

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

**DEPARTMENT OR DEGREE PROGRAM: School of Accounting : BSBA in Accounting;
MS in Accounting (MSA)**

Introduction: The BSBA with a major in accounting offers students the opportunity to pursue careers in government, industry, and not-for-profit organizations. The MSA provides candidates a greater breadth and depth of knowledge than is possible in the BSBA program. Today's complex environment has led almost all states, including Oklahoma, to require 150 hours of business education to qualify to sit for the CPA examination (with a minimum of 30 hours of accounting above the introductory accounting courses). Thus, MSA graduates are not only able to pursue careers in government, industry, and not-for-profit organizations, but they also have the opportunity to pursue careers in public accounting.

Review Process: The School of Accounting has an undergraduate committee of four to five faculty members that regularly review, evaluate, and suggest improvements to the BSBA program (two of these faculty members are the coordinators of the introductory accounting courses). The committee's recommendations are reviewed by the department head and presented to the faculty of the School. Approved recommendations are then implemented. Similarly, the School of Accounting has a Masters committee of four to five faculty members that regularly examines the objectives and curriculum of the MSA. The chair of this committee is the coordinator of the Masters program. The department head and faculty review the recommendation; those approved are implemented by the masters coordinator with oversight from the department head.

Program Objectives: The common objective of the BSBA and MSA programs is to educate students so that they might be able to pursue a wide range of professional accounting careers. The BSBA provides basic conceptual and practical business knowledge as a foundation for an accounting career development. The MSA has the objective of providing students with a learning experience that is more integrated and intensive with greater depth and breadth of knowledge than that provided by undergraduate education.

Student Outcomes Assessment: For both the BSBA and MSA programs, student outcomes are assessed frequently and thoroughly. Written examinations, case studies, papers, and presentations provide traditional outcome assessments. Annual surveys, placement activities, employer feedback, and interaction with program coordinators provide other forms of feedback.

Based on recent assessments, BSBA students express the view that they have had an overall good academic experience with the undergraduate program in accounting. They also indicate that if they could start over again that would likely still choose to major in accounting at OSU. It is also interesting to note that they felt that their undergraduate accounting classes provided significant emphasis on such mental activities as memorizing, analyzing, synthesizing, making judgments, and applying theories or concepts to practical problems.

Recent assessments of MSA students reveal a high level of satisfaction with the knowledge and preparation of their professors. They were also very satisfied with the leadership of the program director and with their access to this individual. The quality of other students in the program was also a very positive factor. The MSA students expressed a high level of satisfaction with their overall experience in the MSA program. Some mild concern was expressed about the amount of

work required, the amount of teamwork required, and the quality of teaching in the required courses.

Program Recommendations: For both the BSBA and MSA, there is a need to engage in a substantial implementation of the assessment recommendations of the OSU Assessment Council and the strategic management objectives of AACSB—International Standards of Accreditation. Both programs need to have continual reviews of curriculum. Efforts need to be made to improve the quality of students, number placed, starting salaries, and overall reputation of the programs. A critical need is the development of a succession plan for faculty who will be retiring over the next five to seven years.

Continuous improvement is the major goal for both the BSBA and MSA programs. Some examples of strategies chosen for the continuous improvement goal of each program are given below.

For the BSBA, they include actions to:

- Identify curriculum changes consistent with accounting career opportunities
- Continuously assess the incorporation of critical student skills as identified by employers
- Recognize and reward outstanding undergraduate instruction
- Make students more aware of accounting educational and career opportunities at the sophomore level
- Increase scholarships provided to accounting undergraduate majors
- Reward faculty support of student organizations, particularly Beta Alpha Psi

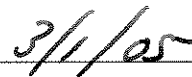
For the MSA, they include actions to:

- Recruit students with high GMAT scores and high GPAs
- Increase availability and amount of scholarships awarded MS students
- Continuously review and revise the MS program curriculum to keep it state-of-the-art and comparable to leading national programs
- Develop areas of specialization in partnership with industry that will attract students and employers
- Increase faculty representation at national and regional academic and professional meetings.
- Increase the number of firms recruiting on campus

Dean


(Signature)

Date



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004-2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS, AND DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

BSBA with a major in accounting; M.S. in Accounting
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Accounting

Bachelor of Science in Business Administration Major in Accounting
Master of Science in Accounting
Degree Designation as on diploma (Level II)

BSBA MS
Formal degree abbreviation (Level I)

Degree-granting academic unit William S. Spears School of Business 301
(name) (Cost Center)

