

00L OF ACCOUNTANCY

11

41.5

9.5

13 06

1841

2256

1847

18

2646	2895	2061
2212.14	1935.63	
530.20	2548.33	2560.56
2612.82	5083.69	
18472.43	2726.40	14

SCHOOL OF ACCOUNTANCY

Avg-5 Year	
\$1,270,211.57	
\$14,759.21	
\$1,284,970.78	
5228.4	
3951.4	
509	
0	
9688.8	
39.9	
40.9	41.5
38.14	
4.62	
57.24	
7.4	
7	
4.8	
9.6	
7.654	
0	
0	
4.874	
12.528	
263.6	
0	

7 8

0 0

6.06

9.8
3.4
1935.63
0.00
2726.40
2548.33
2560.56

2227	2646			
4483	4557			
1613.02				
		3304.40	2726.40	
			2548.33	
				2560.56

32
39
1.1
1.1

Program Review Program Report

BARTON SCHOOL OF BUSINESS

SCHOOL OF ACCOUNTANCY

ACCOUNTANCY

134

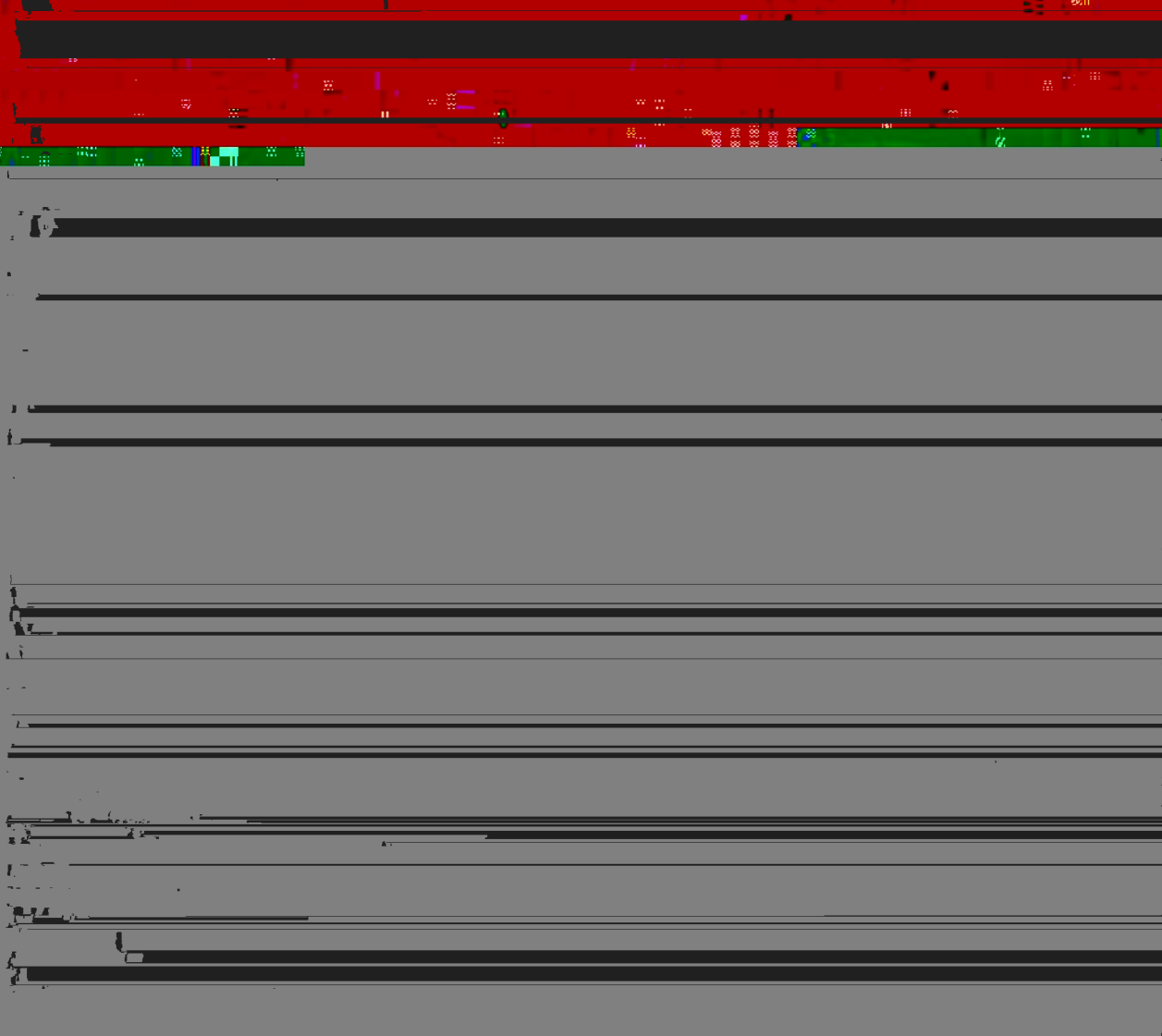
153

**Wichita State University
GRADUATE SCHOOL
KANSAS BOARD OF REGENTS 2009 PROGRAM REVIEW**

Master of Accountancy

Review process: The Associate Dean of the Graduate School and members of the WSU Graduate Council reviewed the Self-Study Report, provided by the School Of Accountancy of W. Frank Barton School of Business.

Program: The Master of Accountancy program consists of 36 hours of graduate courses in both accounting and other non-accounting business courses.



hours necessary to qualify them to take the CPA exam. After reaching this objective, they may be slow to return to class work. In some cases, these students never complete the program.

Students in the program come from a fairly diverse background. Based upon those who earn degrees, approximately 60 percent are female and 40 percent male. About 70 percent are white non-Hispanic and 13 percent are from foreign countries. The CPA exam pass rate is 13 percent.



**SCHOOL OF ACCOUNTANCY
W. FRANK BARTON SCHOOL OF BUSINESS
WICHITA STATE UNIVERSITY**

GRADUATE PROGRAM REVIEW REPORT

The School of Accountancy recently revised its strategic management platform. The School

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conferences. Further, two faculty members are actively involved with textbooks and

professional books that require significant annual revision. Of particular note, three recent refereed articles published by our faculty appear in "elite" journals. These journals conduct an

[REDACTED]

[REDACTED]

[REDACTED]

3. In terms of continuous improvement, what steps should be taken to improve student understanding as it pertains to each learning objective?

