



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

16-17 CAPR 15
April 20, 2017

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 16-17 CAPR 15: Request for the MS in Accountancy conversion from pilot to regular program status

PURPOSE: For Action by the Senate

ACTION REQUESTED: CAPR accepted the College of Business request to convert the MS in Accountancy from pilot to regular program status; effective upon Presidential approval

BACKGROUND:

At CAPR's April 20, 2017 meeting, the committee reviewed and approved the College of Business's request to convert the MS in Accountancy from pilot to regular program status. Dr. Nancy Mangold, the faculty member responsible for the conversion request, attended the meeting and presented the request as attached. Short discussion regarding information in the attachment was had during Dr. Mangold's visit, but no significant concerns were raised.

**Converting Pilot Programs to Regular Program Status Template
Bachelor's and Master's Levels
Offered through State-Support and Self-Support Modes**

This document provides the format to be used when submitting a request to convert a pilot program to regular program status.

- 1. Program Type (Please specify any from the list below that apply—delete the others)**
 - a. [Self-Support](#)

- 2. Program Identification**
 - a. Campus- California State University, East Bay
 - a. Full and exact degree designation and title
– Master of Science in Accountancy
 - b. Date the Board of Trustees approved adding this program projection to the campus Academic Plan
– January 2014.
 - c. Term and academic year of intended implementation
– Summer 2013.
 - d. Total number of units required for graduation. This will include all requirements, not just major requirements.
– 45 Quarter units and 33 semester units after conversion in Fall 2018.
 - e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
– College of Business and Economics
 - f. Name, title, and rank of the individual(s) primarily responsible for drafting the pilot conversion document.
– Nancy Mangold, Professor and Chair of the Department of Accounting and Finance
 - g. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
[-12-13 CAPR 11: Request to add Self-Support Master of Science Accountancy Pilot Program](#)

[Approval of semester conversion program proposal for Master of Science Accountancy:](#)
<http://www.csueastbay.edu/faculty/senate/files/docs/senate-committee/15-16/15-16-summaries/5-31-16-summary.pdf>

<http://www.csueastbay.edu/faculty/senate/committees/cic/cic-15-16/15-16-docs/15-16-cic-65-ms-accountancy-revision.pdf>

- h. Please specify whether this program was subject to WASC Substantive Change review. The campus is required to either attach a copy of the WASC Sub-Change proposal.
-Not subject to substantive change.

3. Program Description

- a. Please provide the catalog description of the program.

M.S. in Accountancy Program Coordinator

Nancy Mangold, Chair and Professor, Department of Accounting and Finance

University Extension:

Balvinder Kumar, Special Sessions Coordinator

Mission Statement

The mission of the Master of Science in Accountancy program is to provide students with a high quality accounting program that prepares students to have the required education qualifications for entry into the accounting profession. Through our program, students will learn to make ethical choices and will contribute to the vitality of the East Bay, the state and global communities. The M.S. in Accountancy Program is a cohort-based, one year (4-quarters) graduate program. Graduates of the program will satisfy the accounting education requirements for the CPA examination and for the 150 hour California CPA licensure requirement.

Student Learning Outcomes:

Students graduating with a Master of Science in Accountancy will be able to:

- Demonstrate the required knowledge of U.S. and international financial reporting standards, government and not-for-profit accounting standards, U.S. and international auditing standards, corporate tax, and ethics and regulations.
- Think critically and apply quantitative reasoning skills to analyze financial reports, perform risk analysis, construct business valuation models using spreadsheets and statistical analyses, and assess the internal control functions and perform attestation tasks.
- Demonstrate knowledge of up-to-date government laws and regulations and the code of conduct and ethics for professional accountants, detect and analyze situations that might be unethical or a violation of professional standards, and will demonstrate a solid defense of a reasonable solution to an ethical issue and communicate a concise and articulate recommendation.
- 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.
- Apply professional collaboration skills in working with individuals and in groups.

Career Opportunities

Graduates of the M.S. in Accountancy program can pursue a wide range of professional accounting careers in public accounting, industry, government and not-for-profit organizations.

