

California State University, East Bay

2015-16

Annual Report

for

MS in Accountancy Program

College of Business and Economics

2015-16 Annual Report for MSA Program

The MS in Accountancy program was a new master program approved by the Chancellor's Office as a pilot program in April 2013. The MSA program began offering the foundation courses in June 2013 and the MSA program courses in September 2013.

The MSA program is a cohort-based, 16-month graduate program. The program prepares students for accounting or auditing positions in accounting firms, corporations, government agencies or non-profit organizations. The goals of the program are to provide students the required education to qualify for the Certified Public Accountants (CPA) exam and to meet the 150-hour California CPA licensure requirements. Hence, the program focuses on the knowledge of the U.S. and international financial reporting and auditing standards, taxation, business laws and regulations, and accountants' professional responsibilities and ethics. It also enables students to develop professional written and oral communication and collaborative teamwork skills.

During the 2015-16 Q2S conversion, the Department formed a MSA task force consisting of four faculty members to recommend the program under the semester system. MSA task force members attended the Q2S Faculty Development workshops on Q2S conversion. The task force collected MSA program data from four competing universities in the Bay Area, five other CSUs/UCs, and four prominent MSA Programs in the U.S., compared our program with the competing programs and identified the strength in our program design. The task force also examined the CPA exam and licensure requirements and ensured the program courses will satisfy these requirements. The task force studied whether the program will meet the AACSB accreditation standards, the sufficiency of faculty resources and identified areas that need additional faculty resources. Based on these studies, the task force revised program goals and learning outcomes and recommended the new curriculum for the semester system. The revised MSA program PLOs and curriculum were approved by the accounting faculty in Fall 2015.

The revised MSA program learning outcomes include six PLOs on foundation knowledge, critical thinking and quantitative reasoning skills, accountants' ethics, professional written and oral communication skills, and collaboration and teamwork skills. Since it is a new program, in order to satisfy the AACSB accreditation reporting in 2017, we conducted assessment for all six PLOs in 2015-16. We assessed the foundation knowledge in the third financial reporting course using exam questions, the critical thinking and quantitative reasoning skills using several projects in the capstone project course, accountants' ethics using the written assignments on ethics project, the written communication skills using students' written assignments, the oral communication skills using students' project presentation from their capstone projects. Lastly, we assess the collaboration and teamwork skills using group work in the capstone course. The results of the assessment are presented on page 2 of this report.

Based on the assessment results, the task force recommended two additional courses on written and oral communications to help improve the students' skills in the revised curriculum. All ten accounting faculty taught in the MSA program. The Department had one new hire in Fall 2015. There was no new faculty recruitment in 2015-16 or 2016-17. In 2015-16, we had three MSA students awarded scholarships by prominent professional organizations. The 2015-16 MSA program cohort had a good placement rate of 62% at the time of graduation in September 2016. Three students had offers from the Big Four accounting firms (KPMG and PwC).

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MSA Assessment for 2015-2016 Academic Year by Program

SLOs	Instrument	Sample	Results	Actions
Foundation Knowledge	Exam Questions	36 MSA students in core course	78% meets/ exceeds	<p>a. Provide extra practice questions to help clarify and reinforce the concepts learned.</p> <p>b. Design and require more hands-on project/practice for students to work in groups in classroom. To allow more class time to do so, request students watch short videos or preview textbook paragraphs related to difficult topics.</p>
Quant Reasoning	Student Projects	34 MSA students in core course	100% meets/ exceeds	<p>a. Help students work through more examples on profitability analysis and risk analysis in class to help students develop and apply critical thinking, analytical and quantitative reasoning skills.</p>
Ethics	Written Assignments	36 MSA students in core course	100% meets/ exceeds	<p>a. Include group assignments during class to practice concepts covered in lecture and readings.</p> <p>b. Create or modify individual assignments to include specific and measurable tasks that measure students proficiency in these areas</p>
Written Communication	Written Assignments	36 MSA students in core course	94% meets/ exceeds	<p>a. Encourage students to utilize the university resources for improving academic writing. The Student Center for Academic Achievement (SCAA) Online Writing Lab (OWL) allows CSUEB students to submit papers online and receive tutor feedback via email. Students should be encouraged to submit their papers to OWL first and make appropriate revision.</p> <p>b. Designed and developed a new required course Business Communications and Professional Development II for the MSA program for the new semester system starting Fall 2018. This course aims to develop the written communication skills for MSA students in writing effective professional communication documents such as memos, letters, proposals, and reports.</p>
Oral Communication	Student Presentations	34 MSA students in core course	100% meets/ exceeds	<p>a. Provided Leadership Communications Boot Camp to cohort 2 MSA students in September and October 2014 and for cohort 3 and 4 MSA students in July 2016. The communications boot camps were to develop students' self-confidence and leadership communication skills.</p> <p>b. Designed and developed a new required course Business Communications and Professional Development I for the MSA program for the new semester system starting Fall 2018. This course will focus on developing oral communication skills for MSA students.</p>
Teamwork	Group Projects	34 MSA students in core course	100% meets/ exceeds	<p>a. Encourage more MSA program courses to require collaborative projects throughout the program for students to apply professional collaboration skills in working with individuals and in-group in order to develop the teamwork skills.</p> <p>b. Designed and developed a new required course Business Communications and Professional Development I for the MSA program for the new semester system starting Fall 2018. In addition to developing oral communication skills, this course will also teach students good teamwork skills.</p>