The School of Accountancy conducts annual faculty retreats at which assessment results are reviewed and input from the faculty is considered. The review is comprehensive. Learning goals and objectives are examined and changes are often proposed. Student outcomes with respect to each objective are taken into consideration. Results and proposed changes are also

presented to the Board of Advisors meetings to obtain input from independent sources

Goal 1. Students shall demonstrate skills in effective communication and team work. These

are

assessed through

the following

methods:

1. Group projects

2. Presentations

3. Written case studies

4. Peer reviews

5. Self-reflection

Four learning goals are presently used in the MAcc program. The goals and related assessment methods are as follows.

skills are assessed in Acct. 815, Acct. 825, Acct. 835 and Acct. 840 via group projects,

presentations, and written case studies

and

peer reviews

self-reflection

ideal to prepare students for the new CPA exam format and for careers in the challenging public accounting environment. In addition, for students who completed less than 150 hours while enrolled in an undergraduate program, the MAcc provides students the opportunity to earn the requisite number of course credit hours to qualify for taking the exam. MAcc graduates are very successful at passing the exam. During the most recent measurement period, 70 percent of

[REDACTED]

sitting. This represents the highest pass rate for graduates from a master's program at any Board of Regents university in the state of Kansas.

[REDACTED]

Overwhelmingly, the most common response was "very satisfactory". We believe this response accurately portrays student satisfaction with the program.

A survey was administered to local employers in 2007. Generally, employers have favorable impressions of the skills possessed by MAcc graduates. Average responses indicate that employers believe graduates are properly prepared with thirteen described skill sets. The lowest average responses from employers concerned leadership skills and research skills of graduates.

In both cases, employers' average response was 3.7 (5 = students are very prepared; 1 = students

The table below is almost entirely redacted with heavy black bars. Only a few faint lines of text are visible through the redaction, including the number '11' in the center of one of the rows.

example, as summer courses), M.B.A. students have enrolled in and successfully completed them on occasion.

