



Academic unit: Accountancy

College: Business

Date of last review

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree: Bachelor - Accountancy CIP* code: 52.0301 _____

Degree: Master - Accountancy CIP code: 52.0301

Degree: CIP code:

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name Paul Harrison *Paul* Signature *22/13*

Kurt Reding *4 18 13*

Jeffrey Bryant *7 1*

Bill Jarnagin *4-22-13*

Jeffrey Quirin *13*

Linwood Kearney *4/17/13*

Atul Rai *13*

Laura Zellers *4/17/13*

Michael Flores Date *4/23/2013*

Patricia O'Sullivan



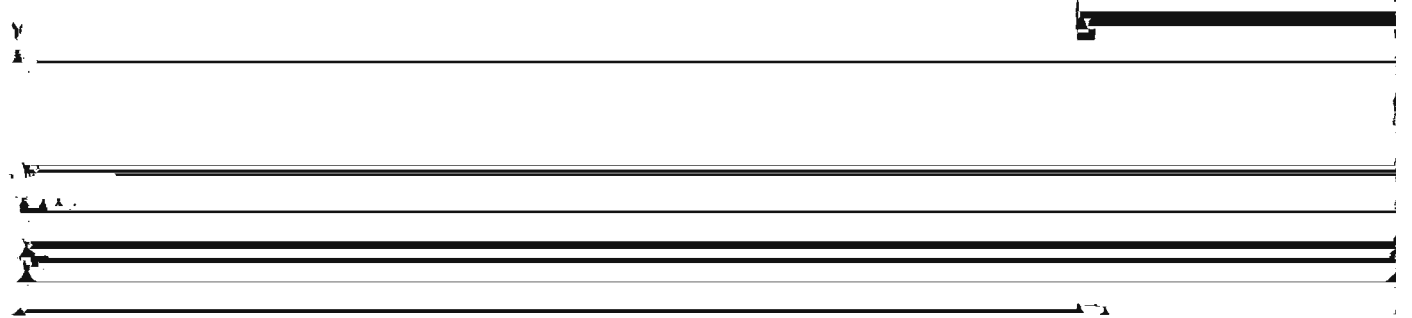
Wichita State University is committed to providing comprehensive educational opportunities in an urban

setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

h Program Mission (if more than one program_list each mission)



The following mission statement applies to all programs offered by the School of Accountancy – an undergraduate degree with a major in accounting and a graduate Master of Accountancy degree



Capitalizing on opportunities of our diverse entrepreneurial metropolitan setting, the School of Accountancy advances the knowledge and practice of accounting, reaches out to constituents, and prepares students to compete in a dynamic marketplace.

The role of the program (a) and relationship to the University mission: Explain in 1-2 concise paragraphs

Goal 1: Maintain current AACSB accreditation for all accounting programs

Objective 1.1: Satisfy AACSB faculty coverage ratios for participating faculty and academically qualified faculty, or the academically and professionally qualified faculty combination, every semester.

Action Step 1.1A: Structure instructor coverage of undergraduate and graduate accounting classes each

semester to ensure compliance with AACSB ratio restrictions on qualifications for faculty.

Action Step 1.1B: Take measures to ensure that new full-time faculty hires are either academically or professionally qualified.

Action Step 1.1C: Monitor the status of all existing full-time faculty and take measures to ensure the

Goal 2: Improve the development of students to be leaders in the professional marketplace.

[REDACTED]

Action Step 2.1A: Continue to utilize the Office of Career Services to moderate and sponsor Accounting Career

[REDACTED]

Objective 2.4: Increase student membership and maintain participation in Beta Alpha Psi.

[REDACTED]

participate in Beta Alpha Psi.

Action Step 2.4B: Continue to have in-class and electronic announcements by faculty and students promoting Beta Alpha Psi membership and participation.

Goal 4: Increase the quality and quantity of connections between the School of Accountancy and its constituents

[REDACTED]

Objective 4.1: Ensure the visibility of School of Accountancy accomplishments.