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	MBA GI	MBA Oak	BSBA	Econ BA	Econ MA	MSBA	MSA	BSBA OL	MBA Hayward	Total	
Gender											
Female	27	14	831	62	11	18	39	187	129	1318	48%
Male	31	8	1003	98	25	15	5	130	134	1449	52%
Median Age			23	24	27	27	29	31	28		
Ethnicity											
Asian	28	4	578	39	5	5	22	73	64	818	30%
Hispanic/Latino	7	1	408	32	3	2		48	18	519	19%
White	10	1	305	27	9	11	6	121	43	533	19%
Black	7	2	128	15	3		2	15	19	191	7%
Two or More Races	1	3	87	5	1			36	4	137	5%
Hawaiian/Other Pacific Island			12					2	3	21	1%
American Indian	1	2	5					2		10	0%
Not Reported	4	9	311	42	15	15	12	19	111	538	19%
Residence											
California	57	20	1607	127	21	20	44	301	160	2357	85%
United States	1	1	15	2	1	1		15	5	41	1%
Other		1	212	31	14	12		1	98	369	13%
Pell Grant Eligible											
Yes	50	11	793	61	0	0	16	198	0	1129	41%
No	8	11	1041	99	36	33	28	119	263	1638	59%
First Generation College Student											
Yes	33	7	1037	84	8	12	13	180	102	1476	53%
No/NA	25	15	797	76	28	21	31	137	161	1291	47%
Class Level											
Freshman			256	32				12		300	11%
Sophomore			102	12				2		116	4%
Junior			542	37				98		677	24%
Senior			934	79				205		1218	44%
Graduate	58	22			36	33	44		263	456	16%
Country of Citizenship											
United States	38	11	1417	112	20	19	18	298	131	2064	75.5%
Afghanistan			2							2	0.1%
Algeria									1	1	0.0%
Australia				1					1	2	0.1%
Azerbaijan				1						1	0.0%
Bangladesh									1	1	0.0%
Bosnia and Herzegovina			1							1	0.0%
Brazil	1		3	1						5	0.2%
Bulgaria	1									1	0.0%
Canada			7							7	0.3%
China	1	2	168	30	4	6	17	2	45	275	10.1%
Colombia			1							1	0.0%
Croatia			1							1	0.0%
Djibouti									1	1	0.0%
Egypt	1		1						4	6	0.2%
El Salvador			3					1		4	0.1%
Eritrea			1							1	0.0%
Ethiopia			3	1						4	0.1%
Fiji			1					1		2	0.1%
France			1			1				2	0.1%
French Polynesia							1			1	0.0%
Gabon			1							1	0.0%
Germany		4	3							7	0.3%
Guatemala								1		1	0.0%
Guinea				1						1	0.0%
Guyana								1		1	0.0%
Hong Kong			14	2			1		1	18	0.7%
India	12	2				5	2	2	38	61	2.2%
Indonesia (West Irian)			4	1						5	0.2%
Iran			1						2	3	0.1%
Ireland	1									1	0.0%
Israel		1								1	0.0%
Japan		1	2		1			1	1	6	0.2%
Jordan			2							2	0.1%
Kazakhstan			1							1	0.0%
Kenya	1		2						2	5	0.2%
Korea, North (Democratic People's Republic of Korea)			1							1	0.0%
Korea, South (Republic of Korea)			6				1		1	8	0.3%
Kosovo									1	1	0.0%
Kuwait			5							5	0.2%
Kyrgyzstan								1		1	0.0%
Liberia			2							2	0.1%
Malaysia			2					1	1	4	0.1%
Mexico			39	5				4	1	49	1.8%
Mongolia			3				1		1	5	0.2%
Morocco			1							1	0.0%
Myanmar			7						1	8	0.3%
Nepal	1		10	1		1			1	14	0.5%
Nicaragua	1		3							4	0.1%
Nigeria			1	2					1	4	0.1%
Pakistan			5			1			1	7	0.3%
Peru			4	1						6	0.2%
Phillippines			11		1			1	2	15	0.5%
Poland			1							1	0.0%
Russian Federation			1				1	1	1	4	0.1%
Rwanda			2							2	0.1%
Samoa								1		1	0.0%
Saudi Arabia			20		6		1	1	5	33	1.2%