The university: Faculty from the School of Accountancy have consistently assumed a

[REDACTED]

rates, devoting 8 percent of faculty time to 5.7 percent of SCH places the net cost / benefit of

[REDACTED]

These dollar amounts do not represent the primary justification for maintaining a graduate

[REDACTED]

	2003	2004	2005	2006	2007	2008
Net						
Efforts	\$1,059,113	\$1,095,098	\$1,340,735	\$1,070,707	\$1,325,494	\$1,289,024
Initiatives	\$23,909	\$20,206	\$16,779	\$11,987	\$12,577	\$12,247
Non-graduate	5,463	5,310	5,064	5,977	5,262	5,529
Graduate	3,401	3,426	3,466	4,116	4,452	4,197
Non-graduate	645	519	576	1,169	446	535
Graduate	0	0	0	0	0	0
Non-graduate	509				160	
Graduate						
Non-graduate	27.7	32	36.4	0.9	41.5	39.9
Graduate	5.1	4.8	5.1	4.7	3.7	4.7
Non-graduate	64.3	63.2	58.5	4.4	54.8	55.4
Non-graduate	7	8	7	8	7	7
Graduate	7	8	7		7	5
Non-graduate	4	4	4	4	8	4
Graduate	5					
Non-graduate	8	10	1	9	10	8

008

2007

06

05

8
0
0
4.5
12.5
2,873
0
2,061
4,934
59.13
0.00
58.00
94.72
154
313
47
0
0

7
0
0
5.56
12.56
1,847
0
2,895
4,742
263.86
0.00
520.68
377.55
153
330
36
0
0

.15
25
48
76
24
.50
.00
.46
.13
14
15
7
0
0

1,911
0.00
41
0

7
0
0
.06
.06
341
0
496
337
3.00
.00
1.88
2.08
41
0
0

1. Required/Unsure Track
Pay by
2a. Instructor on Record (108)
2b. Not Instructor of Record
4. Total FTE

120

SCHOOL OF ACCOUNTANCY
W FRANK BARTON SCHOOL OF BUSINESS
WICHITA STATE UNIVERSITY

Centrality of the program to fulfilling the mission and goals of WSU

Mission of WSU: 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.

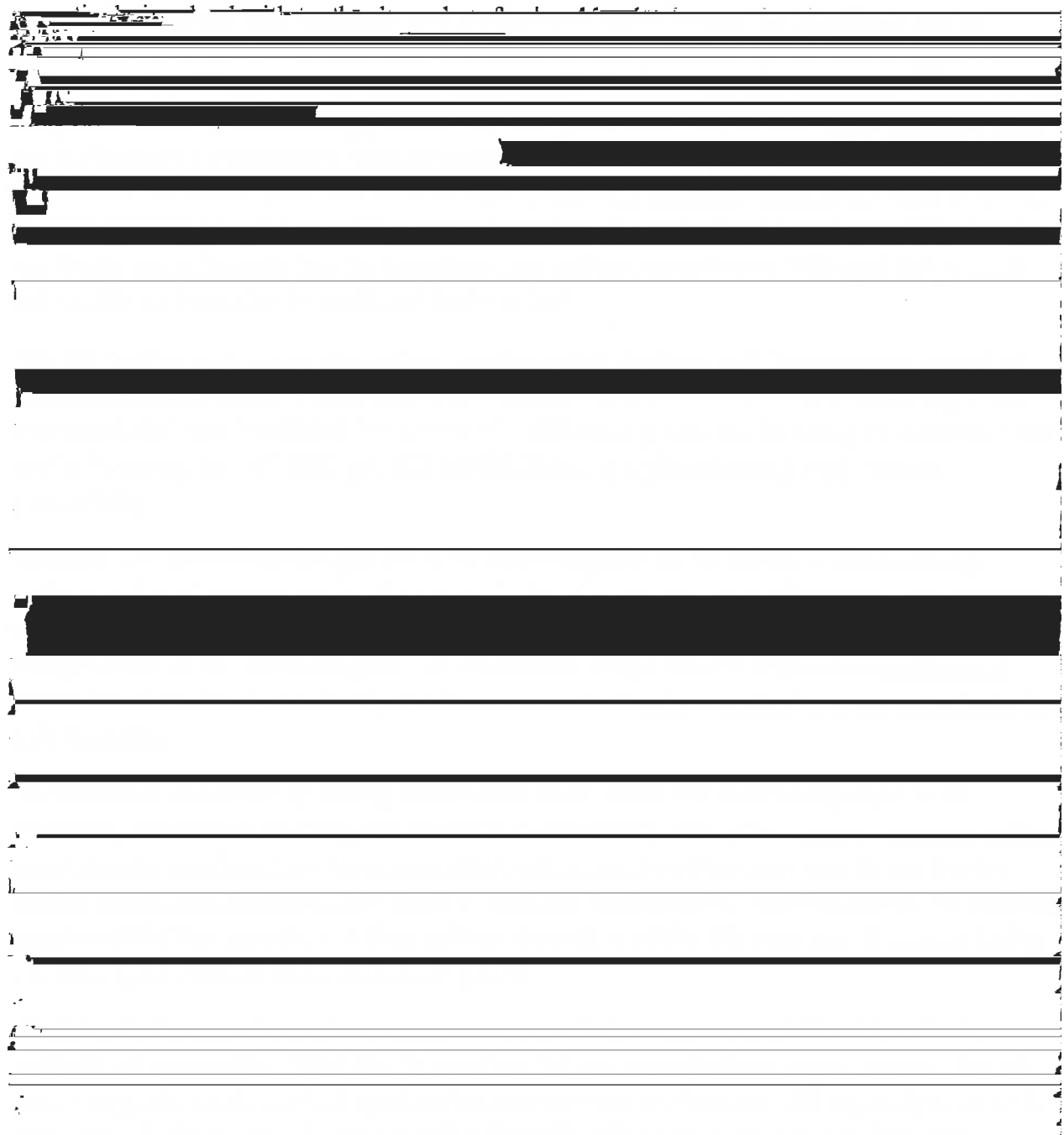
Mission of the Barton School of Business: The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace.