Action Step 4.1A: Periodically update the School of Accountancy web site.

Action Step 4.1B: Maintain the current level of personal contacts within the accounting profession.

[REDACTED]

Action Step 4.1C: Maintain current level of Board of Advisors meetings.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
	8	6	8.5	0	2	8460	382	
	7	7	7.5	0	4	7778	345	89
	5	5		0	5.3	6154	342	86
						SCH/	Majors/	Grads/
						736		
							43	

UG

TTF GTA O

...ity viewpoint, this increase in the admissions requirements was absolutely essential. The School of Accountancy

[Redacted text block]

... of the ...

[Redacted text block]

Number	Number	Number	Number	No.	No. Grants
Non-Ref	Ref	Non-Ref	Ref	Non-Juried	Awarded or % Grant

[Redacted text block]

... also have a full

[Redacted text block]

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attach updated program assessment plan

Last 3 Years

ACT – Fall Semester
(mean for those reporting)

Majors

382	23.4	22.96
345		23.06
342	23.2	

Last 3 Years

GRADUATED

students. Complete this section for each program (if more than one) (s) as an appendix (refer to instructions in the WSU Program

- a For undergraduate programs, compare ACT scores of the majors with the University as a whole

All University Students - FT

Year 1 →		
Year 2 →	23.3	
Year 3 →		23.11

KBOR data minima for UG programs: ACT ≤ 20 will trigger program.

Our ACT scores compare favorably with those of the University. However the School of Accountancy believes the overall quality of the student body as measured by the ACT does not bode well for the School of Accountancy and its objective of increasing the number of high quality graduates available to employers in the greater Wichita area. We believe there is a structural balance which leads to a higher quality student body for WSU in general, and the School of

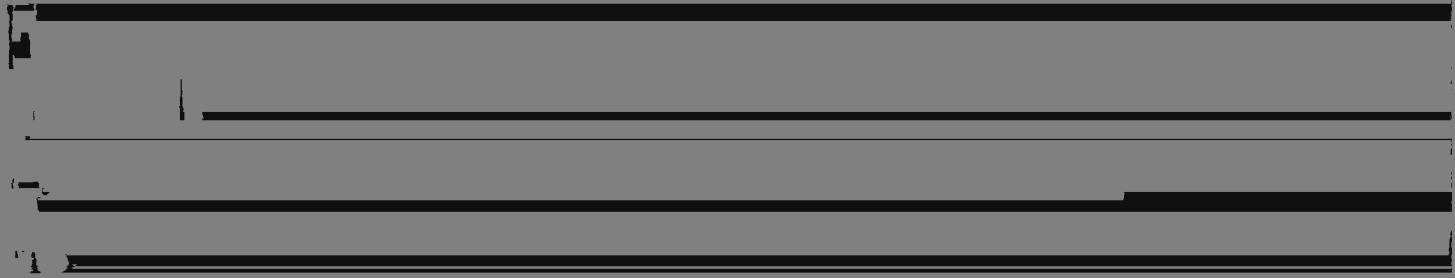
c. Students will understand how to use managerial accounting information for planning and control purposes

~~and for short-term business decisions. Assessed in ACCT 230 and ACCT 630 via course examinations~~



analysis. In the meantime, the faculty concluded that continued monitoring of this learning goal and related objectives was sufficient.