Admission

The Master of Science in Accountancy program is a cohort based, one year (4 quarters) program. Students with a baccalaureate degree in any subject from an accredited college or university may apply. Work experience is desirable, but not required. To be considered for admission to the M.S. in Accountancy program, each applicant is evaluated on the basis of:

- Past academic performance as reflected in undergraduate grade point average and subsequent coursework;
- Results of the Graduate Management Admissions Test (GMAT) in verbal, quantitative, and the “Index Score” that involves the total GMAT score, $\text{Index Score} = (\text{Upper Division GPA} \times 200) + \text{Total GMAT}$. Equivalent GRE scores or have passed the U.S. C.P.A. Examination are considered in place of GMAT;
- For international students: demonstrated proof of English proficiency in one of the following ways:
 - An official transcript showing graduation with a bachelor’s degree from a U.S. college or university, or an international college or university where English is the principal language of instruction, or an official letter from the college or university certifying that English was the language of instruction.
 - A TOEFL (Test of English as a Foreign Language) score of 550 (213 computer-based or 79 Internet-based) or above.
 - An overall test score from IELTS (International English Language Testing System) exam of 6.5 or above for graduate students.

Proficiencies

All M.S. in Accountancy program students must fulfill the University Writing Skills Requirement (UWSR). The Writing Skills Requirement could be met as an undergraduate or graduate student at one of the CSU system campuses, with a score of 4.5 or better on the GMAT essay, by passing the Writing Skills Test (WST), or through coursework. Information about the Writing Skills Test and the courses can be found on the Testing Office website. The Website contains information on test dates, registration procedures and fees. Further information can be obtained from the Testing Office, Library, Room LI 3165A, phone 510-885-3661. If students have not satisfied the UWSR before they begin their graduate work, they must either take the WST or enroll in a first tier course by the end of their first quarter in the program.

- b. Please prepare a chart listing all curricular requirements.

MSA Program		
Foundation Courses		
ACCT 2251	Introduction to Financial Accounting	4
ACCT 2253	Introduction to Managerial Accounting	4
ACCT 3170	Accounting Information Systems	4
ACCT 3220	Tax Accounting: Fundamentals and Individuals	4

Total Units		0-16
MSA Courses		
ACCT 6611	Financial Reporting and IFRS I	4
ACCT 6612	Financial Reporting and IFRS II	4
ACCT 6613	Financial Reporting and IFRS III	4
ACCT 6620	Advanced Topics in Financial Accounting	4
ACCT 6660	Accountants' Ethics and Professional Responsibilities	4
ACCT 6630	Government and Not-for-profit Accounting	4
ACCT 6640	Auditing Theory and Practice I	4
ACCT 6650	Auditing Theory and Practice II	4
ACCT 6202	Corporate Tax	4
ACCT 6670	Business Laws and Regulations	4
ACCT 6560	Financial Statement Analysis and Business Valuation	4
ACCT 6899	Project	1
	Total Program Units	45

4. Program Evaluation

- a. Please provide evidence of a thorough program evaluation, including an on-site review by one or more experts in the field.

5. Comprehensive Assessment Plan

- a. Please include a comprehensive program/student learning outcome assessment plan. (See attached for sample assessment plan matrix).

CSUEB's Institution Learning Outcomes and the MSA Program Learning Outcomes and Student Learning Outcomes are summarized in Appendix 1. A comprehensive assessment plan for the MSA program is included in Appendix 2. We conducted the first comprehensive assessment for the MSA program during the 2014-15 academic year and the second assessment during the 2015-16 academic year for CBE's AACSB accreditation review. The results for the MSA program assessments during the 2014-15 and 2015-16 academic years are presented in Appendix 3 and 4 respectively.

The MSA program's five-year assessment plan, 2015 and 2016 assessment results and the actions taken are available at the College of Business and Economics websites.

MSA program's five-year assessment plan is available at <http://www.csueastbay.edu/cbe/about/assurance-of-learning/files/docs/MSA-Assessment-Plan.pdf>.

The assessment reports for each learning objective for both the 2014-15 and for 2015-16 are available at <http://www.csueastbay.edu/cbe/about/assurance-of-learning/analyze-and-discuss/graduate-programs/ms-accountancy/index.html>.

The learning objectives, results and actions taken from the 2014-15 assessment are available at http://www.csueastbay.edu/cbe/about/assurance-of-learning/files/docs/Closing%20the%20Loop_All%20ProgramsMSA.pdf

6. Faculty Resources

The department of Accounting and Finance has ten tenure track faculty in accounting. Since it is a self-support program, we invited all ten accounting faculty to teach in this self-support program to share the work in covering all foundation courses and the MSA program courses. We invited two adjunct faculty from the industry to cover the Business Law and Regulations and Corporate Tax courses. The ten faculty all have Ph.D. degrees from AACSB accredited universities. They also meet AACSB accreditation standards on faculty academic qualifications of being Scholarly Academic (SA). The adjunct faculty meet the AACSB faculty qualification standards of Instructional Practitioners (IP).