Mission of the School of Accountancy: Capitalizing on opportunities of our diverse entrepreneurial metropolis setting, the School of Accountancy advances the knowledge and



The fundamental objective of the School of Accountancy is student learning. In working toward this objective, we concentrate on providing a high quality education that prepares students for the accounting profession.

superior technical skills as well as integrity. Our vision is to be a preferred provider of accounting graduates in the state of Kansas and our region.



revision. Of particular note, three recent refereed articles published by our faculty appear in “elite” journals. These journals conduct an especially rigorous review process and have very low acceptance rates. They are recognized as the most prestigious among the highest quality outlets

c) The quality of the program as assessed by the curriculum and the impact of the curriculum

[REDACTED]

[REDACTED]

on the students

Curriculum The undergraduate BBA program in accounting consists of 36 hours of courses in

[REDACTED]

Assessment of student learning. During the past three years, the School of Accountancy has revised its assessment of student learning procedures. The School adopted an assurance of student learning process that complies with our mission as well as newly adopted AACSB (our accrediting body) standards. Assessment of student learning is currently accomplished via direct methods using course-embedded modules.

An assessment committee was organized within the School of Accountancy. All School of Accountancy faculty are members of the assessment committee. We wanted all subject areas

[REDACTED]

the dean's office in the Barton School of Business through administrative channels.

[REDACTED]

Exam". Further learning objectives apply to the remaining accounting courses, which are predominantly taken by accounting majors. Except in the case of analytical thinking ability, the School of Accountancy has assumed responsibility for measuring compliance with these objectives, as described below. The learning goals currently utilized for the BBA in Accounting and related assessment methods are as follows:

1. Acquire knowledge of current accounting principles, theories, and applications.

2. Students will be able to research auditing and tax principles and applications.

[REDACTED]

4. Understand ethical decision-making. Assessed in ACCT 320 and ACCT 640 using ethics modules containing accounting-based case studies.

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.

Assessment of student learning has been a high priority for the previous three years. Nevertheless, this process is still in a state of development and fluctuation. Where obvious corrective action is appropriate, the procedure for making adjustment is set in motion as soon as possible. However, we believe it is premature to set firm targets for levels of acceptable and unacceptable performance at this juncture. Further, the faculty believes that meaningful longitudinal analysis will require more semesters of data. With these recognized limitations, results to date are promising. Adjustments have been instituted in several courses, but the School is encouraged by the level of learning exhibited by students to this point.

Numerous discussions have been held with representatives from AACSB, our accrediting organization, concerning the School's assurance of learning procedures. Because we have worked closely with AACSB to structure the process as they suggest, we have received formal

[REDACTED]

exam. Pass rates of WSU students with the BBA degree are average among other graduates from Kansas universities.

Many local CPA firms and other employers seeking professional accountants do much of their hiring from the ranks of students who work as interns for them during the summer.

[REDACTED]

enrollment in an internship is not a requirement for graduation from the program, many students take this opportunity. Local employers work closely with the School of Accountancy to recruit high quality students for intern positions.

The School of Accountancy only recently began a formal effort to monitor and track employment statistics of graduates. During the past academic year, we were able to verify that approximately 70 percent of graduates had employment upon graduation. Others were planning to pursue further education, had not secured employment, or provided no response to our inquiry.

