

**COLLEGE OF BUSINESS AND ECONOMICS  
MS in ACCOUNTANCY PROGRAM  
ANNUAL PROGRAM REPORT**

|                             |                           |
|-----------------------------|---------------------------|
| College                     | Business and Economics    |
| Department                  | Accounting and Finance    |
| Program                     | MS in Accountancy         |
| Reporting for Academic Year | 2017-18                   |
| Last 5-Year Review          | April 2017                |
| Next 5-Year Review          | CBE 2018-19 5-Year Review |
| Department Chair            | Nancy Mangold             |
| Date Submitted              | 10/25/2017                |

**I. SELF-STUDY**

**A. Five-Year Review Planning Goals**

MS in Accountancy (MSA) program was approved as a new pilot, self-support program by CSUEB and Chancellor’s Office to start in Fall 2013. In the 2013 College of Business and Economics’ five-year review, MSA program was not included since it was a new program.

From 2013 to 2017, we conducted MSA program for five cohorts of MSA students. On April 4, 2017, we requested CAPR approval to convert the MSA program from a pilot program to a permanent program and submitted the following documents to CAPR in [2016-17-CAPR-15](#):

1. Pilot program conversion review for MSA program (a complete 5-year MSA program review report).
2. Chancellor’s Office required MSA program pilot conversion report to convert MSA program from a pilot programs to a regular Program
3. External reviewer’s report to accompany the pilot conversion report later.

[2016-17-CAPR-15](#) and [2016-17-CIC-117](#) were approved by the Academic Senate on May 16, 2017. They were approved by President Morishita on May 31, 2017. MSA program pilot conversion proposal and the external reviewer report were sent to the Chancellor’s Office on June 1, 2017. We are currently awaiting the Chancellor’s Office final approval for the MSA program to become a permanent program.

**B. Progress Toward Five-Year Review Planning Goals**

In the last five years, we have launched the MSA program in 2013. We conducted the MSA program for five cohorts. We have received approval from CSUEB to convert the MSA program from a pilot program to a permanent program. We are waiting for the final approval from the Chancellor’s Office.

**C. Program Changes and Needs**

**Overview:**

The MSA program was approved by the Chancellor's Office as a pilot program in 2013. It is a self-support, cohort-based program. In Fall 2013, we launched the MSA program. From 2013 to 2017, we conducted the MSA program for five cohorts. In May, 2017, we received approval from the Academic Senate and the President to convert the MSA program from a pilot program to a permanent program. Currently, we are waiting for the final approval from the Chancellor's Office for the MSA program to become a permanent program.

**Curriculum:**

The MSA program was approved to have 45 quarter-units in its curriculum in the quarter system. Starting Fall 2018, we will start the MSA curriculum with 33 semester-units approved for the semester system. The curriculum in the semester is similar to those in the quarter system for the most part. We added a Business Communication and Professional Development I and II courses to help MSA students build better communication and professional skills.

**Students:**

We admit and enroll 30-35 students for the MSA program each year. The number of students enrolled is similar to prior years.

**Faculty:**

Since it is a self-support program, faculty will teach the MSA program course off load. We have sufficient faculty to teach the MSA program courses. We do not have any new hires or retirement in 2017-18.

**Staff:**

We had a half time MSA program assistant to assist with the administrative work of the MSA program in 2015-16. Starting in 2017, the admin for the Department of Accounting and Finance assumes some of the administrative work for the MSA program.

**Resources:** *(facilities, space, equipment, etc.)*

The MSA program courses are held on Friday evenings and Saturdays. There are many VBT classrooms available for our weekend classes. The smart classrooms in VBT provide sufficient equipment to meet the needs of the MSA program.

**Assessment:**

See part II.

**Other:** None.

**II. SUMMARY OF ASSESSMENT****A. Program Learning Outcomes (PLO)**

PLO 1. Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.

PLO 2. Develop critical thinking and quantitative reasoning for financial reporting and business valuation. (ILO 1: Thinking and Reasoning)

PLO 3. Illustrate the knowledge of accountants' professional ethics standards and assess them in business situations.

- PLO 4. Build written communication skills to create professional accounting reports.
- PLO 5. Build oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context. (ILO 2: Communication)
- PLO 6. Improve professional collaboration and teamwork skills in working with individuals and in groups.