Most of our accounting faculty have the capacity to teach nine of the fifteen financial and managerial accounting courses in the curriculum. Three accounting faculty will be able to teach the auditing courses. Three accounting faculty will be able to teach the Accounting Information Systems course. Three accounting faculty will be able to teach the Individual Taxation course. At this time, the department relies on the adjunct faculty from the industry to teach the business law and regulations and the corporate tax courses. We plan to send our faculty for additional training to develop our faculty to be able to teach these two courses.

The 2016-17 MSA program course schedule that includes both foundation and MSA courses and faculty assignment is presented in the following table:

MSA Program 2016-17 Schedule				
Foundation Courses			Faculty Name	Rank
ACCT 2251	Introduction to Financial Accounting	4	Dongliang Lei	Assistant Professor
ACCT 2253	Introduction to Managerial Accounting	4	Nancy Mangold	Professor
ACCT 3170	Accounting Information Systems	4	Robert Lin	Associate Professor
ACCT 3220	Tax Accounting: Fundamentals and Individuals	4	Micah Frankel	Professor
Total Units		0-16		
MSA Courses				
ACCT 6611	Financial Reporting and IFRS I	4	Ching-Lih Jan	Professor
ACCT 6612	Financial Reporting and IFRS II	4	Pei-Hui Hsu	Assistant Professor
ACCT 6613	Financial Reporting and IFRS III	4	Kim Shima	Associate Professor
ACCT 6620	Advanced Topics in Financial Accounting	4	Jing-Wen Yang	Associate Professor
ACCT 6660	Accountants' Ethics and Professional Responsibilities	4	Kim Shima	Associate Professor
ACCT 6630	Government and Not-for-profit Accounting	4	John Tan	Associate Professor
ACCT 6640	Auditing Theory and Practice I	4	Ying Guo	Assistant Professor
ACCT 6650	Auditing Theory and Practice II	4	John Tan	Associate Professor
ACCT 6202	Corporate Tax	4	Mary Passarella	Adjunct Faculty
ACCT 6670	Business Laws and Regulations	4	Ray Clark	Adjunct Faculty
ACCT 6560	Financial Statement Analysis and Business Valuation	4	Nancy Mangold	Professor
ACCT 6899	Project	1	Nancy Mangold	Professor
	Total Program Units	45		

7. Facility Resources

To facilitate many working professionals who attend the MSA program and to provide students the flexibility to take on accounting internships provided by the CPA firms during the Winter or Summer Quarters, MSA program classes are held during the weekends on Friday evening 6:30 pm – 10:00 pm, Saturday morning 9:00 am – 12:30 pm and 1:30 pm -5:00 pm.

There are ample classrooms available for weekend classes. All our classes are in classrooms VBT219 or VBT216. The Accounting Information Systems course used the computer lab in VBT221 or 222 for part of the class sessions.

8. Enrollment Statistics

- a. Please provide enrollment statistics over the prior five years.

We received the Chancellor’s Office approval for the pilot program in April 2013. The MSA Program started in summer 2013. It is a 12-month program. Students will start the MSA program in September and complete the program in September of the following year. The MSA students must meet the admission requirements on undergraduate GPAs, GMAT/GRE test scores and the total index scores. The index score is the sum of the upper division GPA times 200 plus the GMAT score. We also consider the students’ professional experience.

The table below summarizes the number of applications on CSUMentor, number of students enrolled in the MSA program, the academic profile of the admitted students including average GPAs, average GMAT scores, average index scores, and the number of MSA degree awarded for the 2013-14, 2014-15, 2015-16, and 2016-17 academic years and the total for four cohorts. From 2013 to 2017, we received 457 applications on CSUMentor and admitted 139 students into the MSA program. MSA program students’ average undergraduate GPAs ranged from 3.07 to 3.33. Their average GMAT scores ranged from 514 to 557 and the average index score ranged from 1,118 to 1,204 (minimum required index score 1,050). We graduated a total of 87 students from 2014 to 2016.