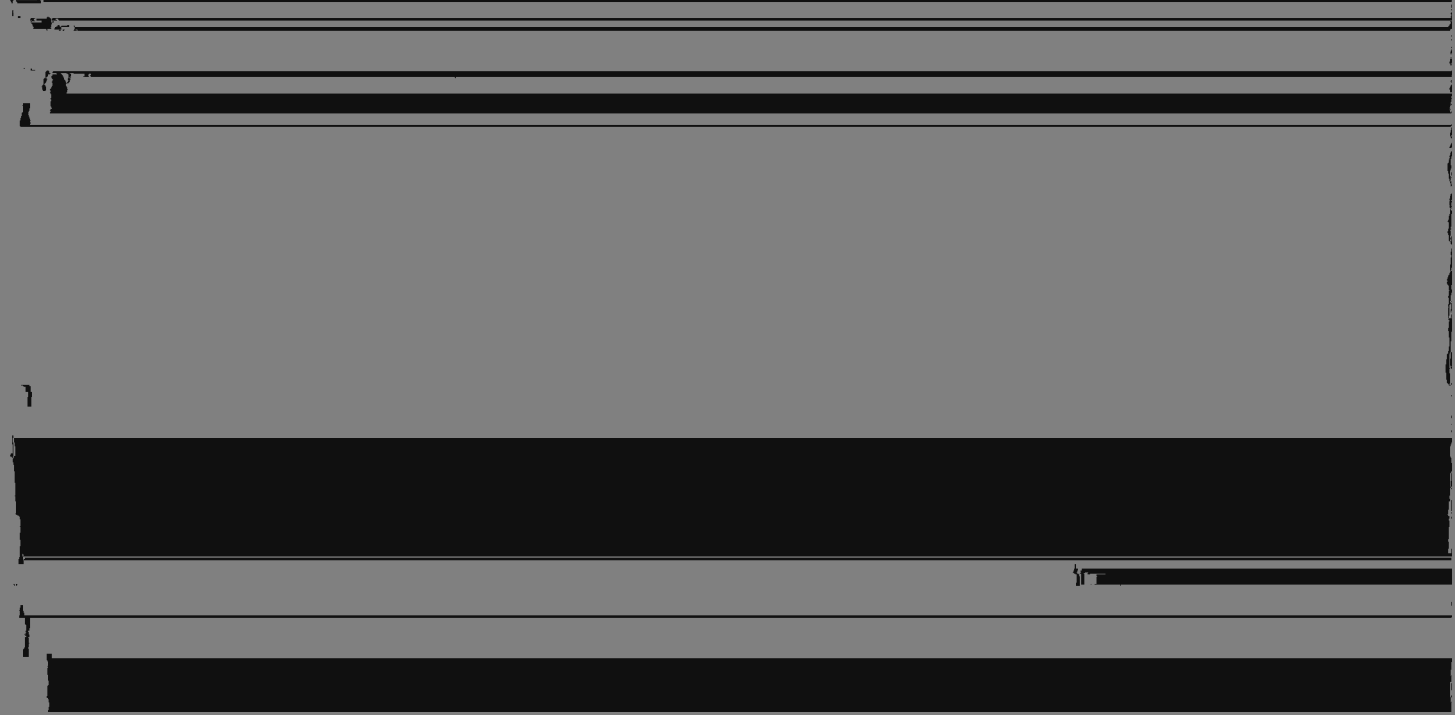
Accounting Knowledge - Audit

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ACCT 640 N = 265	Unacceptable	Acceptable	Exemplary
Objective 1	7%	64%	29%
Objective 2	5%	55%	40%
Objective 3	10%	61%	29%

- b. Students will be able to read, comprehend, and analyze financial accounting standards and financial accounting information. Assessed in ACCT 310, ACCT 410, and ACCT 610 via course examinations.

Within the current curriculum, the accounting knowledge component for financial was assessed in ACCT 310 during

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In sum, SOA faculty have implemented several changes as a result of assessment data in the financial accounting discipline. These changes are viewed as being associated with several marginal to significant improvements in student learning. SOA faculty will continue to monitor this learning goal and the related objectives as necessary.