## B. Program Learning Outcome(s) Assessed

*List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)*

- PLO 1. Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016
- PLO 2. Develop critical thinking and quantitative reasoning for financial reporting and business valuation.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016
- PLO 3. Illustrate the knowledge of accountants' professional ethics standards and assess them in business situations.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016
- PLO 4. Build written communication skills to create professional accounting reports.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016
- PLO 5. Build oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016
- PLO 6. Improve professional collaboration and teamwork skills in working with individuals and in groups.
  - Round 1 Assessed in Summer 2015
  - Round 2 Assessed in Summer 2016

## C. Summary of Assessment Process

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** *(include if new or old instrument, how developed, description of content)*  
CBE measures each student's work using a rubric, which lists certain parameters or traits on which to assess the student work. Each work is then scored on each rubric trait as "below expectations," "meets expectations," or "exceeds expectations" (rubrics may have more scoring categories depending on faculty desires) relative to a benchmark level of performance agreed upon by the faculty. As programs undergo revisions, rubrics are revised and/or modified with faculty consultation for effectiveness. To download the rubrics for MSA, click [here](#).

### **Sampling Procedure / Sample Characteristics:**

CBE follows the guidelines set by our discipline-specific accreditation body, AACSB, when it comes to sampling. AACSB requires a "statistically significant" sample, as defined by the college. That being said, CBE has made efforts to increase sample sizes where they have been

historically low. Overtime, as we continue to develop our assurance of learning system and continue to work towards creating a culture of assessment throughout the college, we hope to involve more and more faculty in our assessment activities. This will allow us to steadily increase sample sizes (where they are low) over time. Where sample sizes are sufficient, an increase in the number of participating faculty will allow for a reduction in the number of assignments assessed by any one individual faculty, making the overall workload more manageable.

**Data Collection:** *(include when, who, and how collected)*

Each quarter or semester, the Manager of Assurance of Learning (AOL) contacts the Department Chair where faculty are scheduled to do assessments in their courses. The Department Chair, with input as needed from the AOL Manager, will arrange for faculty to do assessments. These faculty members are responsible for using the pre-approved assessment measures (rubrics, test questions, etc.) as supplied by the AOL Manager.

**Data Analysis:**

Faculty provide the results of their assessments to the AOL Manager within four weeks of the end of term. The Manager of AOL then analyzes the assessment findings for each learning objective and prepares a report of the results that show, at a minimum, the number of students assessed and the percentage of students meeting or not meeting the benchmark by rubric trait.

**D. Summary of Assessment Results**

*Summarize your assessment results briefly using the following sub-headings.*

**Main Findings:**

PLO 1. Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.

- Round 1 Assessed in Summer 2015
  - 69% met expectations (Click [here](#), for assessment report)
- Round 2 Assessed in Summer 2016
  - 75% met expectations (Click [here](#), for assessment report)

PLO 2. Develop critical thinking and quantitative reasoning for financial reporting and business valuation.

- Round 1 Assessed in Summer 2015
  - 91.8% met expectations (Click [here](#), for assessment report)
- Round 2 Assessed in Summer 2016
  - 93% met expectations (Click [here](#), for assessment report)

PLO 3. Illustrate the knowledge of accountants' professional ethics standards and assess them in business situations.

- Round 1 Assessed in Summer 2015
  - 95% met expectations (Click [here](#), for assessment report)
- Round 2 Assessed in Summer 2016
  - 93% met expectations (Click [here](#), for assessment report)

PLO 4. Build written communication skills to create professional accounting reports.

- Round 1 Assessed in Summer 2015
  - 93% met expectations (Click [here](#), for assessment report)
- Round 2 Assessed in Summer 2016
  - 92% met expectations (Click [here](#), for assessment report)

- PLO 5. Build oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context.
- Round 1 Assessed in Summer 2015
    - 98% met expectations (Click [here](#), for assessment report)
  - Round 2 Assessed in Summer 2016
    - 96% met expectations (Click [here](#), for assessment report)
- PLO 6. Improve professional collaboration and teamwork skills in working with individuals and in groups.
- Round 1 Assessed in Summer 2015
    - 100% met expectations (Click [here](#), for assessment report)
  - Round 2 Assessed in Summer 2016
    - 100% met expectations (Click [here](#), for assessment report)