In addition to reviewing the applications and test results, the MSA Program Director conducts a 30-minutes interview for each applicant to determine whether an applicant meets the admission requirements and has sufficient academic preparation to succeed in the MSA program. Each year, we interview over 70 applicants to select 35 qualified applicants for admission to the MSA program.

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

For 2013-14, we had 54 applications on CSUMentor and admitted 32 students. The admitted students in 2013-14 cohort 1 had an average undergraduate GPA of 3.07, an average GMAT score of 514 and an average index score of 1,118.

For 2014-15, we received 142 applications on CSUMentor and admitted 37 qualified students. The admitted students for the 2014-15 cohort 2 had an average undergraduate GPA of 3.18, an average GMAT score of 557, and an average index score of 1,197.

For 2015-16, we received 134 applications on CSUMentor and admitted 35 qualified students. The admitted students for the 2015-16 cohort 3 had an average undergraduate GPA of 3.33, an average GMAT score of 538, and an average index score of 1,204.

For 2016-17, we received 127 applications on CSUMentor and admitted 35 qualified students. The admitted students for the 2015-16 cohort 3 had an average undergraduate GPA of 3.24, an average GMAT score of 545, and an average index score of 1,195.

Our graduation rate is close to 100% over a two-year period. For the first three cohorts, we graduate a total number of 87 students by 2017. Twenty-five students were awarded the MSA degree in 2014-15. Thirty-three students were awarded the MSA degree in 2015-16. Twenty-nine students were awarded the MSA degree in 2016-17. We expect that all of remaining cohort 2 and cohort 3 students will complete their degree in 2017-18. The majority of the MSA cohort students graduate in one year. Some students chose to complete the MSA program over two years due to their full time work. Some students had to stay for extra quarter(s) to complete the WST requirements or foundation courses. These students will graduate in the two years.

9. Program Quality

- a. Please provide evidence of program quality.

Rigorous Curriculum

Starting January 2014, California requires 150 semester hours of education for Certified Public Accountant (CPA) licensure. The MSA program prepares students to meet the accounting education requirements for the CPA exam. The MSA program also meets the 150 hour requirements for California CPA licensure satisfying both the accounting and ethics study requirements for CPA licensure. The MSA curriculum is designed to provide students with the concepts and practice for all the accounting subjects covered in the CPA exam. After completing the program, a student will be able to take the CPA exam and qualify for a CPA license after satisfying the experience requirements.

Passing CPA Exams

Many students informed us that they have passed parts of the CPA exam. We have students passing all four parts of the exam while studying in the program. Since students will take two to three years to pass the CPA exam and our program is relatively new, we do not have official statistics on the passing rates yet.

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 at the time of graduation in September 2016

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.

Most CPA firms do not sponsor international students. It is difficult for international students to obtain offers from the CPA firms. Some of our international students also received offers from the Big Four accounting firms. Excluding the international students, we have almost 100% placement for MSA program students.

10. Evidence of Societal Need

- a. Provide evidence of applicable workforce demand projections and other relevant data that indicate labor-market demand.

The MSA program prepares students to meet the education requirements for the CPA exam and for the California CPA licensure. MSA students will pursue the career as accountants or auditors. They can also pursue a career as a financial analyst, a financial examiner or a tax examiner.

According to the US Department of Labor, Bureau of Labor Statistics' Occupational Outlook, the demand for accountants and auditors is projected to grow 11% per year from 2014-2024. The expected increase in jobs for accountants and auditors will be 142,400 from 2014 to 2024. The demand for financial analysts is projected to grow 12% from 2014-24 and the increase is 32,300. The demand for financial examiners is projected to grow 10% a year from 2014-24 and the increase in demand will be 3,700. Lastly, the demand for tax examiners is projected to decline 6% and with a decrease of 4,200 jobs.

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% (Faster than average)	12% (Faster than average)	10% (Faster than average)	-6% (Decline)

<https://data.bls.gov/projections/occupationProj>

The job outlook for accountants and auditors, financial analysts, financial examiners, and tax examiners is described below.

Job Outlook for Accountants and Auditors

Employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records.

Job Outlook for Financial Analysts

Employment of financial analysts is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth.

Job Outlook for Financial Examiners

Employment of financial examiners is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. New regulations will likely create a need for more examiners, especially in financial institutions.

