

**Program Review Document
Department of Accounting**

A. Summarized Review of Degree Program Report

1. Mission, Centrality, and Uniqueness

The mission of the Department of Accounting at Kansas State University is to ensure a quality liberal, general business, and accounting education at the undergraduate and master's levels that prepares students to become both productive citizens and successful accountants.

The Bachelor of Science in Business Administration (Accounting Major) degree is essential to the mission of Kansas State University, a comprehensive, land grant institution serving the students and the people of Kansas in the nation and the world. This degree with a major in accounting provides highly skilled and knowledgeable graduates who are demanded by local, state, regional, national, and global businesses as well as not-for-profit organizations. KSU accounting graduates possess specialized knowledge in the areas of audit, tax, managerial, and financial accounting. In addition, accounting graduates possess critical thinking, communication, and research skills which are critical for individuals to succeed in today's global economy. Without this major, the state of Kansas and regional firms will not have access to sufficient numbers of graduates with these critical skills. The programs, undergraduate and graduate, also provide students with the opportunity to complete all of the requirements to sit for the CPA exam (150 hours).

The Masters of Accountancy (MAcc.) degree is a 30-hour program with five accounting classes, two or three business electives and two or three non-business electives as the standard program of study. Admission standards are a GMAT score of 500 and an advanced GPA of 3.00 (last 60 hours of undergraduate classes.).

The College of Business as well as the undergraduate and graduate accounting programs are AACSB accredited. In 1990, the Department of Accounting was one of ten schools nationally to receive a \$250,000 grant from the Accounting Education Change Commission (AECC) to restructure the accounting curriculum. The accounting curriculum is unique in the way and order in which accounting material is presented. Material is presented based on Bloom's Taxonomy of Cognitive Objectives. In addition, the Accounting Research course is unique in that students acquire life-long learning skills researching problem areas in financial, auditing, and tax. The focus of the new curriculum was changed from a preparer perspective to a user perspective.

2. Quality of Faculty

Currently, the department has one tenured professor, five tenured associate professors, three tenure-track assistant professors, five non-tenure-track full time instructors, and 6 Graduate Teaching Assistants (GTAs). All faculty at the rank of assistant professor and above hold a Ph.D. degree. Faculty in the Department of Accounting are strong performers in the areas of teaching, research, and service. GTAs teach the first two accounting courses, Accounting for Business Operations and Accounting for Investing and Financing. They are supervised by faculty and use materials developed by the faculty. GTAs are required to attend a class taught by a faculty member before they

present the material to their own class. The use of GTAs keeps the class sizes to 48 or less. Student assessment of instructional quality is extremely strong among our faculty as measured by student course evaluations and Education Benchmarking Initiatives that compared us to six other universities. Using the Benchmarking Initiatives, the accounting department ranked first in major course quality of faculty and instruction, faculty responsiveness, grades, and student effort, and learning outcomes – problem solving and critical thinking. Our faculty have won awards for research and service.

3. Quality of Students

The quality of the students in the accounting major is strong. Students need a 3.0 overall Grade Point Average (GPA) to become an accounting major and must maintain a 2.5 GPA in accounting courses once they are accepted into the program. A 3.0 GPA is also required to enter the MAcc program. The average GPA of undergraduate accounting students over the last 4 years has been 3.45 and the average ACT score was 25.4. In 2005, almost 50% of the undergraduate accounting students had a 3.5 or above GPA. Other measures of the quality of our students are internships and the demand from employers for the graduates of our programs. Through the efforts of the faculty and the internship coordinator internships have almost doubled since 2002. Thirty-eight students went on spring and summer internships in 2002. In 2006, seventy-two students went out on internships. More and more firms are using the internships as a recruiting tool and internship opportunities are expected to continue to increase

The majority (80 to 85%) of undergraduate students that apply to the MAcc. program come from the upper half of each undergraduate accounting class at KSU. The other 15 to 20% of each class come from other accounting programs in the state with very few out-of-state students and a small but increasing number of international students. The quality of the master's students is very high. The average GPA for students entering the master's program has been a 3.45 and the GMAT score and Advanced GPA are both significantly higher than the 500 GMAT score and 3.0 Advanced GPA required for regular admission.

The MAcc enrollment increased from 51 in 2003 to 56 in 2004. However, it declined to 48 in 2005. Currently, there are 51 in the MAcc program. Hopefully, the decrease in enrollment is an anomaly. It is theorized that one reason for the decline in 2005 is that some students are getting two undergraduate degrees to satisfy the 150-hour requirement to sit for the CPA exam in the State of Kansas. The department head continues to make a presentation to all Accounting Processes and Controls (3rd course in the curriculum) classes to discuss the accounting curriculum and the MAcc curriculum. The importance of the MAcc and its advantages are stressed to the students

4. Employer Demand

Over a 5-year period, 93% of students graduating with an undergraduate degree on average got a job or went into the MAcc program. For the MAcc graduates over the same time period, 94% of them either had jobs or were furthering their education. Accounting majors graduating from our program are in high demand. All of the national CPA firms, major regional, and numerous small accounting firms in the region, plus other companies such as Koch Industries and Sprint come to interview and hire K-State's MAcc students. Some firms complain about not having enough students signing up for interviews. In the last year, K-State had one accounting firm fly in from Denver and inquire if they would be able to hire our students. Basically, the vast majority of MAcc students have offers of employment when they receive their diploma.

