



ANNUAL PROGRAM REPORT

College	College of Business and Economics
Department	Accounting and Finance
Program	MS in Accountancy Program
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	10/29/2018

I. SELF-STUDY *(suggested length of 1-3 pages)*

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

1. Convert the MSA program which was approved as a pilot program in 2013 to a permanent program before the pilot program sunsets in 5 years in 2018.
2. Convert the MSA program curriculum from a quarter system to a semester system in 2016-17.
3. Launch two new courses on business communications and professional developments for MSA students in Fall 2018.
4. Increase reputation for the MSA program.
5. Improve student placement rate in accounting firms and companies.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. MSA program received approval from the Academic Senate and the President to become a permanent program in Spring 2017.
2. MSA program received the approval from the Chancellor's Office to be a permanent program in 2018.
3. MSA program curriculum was converted from a quarter-based curriculum to the semester-based curriculum in 2018.

4. MSA program started two new courses - Business Communications and Professional Development I & II for MSA students in Fall 2018. The first course is focused on verbal communications and the second course is focused on written communications.

5. MSA program enjoyed good reputations in accounting profession.

6. MSA students' had excellent placement rates at Big 4 accounting firms and many accounting firms. 2017-18 MSA cohort graduates enjoyed nearly 100% placement rate.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

1. MSA program external reviewer's report to the Chancellor's Office recommended that in addition to the current MSA program curriculum designed for entering students mostly from non-accounting majors, we also consider designing a MSA program curriculum suitable for the undergraduate students who already obtained a bachelor degree in accounting.

2. MSA program external reviewer's report to the Chancellor's Office also recommended that we consider a state side MSA program.

Curriculum:

There is significant development in the accounting profession to incorporate data analytics into the auditor's work. To meet the needs of the accounting profession, the MSA program must design new courses in data analytics and incorporate them in our curriculum starting 2019 as many other university MSA program has done already.

Our MSA program focuses on preparing students to meet the education requirements to become a CPA in California. We are short of faculty expertise in taxation to be able to give students adequate courses to pursue a tax career.

Students:

In the first several MSA cohorts, all the incoming students are from non-accounting undergraduate majors. In the most recent MSA cohort, we have a much greater number of incoming students who graduated with an undergraduate accounting degree. This creates an urgent need for our program to develop more specialized courses in our curriculum to meet the needs of these students who graduated with an accounting major or concentration.

Faculty:

We lost an early career faculty in 2017-18. One early career accounting faculty who has been in our department for three years and who taught two courses in the MSA program has resigned in Spring 2018 to move back to New York.

One faculty just completed FERP program and retired completely in April 2018. One senior faculty has stated that she plans to retire starting 2020. She carries a large burden of teaching advanced accounting courses in our department for the MSA program.

We have lost two faculty in our department due to resigning and completing FERP. We will lose one more due to retiring soon. We may lose two additional faculty due to retirement in the next 3-5 years. The loss of 5 faculty will have a devastating impact on our ability to deliver the MSA program in the future.

We are currently recruiting for two accounting faculty positions to meet the needs for our BSBA accounting program to meet the scheduling needs for semesters to allow students to graduate in a reasonable time.

Staff:

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

MSA **courses** are taught on weekends. Classrooms and labs are available for weekend courses.

Assessment:

MSA program is part of the CBE programs accredited by AACSB. AACSB accreditation has rigorous requirements on program assessments, the feedback loop and the program improvements.

Other: *(e.g., major program modifications)*

II. **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

A. **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

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.)

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)

Sampling Procedure:

Sample Characteristics:

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

Data Analysis:

D. Summary of Assessment Results

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

Main Findings:

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

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

Other Reflections:

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.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

A greater number of incoming students to the MSA program has an undergraduate degree in accounting.

There is significant development in the accounting profession to incorporate data analytics into the auditor's work. To meet the needs of the accounting profession, the MSA program must design new courses in data analytics and incorporate them in our curriculum starting 2019 as many other university MSA program has done already.

The new tax law passed by the Congress in 2017 has significant implications for accounting profession. The accounting profession needs students well trained on taxation to be able to help many companies to navigate the changes in tax laws and to help these companies plan for the future.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

Our MSA program needs to meet the professional needs on data analytics. First we need to create and design several new courses on accounting analytics. We need to start these accounting analytics in our master program soon. However, currently we do not have faculty with expertise in accounting analytics to be able to design and teach these courses.

With the new 2017 tax law to be implemented in 2018, accounting profession is in desperate needs to hire students well trained in taxation courses to help their clients navigate the new tax law and to plan for the future. Our MSA program focuses on preparing students to meet the education requirements to become a CPA in California. We do not have any faculty expertise in taxation to be able to teach students taxation courses to help accounting firms or companies to be able to take on the challenges of the new 2017 tax law changes or to help students pursue a high-level tax career at this time of great needs.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires.

Based on the trends discussed in part III A and that our department has no faculty who have expertise to meet the urgent needs developing in our profession both in accounting analytics and in taxation. We are in need of a Tenure-Track Hire to fill our needs in accounting analytics and taxation.

In addition, we plan to increase the MSA program size to take in additional students with accounting undergraduate degrees. We graduate 120-150 BSBA students with accounting concentration. We anticipate that we will be able to attract 25-30 students to continue to the MSA program each year. This will require the MSA program to offer more specialized courses to help

these students gain knowledge and expertise beyond what they learned in their undergraduate accounting programs. This will require additional faculty to design and teach these new courses.

We have lost two faculty in our department due to resigning and completing FERP. We will lose one more due to her expected retirement soon. We may lose two additional faculty due to retirement in the next 3-5 years. The loss of five faculty members (half of our accounting faculty) will have a devastating impact on our ability to deliver the MSA program in the future. Hence, we are requesting a Tenure-Track Hire.

2. Request for Other Resources

None.