Other programs. The School of Accountancy offers three courses that are part of the core business college curriculum required of all business majors. These courses are Principles of Financial Accounting (Acct. 210), Principles of Managerial Accounting (Acct. 220) and Introduction to Information Processing Systems (Acct. 260). These courses provide business students with an understanding of financial reporting and management systems that is invaluable for students regardless of their major. Upon completing this core, all students are eligible to enroll in higher level financial and cost accounting courses. Many students, particularly those majoring in Finance, will take enough accounting classes to constitute a minor in accounting. In total, 55 percent of student credit hours produced in the School of Accountancy are generated from non-accounting majors. Upper division accounting courses often involve highly technical, specialized accounting topics that appeal primarily to accounting students. The prerequisite structure also limits students' ability to upper division courses until they have completed several lower level classes. However, we make this option available for all interested students. Further, we strive to offer courses at times that are most convenient for working students. All accounting courses are available at night at least once during the year and many are available during the summer semester.

The university. Faculty from the School of Accountancy have consistently assumed a responsibility to serve the university community in various ways. Our faculty has served on the Graduate Council, the university academic affairs committee, SPTE advisory committee, and the graduate student awards committee. Professors from our faculty have chaired the university tenure and promotion committee and the university faculty support committee. School of Accountancy faculty have served in many capacities and are ready and willing to continue such service in the future.

Metropolitan area and Kansas. Several faculty members regularly lend their support to organizations that are involved with the community. A high profile contribution includes membership on the Hispanic Chamber of Commerce. Another involves consulting with the Kansas Health Foundation and periodically representing accountants on the Capital Council.

f) The program's cost effectiveness

Annually, we offer two or more sections of each of the twelve 3-credit hour courses required in the undergraduate accounting program. The majority of these sections are taught by full time faculty. However, several are taught by adjunct instructors. Given a total salaries and benefits cost of \$1,289,000 and total student credit hour production of 10,261 for the past year, the cost per student credit hour reduces to approximately \$125 per credit hour.

Ultimately, dollar amounts do not represent the primary justification for maintaining an accounting program. All reputable business colleges offer an accounting degree. Even so, most accounting programs in the U.S. are not separately accredited by AACSB in addition to the business college as a whole. Only an elite minority have this distinction. The School of Accountancy at WSU is one of the few accounting schools with such a distinction. As a result, we are able to attract better faculty and better students, along with maintaining our reputation as one of the top programs in the region.

Statistical Overview

The data below for 2002-2008 was prepared by the Office of Institutional Research at WSU

Section I: Part F: Actual Instructional FTE

1. Tenured/Tenure Track Faculty	9.6	7	8.27	7	8	7	8
2a. Instructor of Record (IOR)	0	0	0	0	0	0	0
2b. Not Instructor of Record	0	0	0	0	0	0	0
3. Other Instructional FTE	3.05	5.25	5	6.06	3.25	5.56	4.5
4. Total FTE	12.65	12.25	13.27	13.06	11.25	12.56	12.5
5. SCH generated by Tenured/Tenure Track Faculty	2,256	1,911	2,009	1,841	2,748	1,847	2,873
6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0
7. SCH generated by Other Instructional Faculty	2,227	2,646	2,421	2,496	1,776	2,895	2,061
8. Total SCH	4,483	4,557	4,430	4,337	4,524	4,742	4,934
9. Average SCH per Tenured/Tenure Track Faculty	235.00	273.00	242.93	263.00	343.50	263.86	359.13
10. Average SCH per GTA (IOR only)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Average SCH per Other Instructional Faculty	730.16	504.00	484.20	411.88	546.46	520.68	58.00
12. Average Overall SCH per FTE	354.39	372.00	333.84	332.08	402.13	377.55	94.72

Section II: Part A: Majors in the Discipline

1. Freshmen/Sophomores (optional)	131	134	120	129	134	153	154
2. Jrs., Srs., 5th Year Majors	246	263	280	298	325	330	313
3. Masters	42	41	44	41	47	36	47
4. 1st Prof / Specialist / Certif	0	0	0	0	0	0	0
5. Doctoral	0	0	0	0	0	0	0

t B: ACT Scores of Undergraduate Jrs., Srs

	21.9	22.3	22.4	22.9	23.2
1. Average ACT Composite	21.9	22.3	22.4	22.9	23.2
2. Low ACT	8	14	8	12	8
3. High ACT		4	34	34	33
4. Number Reporting an ACT Score		124	139	155	170
5. Percent ACT Score	47	15%			

t C: Degrees Conferred

1. Associate	0				0
2. Baccalaureate	78	5	68	72	76
3. Masters		2	13	12	15
4. First Prof / Specialist / Certificate		1	0	0	0
5. Doctorate	0	0	0	0	0