**Recommendations for Program Improvement:** (*changes in course content, course sequence, student advising*)

- PLO 1. Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.
- Provide more practice and homework to students for the knowledge areas they are deficient (ACCT 6630)
  - Moved assessment to a different course
- PLO 2. Develop critical thinking and quantitative reasoning for financial reporting and business valuation.
- For research and strategy, faculty have students work on several examples on strategies in class.
  - For profitability analysis, faculty provided students with an analysis template to follow, have students work on in-class case as an example using the template.
- PLO 3. Illustrate the knowledge of accountants' professional ethics standards and assess them in business situations.
- Revised the rubrics to include specifically accounting ethical violations and their impact.
- PLO 4. Build written communication skills to create professional accounting reports.
- CSUEB allows students to satisfy the University Writing Skills Requirements (UWSR) using GMAT/GRE writing scores.
  - We raised admission requirements to admit students with higher analytical writing scores on GMAT/GRE, so the admitted students will have good writing skills.
  - 2015-16 57% admitted students satisfied the UWSR.
  - 2017-18 72% admitted students satisfied the UWSR.
- PLO 5. Build oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context.
- Conducted a 2-day leadership communications boot camp for MSA students in summer 2014 and summer 2016. Students felt more comfortable speaking in front of others with their own style and with a genuine message.
  - Identify areas of weakness in oral presentation (visual aids, eye contacts); provide training and resources for improvement.
- PLO 6. Improve professional collaboration and teamwork skills in working with individuals and in groups.
- Note: MSA program is a cohort-based program. Students have learned to work together for five quarters when we conduct this assessment. There are several

individual students who fall short on teamwork in each cohort. We plan to teach important teamwork skills in our new professional development course starting Fall 2018.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

PLO 1. Demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.

- Include all financial accounting and auditing courses ACCT611, 612, 613, 622, 623 as foundation knowledge for assessment.
- Each faculty teaching these courses will pick questions representative of learning in these courses. The faculty teaching these 5 courses will recommend the number of questions to choose from each course. Each course can choose a different number of questions.
- These faculty will determine the proficiency benchmark for their individual courses. Faculty selected a higher benchmark of 75% or 80% as meeting expectation for their individual courses.
- Reduced coverage of government accounting to focus more on financial accounting based on faculty input.

PLO 2. Develop critical thinking and quantitative reasoning for financial reporting and business valuation.

- Faculty provided more detailed explanations on bankruptcy and earnings manipulation models, analysis template and in class examples for teaching the risk analysis in class.

PLO 3. Illustrate the knowledge of accountants' professional ethics standards and assess them in business situations.

- Revise project and rubrics: Ethics and Auditing and Faculty will work together to design a project that will capture professional ethics requirements and CPA exam requirements on ethics. They will also revise the SLOs and rubrics on ethics to assess this PLO better.

PLO 4. Build written communication skills to create professional accounting reports.

- Revised MSA curriculum and will offer a half semester course focusing on writing starting Fall 2018.
- Will change instrument that reflects writing skills better - may use Auditing II individual project or capstone project.
- Will conduct 2 assessments on writing skills, one at the first writing course, 2nd at the end of the program using Auditing II or capstone project.
- Will admit students with higher writing scores on GMAT/GRE.

PLO 5. Build oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context.

- Will offer a new course on oral communications to develop communication and presentation skills starting Fall 2018 (Professional Development 1 course).

PLO 6. Improve professional collaboration and teamwork skills in working with individuals and in groups.

- Consider additional training for students on teamwork.
- Will provide training for students on teamwork skills in our Professional Development course starting Fall 2018.

**Other Reflections: N/A**

#### E. **Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

Since 2014, CBE underwent a number of changes, which coupled with the quarter to semester conversion, allowed for a reevaluation of various aspects of the program's assessment processes and procedures. As a result, the following AOL components have been developed for the MSA program.

1. A curriculum map that indicates in which courses each learning objective is being introduced, developed and mastered.
2. Assessment Tools – Identified, customized by departments
3. Assignments – To be used for each learning goal assessment.
4. A 5-year plan for assessment activity, including:
  - When learning objectives will be assessed.
  - In which course they will be assessed.
  - Which assignments will be used as artifacts.
  - When there will be program review of (1) assessment plans, (2) tools, (3) processes, (4) mappings, and (5) goals/objectives.
  - When reports of assessment results will be produced and shared w/Chairs & Program Directors (who would then share with faculty).
  - When assessment results will be reviewed and improvement actions are discussed.
  - When improvement actions will be tracked for impact.
  - These 5-year plans also align with the university quarter to semester conversion timeline, as well as the timeline for the university program review board (CAPR).