The average starting salary for our graduates with bachelors' degrees in August, December 2004 and May 2005 was \$37,116. The starting salary for the MAcc graduates was \$42,395 over the same time period.

5. Service Provided to the Discipline, the University, and Beyond

Faculty in the Department of Accounting annually serve on over 29 committees in the department, college, and university. Further, many serve in leadership positions in their professional association, serve as conference track chairs, and serve as adhoc reviewers for professional and academic journals. In addition, the department offers two courses, Accounting for Business Operations and Accounting for Investing and Financing which are general education courses that are service courses to the university. Over the last five years, the Department has spent over \$86,000 in state and private funds to support faculty research and professional development.

6. Cost Effectiveness

The Department of Accounting's general use expenditures as a percent of the institution's general use expenditures was 1.4% in FY 2005. This percentage remained relatively unchanged for the past 5 years (1.3% in FY 2002). In terms of student credit hour (SCH) production, the Department of Accounting generated 2.0% of the total undergraduate student credit hours and 1.2% of the graduate SCH. Thus, we generate 2.0% of the institution's undergraduate SCH and 1.2% of graduate SCH using 1.4% of the expenditures.

To supplement state resources, the department is actively engaged in raising funds from private sources. These funds are used for faculty development and to help defray operating expenses in excess of those funded by state allocations. The department head, faculty, and the Accounting Advisory Council raise funds for the department. Private contributions for 2005, excluding scholarships and fellowships, were around \$ \$124,000. Through the generosity of its donors, the department has given over \$80,000 in scholarships the last two years. The Advisory Council's Fund-Raising Committee has begun having two alumni functions each year, one in Kansas City and one in Wichita.

B. Summarized Assessment of Student Learning Report

1. Student Learning Outcomes:

In 2003, the department established 10 student learning outcomes for Department of Accounting undergraduates and 5 in the MAcc program. In the table below, the student learning outcomes are divided into accounting and general business learning outcomes.

Accounting Undergraduate Student Learning Outcomes	General Business Student Learning Outcomes
Technical Knowledge, Critical Thinking	Problem solving, logically reasoned argument, and theory-based strategic and tactical solutions
	Professionalism in appearance, attitude, responsibility, and

	accountability
Knowledge of Ethical Standards	Ethical concepts
Understand, appreciate, and cooperate with a diverse world.	Diversity and equity in working with individuals and groups
Effective and productive members of project teams.	Leadership and working in groups
	Global economic, legal, financial, and cultural perspectives on business and marketing
Computer skills to retrieve and manage information in an accounting environment.	Current and emerging technological tools to aid in marketing decision making and implementation
	Historical perspective to aid in understanding events and trends
Adequate technical knowledge of accounting and related disciplines.	Relevant theories from disciplines other than accounting
Oral and Written Communications.	Oral and written communications
Origins of Accounting and its importance to society.	
Accounting Graduate Student Learning Outcomes	
Technical Knowledge	
Multidisciplinary Knowledge	
Recognition and realization of ambiguous accounting problems.	
Team-based problem solving activities.	
Written and Oral Communications	

2. Assessment Measures Used

The Department of Accounting is the process of developing assessment measures of four of its undergraduate learning outcomes and two of its MAcc learning outcomes. Assessment measures are in the process of being developed in each course. The Origins of Accounting pilot test is being developed. Students have been videotaped in the Accounting Research class in the fall of 2005. Evaluation forms have been developed for written and oral communications. The Education Benchmark Initiatives survey will be administered again in spring 2006.

3. Results of Assessment

Since the measures of assessment are still being collected, we do not have the results from the assessment as of the date of this report.

4. Review by Faculty

Assessment will take place in summer 2006. After results from the process are tabulated the following process will be followed for reviewing the results among the faculty and taking action: Faculty will meet each fall semester to discuss the results of the

assessment. The baseline level for each SLO will be evaluated to determine if it is set at an appropriate level. Following the baseline creation, future year assessments will be compared to the baseline and prior year data to understand trends and monitor improvement and stability in student performance. At this meeting, the faculty will also review the assessment measures to ensure that they are an accurate assessment of student knowledge for each SLO. In addition, each SLO will be reviewed and modified or deleted as necessary.

5 -6. Revisions implemented and effects on student learning

Since the measures of assessment are still being collected, we do not have the results from the assessment and therefore have not taken actions to revise the program as of the date of this report. However, because data will be collected at the course level, we anticipate that areas of improvement in specific courses can be suggested depending upon the results of the assessment.