Accounting Knowledge - Financial

N = 253	Unacceptable	Acceptable	Exemplary
Objective 1	4%	38%	58%
Objective 2	13%	66%	21%
Objective 3	6%	47%	47%
Objective 4	17%	58%	25%

Accounting Knowledge - Financial

ACCT 410

N = 460	Unacceptable	Acceptable	Exemplary
Objective 1	2%	49%	49%
Objective 2	4%	52%	44%
Objective 3	8%	68%	24%
Objective 4	22%	59%	19%

Accounting Knowledge – Financial

ACCT 610

N = 424	Unacceptable	Acceptable	Exemplary
Objective 1	4%	47%	48%
Objective 2	10%	53%	36%
Objective 3	7%	67%	26%
Objective 4	2%	25%	73%

Objective 2	8%	34%	58%
Objective 3	11%	65%	24%

4. Students will be able to research and interpret the tax law and tax compliance system and develop an

ability to apply theoretical knowledge to the federal system of tax administration. Assessed in ACCT 430 and ACCT 630 via course examinations.

ACCT 430 1/1/14

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Student written communication skills will also take place when funding for RADM 201 (a Barton School business

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as increased efforts to improve instruction in this area are necessary.

Written Communication

	Less than 51 Correct	52 – 64 Correct	65 - 80 Correct
	<25 th Percentile	25 th – 74 th Percentile	>=75 th Percentile
Watson-Glaser	24%	43%	33%

Analytical Thinking
MGMT 681 – All Barton School

N = 1,258 | Percentable | Acceptable | Exemplary

	<25 th Percentile	25 th – 74 th Percentile	>=75 th Percentile
Watson-Glaser	31%	45%	24%

	<25 th Percentile	25 th – 74 th Percentile	>=75 th Percentile
Watson-Glaser	31%	45%	24%

... and ...

	<25 th Percentile	25 th – 74 th Percentile	>=75 th Percentile
Watson-Glaser	31%	45%	24%

N = 261	Unacceptable	Acceptable	Exemplary
Identifies Dilemma	19%	54%	27%
Considers Stakeholders	11%	59%	30%
Analyzes Alternatives and Consequences	12%	38%	50%
Chooses an Action	10%	14%	95%

5. Develop active collaborative skills and the ability to work as part of a team. Assessed in ACCT 620 using Barton School of Business methods.

By the Spring 2008 testing skills were assessed to be assessed at the Barton School level. However, no Barton