Currently, the MSA program has completed all scheduled assessments to fulfill its accreditation requirement that each learning objective is assessed twice in a five-year period. There are no scheduled assessments for any PLO for the 2017-2018 academic year.

The MSA program will (1) continue to implement the assurance of learning system in place by following appropriate processes and protocols and (2) prepare for the upcoming quarter-to-semester conversion.

### III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

#### A. **Discussion of Trends & Reflections**

##### **Notable Trends:**

Since the MSA program is a self-support program, the data was not provided by CAPR or Institutional Research. We collected the MSA application, enrollment and graduation data from student admission and records, see table below. There were 457 applications and 139 students (30%) admitted to the MSA program from 2013-14. 87 students have been awarded the MSA degree by 2016.

Overall for the first four cohorts, admitted MSA students had good GPAs (3.07 to 3.33), good average GMAT scores (514 to 557) and good average index score of 1118 to 1204 (required SCORE is 1050).

| MSA Program Enrollment Statistics          |          |          |          |          |       |
|--|----------|----------|----------|----------|-------|
|  | 2013-14  | 2014-15  | 2015-16  | 2016-17  | Total |
|  | Cohort 1 | Cohort 2 | Cohort 3 | Cohort 4 |       |
| No of Applications Received on CSUMentor   | 54       | 142      | 134      | 127      | 457   |
| No of Students Enrolled in the MSA Program | 32       | 37       | 35       | 35       | 139   |
| Admitted Students Academic Profile         |          |          |          |          |       |
| Average GPA                                | 3.07     | 3.18     | 3.33     | 3.24     |       |
| Average GMAT scores                        | 514      | 557      | 538      | 545      |       |
| Average Index Score (GPA*200+GMAT score)   | 1118     | 1197     | 1204     | 1195     |       |
|  |          |          |          |          |       |
| MSA Degree Awarded                         |          | 25       | 33       | 29       | 87    |

### High Placement Rate

Based on the placement information we collected, we have the following statistics on the placement rates:

2013-14 Cohort 1: 92.5% placement rate.

2014-15 Cohort 2: 85.7% placement rate

2015-16 Cohort 3: 70% placement rate (information taken at the time of last class in September 2016)

We have an average of 80% placement rates. Students received offers from Big Four accounting firms, PwC, EY, Deloitte, and KPMG. We also have many students placed at national, regional and local CPA firms. Students received offers for controllers and finance managers upon graduation.

### Reflections on Trends and Program Statistics:

Based on the occupational outlook from the Bureau of Labor Statistics, the demand for accountants and auditors will grow 142,400 from 2014 to 2024 (11% growth rate) in the U.S (see table below). Similarly, the demand for financial analysts and financial examiners will also grow at 12% and 10% respectively. The market for accountants, auditors, financial analysts and financial examiners remain strong. The job market is excellent for MSA students. The demand for MSA program will continue to grow due to the needs for accountants in California and in the US.

| Bureau of Labor Statistics    |                              |                              |                              |                   |
|-------------------------------|------------------------------|------------------------------|------------------------------|-------------------|
| Occupational Outlook          |                              |                              |                              |                   |
|                               | Accountants & Auditors       | Financial Analysts           | Financial Examiners          | Tax Examiners     |
| 2015 Median Pay               | \$67,190 per year            | \$80,310 per year            | \$78,010 per year            | \$51,430 per year |
| Typical Entry-Level Education | Bachelor's degree            | Bachelor's degree            | Bachelor's degree            | Bachelor's degree |
| Number of Jobs, 2014          | 1,332,700                    | 277,600                      | 38,200                       | 67,900            |
| Number of Jobs, 2024          | 1,475,100                    | 310,000                      | 42,000                       | 63,700            |
| Employment Change, 2014-24    | 142,400                      | 32,300                       | 3700                         | -4,200            |
| Job Outlook, 2014-24          | 11%<br>(Faster than average) | 12%<br>(Faster than average) | 10%<br>(Faster than average) | -6%<br>(Decline)  |

## **B. Request for Resources**

### 1. Request for Tenure-Track Hires

The MSA program is a self-support program. Accounting faculty teach in the program off load.

In 2016-17, the Department of Accounting and Finance was approved for two new positions for 2017. The Department requested that the search for these two positions be postponed to 2018 after the semester system starts. Our request was approved by the Provost Office. We will begin the search for these two new positions in 2018.

### 2. Request for Other Resources

No resources are requested.