Job Outlook for Tax Examiners

Employment of tax examiners and collectors, and revenue agents is projected to decline 6 percent from 2014 to 2024. Employment change will depend primarily on future changes to federal, state, and local government budgets.

Employment Projections in California and the San Francisco Bay Area

MSA students chose to work in the East Bay, San Francisco, or San Jose areas. Based on the State of California Employment Development Department's employment projection, the demand for accountants and auditors for California is expected to grow at 17.9% from 2014 to 2024. The increase in employment for accountants and auditors is projected to be 28,000 with an annual average percentage change of 1.8%. The demand for accountants and auditors in the East Bay Area is expected to grow at 17.2% from 2014 to 2024. The increase in employment for accountants and auditors is projected to be 1,620 with an annual average percent change of 1.72%. The demand for accountants and auditors in the San Francisco area is expected to grow at 14.8% from 2014 to 2024. The increase in employment for accountants and auditors is projected to be 2,220 with an annual average percent change of 1.48%. The demand for accountants and auditors in the San Jose Area is expected to grow at 16.7% from 2014 to 2024. The increase in employment for accountants and auditors is projected to be 2,250 with an annual average percent change of 11.67%. Employment Projections are also provided for financial analysts, financial examiner and tax examiners for California, East Bay, San Francisco and San Jose areas in the table below.

California Occupational Projections of Employment for Accountants and Auditors							
Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg % Change	2016 1st Qtr Wage
		Estimated	Projected	Number	Percent		
California							
13-2011 Accountants & Auditors	2014 - 2024	156,400	184,400	28,000	17.9%	1.80%	\$ 74,745
13-2050 Financial Analysts	2014 - 2024	34,000	40,700	6,700	19.70%	1.97%	\$ 96,788
13-2061 Financial Examiner	2014 - 2024	4,300	4,900	600	14.00%	1.40%	\$ 90,802
13-2081 Tax Examiners	2014 - 2024	8,500	8,500	0	0.00%	0.00%	\$ 58,331
Oakland-Hayward-Berkeley Metropolitan Division							
13-2011 Accountants & Auditors	2014 - 2024	9,410	11,030	1,620	17.2%	1.7%	\$ 78,634
13-2050 Financial Analysts	2014 - 2024	3,260	3,950	690	21.20%	2.10%	\$ 102,222
13-2061 Financial Examiner	2014 - 2024	260	300	40	15.40%	1.54%	\$ 95,356
13-2081 Tax Examiners	2014 - 2024	330	250	-80	-24.20%	-2.40%	\$ 76,454
San Francisco-Redwood City-South San Francisco Metropolitan Division							
13-2011 Accountants & Auditors	2014 - 2024	14,960	17,180	2,220	14.8%	1.48%	\$ 84,672
13-2050 Financial Analysts	2014 - 2024	6,840	8,180	1,340	19.60%	1.96%	\$ 120,458
13-2061 Financial Examiner	2014 - 2024	1,100	1,120	120	1.80%	0.20%	\$ 126,527
13-2081 Tax Examiners	2014 - 2024	390	350	-40	-10.30%	-1.00%	\$ 80,937
San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area							
13-2011 Accountants & Auditors	2014 - 2024	13,480	15,730	2,250	16.7%	1.70%	\$ 91,559
13-2050 Financial Analysts	2014 - 2024	3,890	4,460	570	14.70%	1.47%	\$ 109,918
13-2061 Financial Examiner	2014 - 2024	140	160	20	14.30%	1.40%	\$ 89,205
13-2081 Tax Examiners	2014 - 2024	220	220	0	0.00%	0.00%	\$ 93,534

<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Both the Labor Department and the California State Employment Development Department's projection indicated that there is a substantial demand for accountants and auditors each year from 2014-2024.

11. Student Demand

- a. Provide compelling evidence of continued student interest in enrolling in the program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; survey results from potential students; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

As stated in part 8 Enrollment Statistics, in the first four years of the program, we had 457 applications and we were only able to admit 139 students (30%) into the program. As shown in part 10 Evidence of Societal Need, there is a strong demand for accountants and auditors at the national level and in California. The demand for the MSA program continues to be strong for the 2017-18 program.

Because California now requires 150-semester hour education for CPA licensure, students need to acquire additional 30 semester (45 quarter) units in order to be licensed as a CPA. There is also high demand from the accounting firms, corporations and government agencies for accounting students to be auditors, tax associates, and accountants, we expect to see continuing demand for the MSA program.