12/11/08

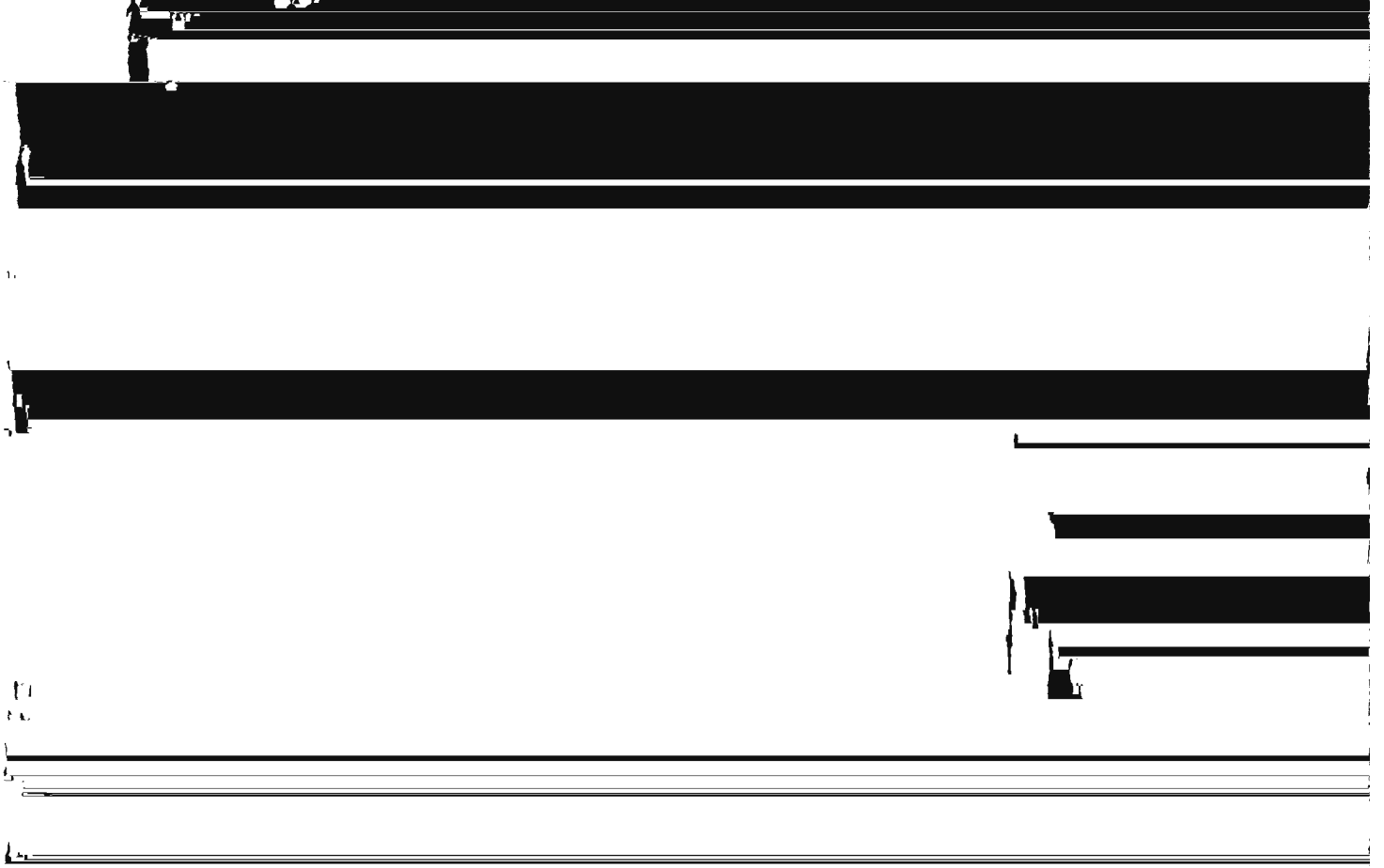
Work Quantity Contribution	2%	20%	78%
Work Quality Contribution	2%	20%	78%

1. Demonstrate skills in effective communication and teamwork – Assessed in ACCT 815, ACCT 825, ACCT 835 and

ACCT 840 via group projects, presentations, and written case study analyses.

Students enrolled in ACCT 815, ACCT 825, ACCT 835, and ACCT 840 were assessed during the semesters in which these courses were taught during the current review window. A table summarizing the assessment results of the learning goal

of effective communication and teamwork is shown below. As shown in the table, students consistently exceed



Overall results from ACCT 840 mirror those presented from other courses concerning communication and teamwork

A new professor taught ACCT 840 for the first time in Fall 2011 and implemented minor changes to the assessment methods in the course. During Fall 2011, communication was assessed via seven written case assignments the students completed individually over the course of the semester. The performance evaluation for each case assignment was based primarily on the content quality of students' answers. Form (grammar, spelling, etc.) quality was considered for evaluation purposes if it adversely affected the professor's ability to understand the content of a student's answer.

ACCT 840 Fall 2011

[The remainder of the page is heavily redacted with black bars.]

3) [redacted] ACCT 360 only based on experience and proficiency with two types of software they are not asked

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Students' tax research skills in ACCT 835 have also been acceptable. However, the graduate accounting program is

dedicated to helping students develop critical analysis skills well beyond the level of expectation in the undergraduate program. Consequently, SOA faculty decided to devote extra time to the standard research methodology: fact gathering, identification of issues, locating authority, analysis and evaluation of authority, and conclusions and recommendations. Specifically, emphasis is placed on issue identification and analysis. These concepts are introduced

at the beginning of the semester so students can better use this framework. ACCT 835 is now taught in a computer lab where students can complete hands-on exercises and searches. Weekly

assignments include students' researching tax issues and presenting the findings to the class. Students also complete a

comparative results from ACCT 840 mirror those presented from other courses concerning accounting research. However,

