33%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate</td>
<td>61%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>5</td>
</tr>
<tr>
<td>Upper Division</td>
<td>5</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>
II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance</td>
<td>2948.45</td>
<td>-1.53%</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

MSA program is a new program that just started the first cohort in Fall 2013. There was no SFR data available for the MSA program from Fall 2008 to Fall 2012.

We used the estimated average change in SFR of 61% and trend of 5 years in the table above. MSA program enrolled 30 qualified students in the first cohort for Fall 2013. Each student is required to take three courses (12 units) each quarter. Hence, the estimated SFR will be 30 each quarter. Compared to the systemwide SFR for graduate business program of 19, 20.9, 18.6, 16.9, 18, from Fall 2008 to 2012, the % change above the system SFR each year would be 58%, 44%, 61%, 78%, 67%. The estimated average change SFR will be 61% and the trend (years exceeding the systemwide SFR) is 5 years.

MSA is a cohort based one year program. We expect to have 30-40 students in each cohort. Our SFR will continue to be 30-40 which will be consistently above the systemwide SFR each year in the future.

Accounting is one of the most difficult to recruit disciplines. We must offer higher compensation for new faculty. But due to the State budget cut, CBE requires all accounting courses to have a class size of 45 to 50. Larger class size reduced the average instructional costs per FTES to $2,948.5 with average reduction in cost of 1.53% per year. We expect this trend will continue in the future.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

CBE experienced significant budget reduction due to the State budget crisis. It can be seen from Table 1 on the faculty headcount by department that the total number of TT faculty in accounting/finance changed from 20 (Fall 2008) to 16 (Fall 2012). Table 2 shows that FTEFs for accounting changed from 13.87 (Fall 2008) to 10.53 (Fall 2012). Accordingly, the average size of accounting/finance classes has increased from approximated 35 before Fall 2008 to about 50 in recent years.

Instead of one administrative support coordinator per department, accounting, finance and economics departments share one coordinator to support more than 30 instructors, with necessary student assistance.

With limited resources at CBE, MSA program has to start as a DCIE self-support program to survive further budget cuts.

II. Impact of Declining Resources (Up to 125 words)

Reduced resources will have the following impact:

- It is critical for CBE to maintain AACSB accreditation. AACSB has high requirement for AQ (academically qualified) faculty for each program. With small number of faculty, Accounting Department has the lowest AQ ratio in CBE and has difficulty maintaining MSA program’s AQ ratio to be in compliance with AACSB. Reduced resources will affect MSA program AQ ratios further and impact CBE’s ability to maintain AACSB accreditation which would negatively impact CSUEB’s reputation.
- Being the only CSU in the East Bay to offer the MSA program, discontinuing our MSA program due to insufficient AQ faculty will make it difficult for East Bay students to satisfy CPA exams and licensure requirements.
- CSUEB will lose support of our accounting alumni/firms.
III. Impact of Augmentation (Up to 125 words)

Additional resources would help to
• Recruit more TT faculty to maintain a higher AQ ratio, which is a critical for AACSB accreditation.
• Recruit TT faculty to teach auditing and taxation courses that are required for CPA exams and licensure. Currently, we do not have faculty who can teach auditing and taxation courses. We have to draw faculty from other universities or professionals to help out. Recruit TT faculty with expertise in auditing or taxation courses will help the program to offer the required courses for auditing and taxation.
• Enable faculty to attend academic or professional courses to develop specialized auditing/taxation courses needed. Currently we do not have faculty able to teach advanced auditing/taxation courses. Offer these courses help students gain competitive advantages on job market.

IV. Additional Information (Up to 250 words)

California legislature passed SB819 to require 150 Semester (225 Quarter) hours education for California CPA licensure starting January 1, 2014. CSUEB is the only CSU on the East Bay to offer the MSA program to help East Bay students to become CPAs. We are seeing a large demand for the 2013 and 2014 programs. We expect this demand to continue in the future since the demand for accountants and auditors will grow at 16.3% in the East Bay from 2010 to 2020.

Our Department plans to offer the accounting option in our successful BSBA online program in 2015 because half of the potential students indicated that accounting option is their first choice. We also have many requests for an online MSA program. Once we build up our expertise in delivering accounting option online in the BSBA program, we will consider offering the MSA program as an online program.

To align with the University’s effort of growing the enrollment at Concord campus, CBE may consider expanding course offerings for the accounting option in the BSBA program and MSA program at the Concord campus.

Our greatest needs are to recruit several TT faculty to help maintain AQ ratio for AACSB accreditation and who can teach required courses in auditing and taxation in particular, and to develop advanced courses in auditing and taxation.

Enhanced resources of several faculty will help us build a flagship MSA program both on ground and online for CBE and CSUEB. CSUEB will gain greater support from accounting alumni/community.