12. Appropriateness to Institutional Mission

- a. Please provide a brief narrative describing how the program supports the institutional mission of the campus.

The MSA program is consistent with the University's mission that "CSU East Bay welcomes and supports a diverse student body with academically rich, culturally relevant, learning experiences that prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities." The mission of the MSA program is to provide students with a high quality accounting program that prepares students to have required education qualifications for entry into the accounting profession. Through our program, students will be able to make ethical choices and contribute to the vitality of the East Bay, the state and global communities. The MSA program prepares the workforce of the 21st century.

13. Preparation for Employment and/or Graduate Education

- a. Please write a brief narrative on how the program prepares graduates for employment and/or graduate education.

The recently enacted 150 hour education required for California CPA licensure took effect on January 1, 2014. Many employers that recruit accounting students at our university are now requiring students to have a plan to meet the 150 hour education requirements before the employers will consider them. These employers are encouraging our department to help students meet the 150 hour requirement for California CPA licensure. The proposed MSA program will help students meet the 150 hour education requirement and help address the needs of our prospective employers.

Our students are well prepared in their study for the CPA exams. As shown in part 8 above, our MSA program had a high placement rate of 92.5% for the 2013-14 cohort 1, 85.7% for the 2014-15 cohort 2 and 70% for 2015-16 cohort 3 at the time of graduation in September 2016. Our students are placed at the Big Four accounting firms (PwC, KPMG, Deloitte and EY), national (BDO, RSM), regional (Armanino) and local CPA firms and companies. These high placement rates indicate that the program prepares students well for employment in the accounting profession.

14. Self-Support Programs (in conformance with EO 1099 and EO 1102)

- a. For self-support programs, please provide the following information including costs:
 - specification of how all required EO 1099 self-support criteria are met

The MSA program is offered through the University Extension as a self-support program. The MSA program meets all required self-support criteria.

- the proposed program does not replace existing state-support courses or programs

We used to have an MBA program with accounting option prior to 2008. During the revision of the MBA program in 2008, we discontinued the accounting option in the MBA program. Since 2008, we no longer have a graduate program for students who are interested in pursuing an accounting career. MSA is a new graduate program that started in 2013. It does not replace any existing state-support courses or programs.

- academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

MSA program's academic standards meet all the CSUEB graduate program requirements. The academic standards associated with all aspects of the MSA program are identical to those of comparable state-supported CSU graduate programs.

- explanation of why state funds are either inappropriate or unavailable

We applied for the MSA program to be on self-support in 2011-2013 when the College of Business and Economics did not have extra state funding to start the new MSA program. In order to provide access to students who need this program in order to become a CPA, the MSA program started as a self-support program. In addition, the CBE's AACSB accreditation requires stringent faculty qualifications to be met. AACSB accreditation requires that greater than 65% of the faculty in a program must be academically qualified with sufficient scholarship based on the number of publications. In order to meet the AACSB required ratios for faculty qualifications for both the state-support BSBA accounting option program and the MSA program, we need to have our tenured and tenure-track accounting faculty teach the MSA program on an off-load basis in addition to their state-support courses. The self-support program enabled our department to meet the AACSB accreditation faculty requirements for both the BSBA and the MSA programs.

- a cost-recovery program budget is included*

The cost-recovery program budget is included in Appendix 5.

- student per-unit cost is specified

The tuition is \$555 per unit for the MSA courses, \$400 per unit for the four foundation courses offered in the Summer Quarter prior to the start of the MSA program.

- total cost for students to complete the program is specified

The total cost for a student to complete the program is \$24,975 (45 total units times \$555 per unit) plus the foundation courses students need to take.

Appendix 1

MSA Comprehensive Assessment Plan - Pilot Conversion

CSUEB's Institutional Learning Outcomes (ILOs)

Graduates of CSUEB will be able to:

ILO 1: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;

ILO 2: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;

ILO 3: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;

ILO 4: work collaboratively and respectfully as members and leaders of diverse teams and communities;

ILO 5: act responsibly and sustainably at local, national, and global levels;

ILO 6: demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Program Learning Outcomes (PLOs)

PLO 1: Students who graduate will be knowledgeable in financial reporting standards and auditing standards.

PLO 2: Students who graduate will be able to analyze accounting issues to make sound business decision.

PLO 3: Students who graduate will be knowledgeable about accountants' professional responsibilities and ethics standards.