Course	N	Unacceptable	Acceptable
AGCT 825	70	0%	100%

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a journal)

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

certification examination results, employer surveys or other such data that indicate student satisfaction

with the program and whether students are learning the curriculum (for learner outcomes, data should

[REDACTED]

g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to

[REDACTED]

h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding

scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

[Redacted assessment text]

Majors

Employment of Majors*

Last 3 YRs - Begin in fall and ends following summer	% enroll- ed one year later	1 Year Attrition %	Average Salary	Employ- ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes- sionaled uca-tion	Projected growth from BLS**
Year 1 →	103	65.5	34.5						Current
Year 2 →	50	61.0	30.0						year only
Year 3 →	65	67.7	32.3						

Race/Ethnicity by Major***

Race/Ethnicity

Race/Ethnicity by Major***				Race/Ethnicity			
White	Black	Hispanic	Other	White	Black	Hispanic	Other
26	3	274		6	2	0	4
21	25	5	20	15	0	240	
				6	2	0	4
				0	0	0	6

U.S. Census Bureau Statistics Website: <http://www.bls.gov> and visit job outlook data and salary information. If the Program has information

[REDACTED]

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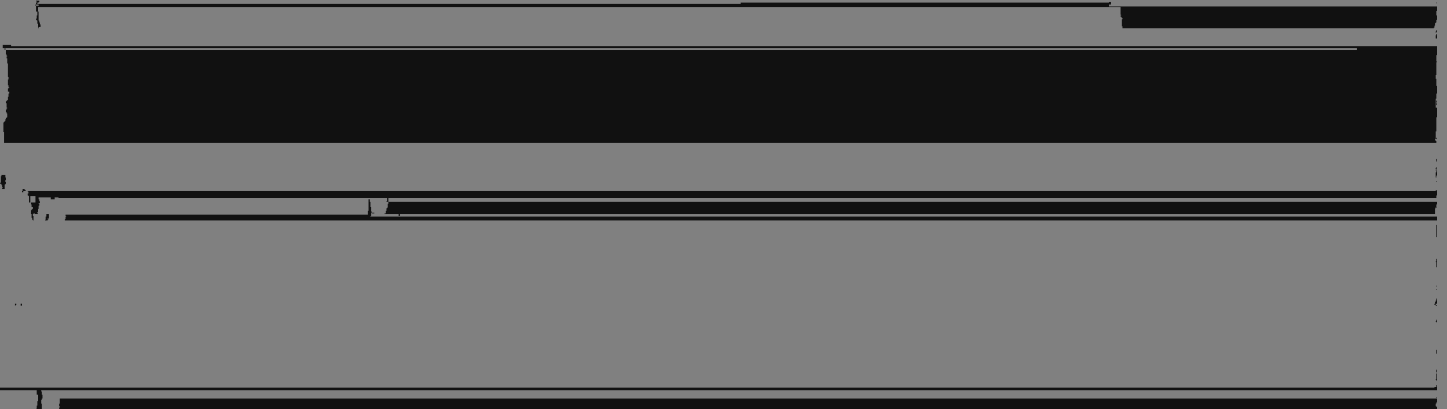
[REDACTED]

Fall Semester	Year 1 - 2009	Year 2 - 2010	Year 3 - 2011
UG Majors	52.2	52.3	57.9
Gr Majors	4.5	4.5	4.3
Non-Majors	43.3	43.2	37.8

- a Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here

Market salaries for terminally qualified (PhD) professors in accounting are among the highest in the nation in the profession. We obviously have no control over market salaries—however, over a 10 year period the School of



Another significant concern has been our ability to attract enough high quality students into our

At the present time, we cannot satisfy the demand from the employers of our students with