PLO 4: Students who graduate will be able to communicate effectively and professionally.

PLO 5: Students who graduate will be effective collaborators and team members.

Student Learning Outcomes (SLOs)

SLO 1A: Students who graduate will demonstrate knowledge of U.S. and international financial reporting standards and auditing standards for corporate financial reporting and attestation.

SLO 2A: Students who graduate will apply critical thinking and quantitative reasoning to financial reporting and business valuation.

SLO 3A: Students who graduate will illustrate the knowledge of accountants' professional ethics standards and apply them to business situations.

SLO 4A: Students who graduate will apply written communication skills to create professional accounting reports.

SLO 4B: Students who graduate will apply oral communication skills to deliver a well-organized, informative, and persuasive oral presentation within a professional context.

SLO 5A: Students who graduate will apply professional collaboration and teamwork skills in working with individuals and in groups.

Appendix 2 – MSA Program Comprehensive Assessment Plan

a	b	c	d	e	f	g	h	i	j	k
ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed	How data/findings will be quantitatively or qualitatively reported	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/findings dissemination schedule	Closing the loop strategies
ILO 6: Discipline study	PLO 1: Foundation Knowledge	1A: Foundation Knowledge	Acct 6613	Faculty identified exam questions	Proficiency benchmark	Every other year	Faculty/Director to provide Assurance of Learning Manager data to organize, analyze and report. Reports consist of in-depth analysis of percentage of students meeting proficiency benchmark. Proficiency benchmark: 70% of students will score above 75% on selected exam questions Reports are published on CBE's Assurance of Learning website.	Manager of Assurance of Learning to provide outcome data to Program Director. Program Director to share, interpret and discuss with faculty	Spring Quarter every other year	a. Provide extra practice questions to help clarify and reinforce the concepts learned. 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.
ILO 1: Thinking & Reasoning	PLO 2: Critical Thinking/ Quant Reasoning	2A: Critical Thinking/ Quant Reasoning	Acct 6899	Student projects	Department developed rubric.		Summer Quarter every other year		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.	
	PLO 3: Ethics	3A: Law, Regulations, Codes & Ethics	Acct 6660	Individual Papers	Department developed rubric using outside sources.		Fall Quarter every other year		a. Include group assignments during class to practice concepts covered in lecture and readings. b. Create or modify individual assignments to include specific and measurable tasks that measure students proficiency in these areas.	
ILO 2: Communication	PLO 4: Communication	4A: Written Communication	Acct 6660	Individual Papers	Department developed rubric using outside sources.		Winter Quarter every other year		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. 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.	
ILO 2: Communication	PLO 4: Communication	4B: Oral Communication	Acct 6899	Student Presentations	Department developed rubric using outside sources.		Summer Quarter every other year		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. 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.	
	PLO 5: Communication	5A: Teamwork	Acct 6560	Student group performances	Externally adopted rubric. Customized by department for use.		Summer Quarter every other year		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. 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.	

Appendix 3 - MSA Program Assessment Results for 2014-2015 Academic Year

SLOs	Instrument	Sample	Results	Actions
Foundation Knowledge	Exam Questions	72 MSA students in core course	69% meets/ exceeds	a. Provide extra practice questions to help clarify and reinforce the concepts learned. 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.
Quant Reasoning	Student Projects	36 MSA students in core course	100% meets/ exceeds	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.
Ethics	Written Assignments	37 MSA students in core course	97% meets/ exceeds	a. Include group assignments during class to practice concepts covered in lecture and readings. b. Create or modify individual assignments to include specific and measurable tasks that measure students proficiency in these areas
Written Communication	Written Assignments	37 MSA students in core course	94% meets/ exceeds	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. 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.
Oral Communication	Student Presentations	36 MSA students in core course	100% meets/ exceeds	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. 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.
Teamwork	Group Projects	36 MSA students in core course	100% meets/ exceeds	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. 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.

Appendix 4 - MSA Program Assessment Results for 2015-2016 Academic Year

SLOs	Instrument	Sample	Results	Actions
Foundation Knowledge	Exam Questions	36 MSA students in core course	78% meets/ exceeds	a. Provide extra practice questions to help clarify and reinforce the concepts learned. 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.
Quant Reasoning	Student Projects	34 MSA students in core course	100% meets/ exceeds	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.
Ethics	Written Assignments	36 MSA students in core course	100% meets/ exceeds	a. Include group assignments during class to practice concepts covered in lecture and readings. b. Create or modify individual assignments to include specific and measurable tasks that measure students proficiency in these areas
Written Communication	Written Assignments	36 MSA students in core course	94% meets/ exceeds	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. 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.
Oral Communication	Student Presentations	34 MSA students in core course	100% meets/ exceeds	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. 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.
Teamwork	Group Projects	34 MSA students in core course	100% meets/ exceeds	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. 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.

Appendix 5

MSA Program Self-Support Budget

Budget						
MS in Accountancy - 45 units						
One year cohort based program						
Total cost to students = \$24,975 for 45 units						
	YR 1 - FY 13/14	YR 2 - FY 14/15	YR 3 - FY 15/16	YR 4 - FY 16/17	YR 5 - FY 17/18	
Tuition per unit	\$ 555	\$ 555	\$ 555	\$ 555	\$ 555	\$ 555
Cohort 1 Number of students	32					
Units Students take in FY	45					
Cohort 2		37				
Units Students take in FY		45				
Cohort 3			35			
Units Students take in FY			45			
Cohort 4				35		
Units Students take in FY				45		
Cohort 5					35	
Units Students take in FY					45	
Total Units	45	45	45	45	45	45
Total Number of Students	32	37	35	35	35	35

Revenue						
Tuition	\$ 799,200	\$ 924,075	\$ 874,125	\$ 874,125	\$ 874,125	\$ 874,125
Other - Foundation Courses \$400/unit	\$ 128,000	\$ 148,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000
Total Revenue	\$ 927,200	\$ 1,072,075	\$ 1,014,125	\$ 1,014,125	\$ 1,014,125	\$ 1,014,125
Direct Expenses						
Faculty/Staff						
Faculty Program Coordinator	\$ 74,232	\$ 74,232	\$ 74,232	\$ 74,232	\$ 74,232	\$ 74,232
Faculty Program Coordinator Benefits	\$ 20,043	\$ 20,043	\$ 20,043	\$ 20,043	\$ 20,043	\$ 20,043
FT Tenure Track Faculty	\$ 140,000	\$ 140,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000
FT Tenure Track Benefits (1.45%)	\$ 2,320	\$ 2,320	\$ 2,610	\$ 2,610	\$ 2,610	\$ 2,610
Adjunct Faculty	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Adjunct Benefits	\$ 290	\$ 290	\$ 290	\$ 290	\$ 290	\$ 290
Admin/staff Support		\$ 19,200	\$ 19,200	\$ 19,200	\$ 19,200	\$ 19,200
Admin/staff Benefits		\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
Other						
Instructional Materials	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Meals for Students/Welcome/Graduation Dinners	\$ 30,000	\$ 55,000	\$ 61,520	\$ 61,520	\$ 61,520	\$ 61,520
Hosting Career Workshops for Employers & Stud	\$ 10,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000
Student Assistant		\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
SDRC Health Services	\$ 3,200	\$ 3,700	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
CBE Marketing - Promotion & Advertising	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
CBE - Assessment	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
CBE -Other Services	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Supplies and Services	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total Direct Expenses	\$ 385,085	\$ 489,385	\$ 515,995	\$ 515,995	\$ 515,995	\$ 515,995
Operating Income/Margin		\$ 542,115	\$ 582,690	\$ 498,130	\$ 498,130	\$ 498,130
Indirect Expenses/Cost Recovery						
CO Reimbursement @ 2.5 %	\$ 23,180	\$ 26,802	\$ 25,353	\$ 25,353	\$ 25,353	\$ 25,353
Campus Reimbursement @12%, 40%(16-17 on)	\$ 111,264	\$ 128,649	\$ 121,695	\$ 405,650	\$ 405,650	\$ 405,650
Extended Education Overhead @ 18.5% (Staff Salary & Benefits)	\$ 171,532	\$ 198,334	\$ 187,613			
Other						
Total Indirect Expenses	\$ 305,976	\$ 353,785	\$ 334,661	\$ 431,003	\$ 431,003	\$ 431,003
Total All Expenses	\$ 691,061	\$ 843,170	\$ 850,656	\$ 946,998	\$ 946,998	\$ 946,998
Net Gain/Loss	\$ 236,139	\$ 228,905	\$ 163,469	\$ 67,127	\$ 67,127	\$ 67,127