CIP code 5 2 0 3 0 1

HEGIS code 0 5 0 1

Instructional program code (BSBA) 4 4 4

Instructional program code (MSA) 0 0 2

Name of department head
(person who oversees degree program listed above) Don R. Hansen

Program holds specialized accreditation from American Assembly of Collegiate Schools of Business

Name and title of contact person Don R. Hansen
(Name)
Head and Kerr-McGee Chair
(Title)

Date of Institutional Board Review: _____

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review

The faculty of the School of Accounting manage the BSBA and MSA programs and their requirements. An undergraduate committee of four to five faculty conduct an annual review of the undergraduate curriculum. This committee is responsible for setting strategic and learning objectives, identifying critical skills, and structuring the coursework for the undergraduate major so these objectives and learning skills are realized. The committee receives its charge from the department head and the recommendations of the committee are discussed in a general departmental faculty meeting. Those recommendations approved by the departmental faculty will then be implemented. For the MSA program there exists an analogous committee of four to five members of the faculty, headed by the coordinator the Masters program. This committee also conducts an annual review of the Masters curriculum and has similar responsibilities to that of the undergraduate committee. Thus, these committees and the associated process are the means by which annual review and continuous improvement are achieved.

B. Recommendations from Previous Program Reviews.

The recommendations for Action from the 1995 Program Review follow:

1. Recommendation: To successfully achieve reaccreditation by the AACSB.
Action: Achieved.
2. Recommendation: To review the undergraduate curriculum, identify areas where changes are required and implement those changes.
Action: There has been an annual review and evaluation of the undergraduate curriculum and changes have been made in the types and numbers of courses required as circumstances have dictated.
3. Recommendation: To develop a program to continually monitor the undergraduate curriculum, making any further adjustments and alterations as deemed necessary.
Action: An undergraduate committee with a charge of an annual review and continuous improvement responsibilities.
4. Recommendation: In order to be responsive to students' and employers' needs, the School of Accounting should establish procedures to monitor placement and subsequent career development of both BSBA and MSA graduates and to obtain input from industrial, public accounting, government accounting constituents within the state.
Action: The SSB has established a Career Services unit that has the responsibility of collecting and monitoring placement and career activities for all business majors. The School of Accounting has also established an advisory board made up of outside constituents.
5. Recommendation: To strive to keep students and faculty abreast of the latest in technological innovations.
Action: The university and SSB have in place very skilled IT personnel who offer regular updates. The SSB also has a scheduled periodic replacement of IT equipment so that students and faculty are kept abreast of the latest. There is an IT representative from every department on an SSB IT committee.

6. *Recommendation:* To develop, implement, and monitor an internship program which maximizes the experience for MSA students.
Action: An internship program has been in place and operating for at least the last five years. The masters coordinator oversees and monitors the program.

CRITERION I

Program Centrality

A: Goals & Objectives of Degree Programs

Degree Program: This review applies to the BSBA and MS programs in accounting

Program Clientele: Students interested in the BSBA program must be admitted to OSU. Thus, all OSU students are potential clients of the BSBA program. For the MSA, students must have an undergraduate degree with at least 18 hours of accounting above the sophomore level. The masters program admits undergraduate students from OSU as well as graduates of other national and international programs.

Program Objectives: The common objective of the BSBA and MSA programs is to educate students to pursue a wide range of professional accounting careers in the area of accounting, assurance services, various consulting services (including taxation) and business management regardless of the form of the organization. The BSBA has the specific objective of providing a basic foundation in business and financial knowledge as a foundation for a career in accounting. In accordance with AACSB requirements, the BSBA must include learning objectives that focus on the development, measurement, analysis, validation, and communication of financial and other information. Furthermore, the BSBA also should focus on developing student capacities essential to a broad education.

For the MSA, the focus of the learning objectives are the same as the undergraduate program; however, the learning is more integrative, intensive, and possesses much greater depth than the undergraduate degree. Accreditation standards require that MS students “demonstrate an expanded understanding of the professional responsibilities, the ethical standards of the accounting profession, and the strategic role of accounting in business organizations and society.” Furthermore, with the 150-hour requirement of Oklahoma, a major objective of the MSA is to qualify students to sit for the CPA examination. Thus, the MSA is the primary vehicle for preparing students to enter the public accounting profession.

Expected Student Outcomes:

As an accredited member of AACSB—International, the plan of study for the BSBA with a major in accounting degree shares the goals and objectives of all accredited members of the association. Undergraduate students majoring in accounting complete a broad general education, the common body of basic competency in all business disciplines, and then obtain a broad-based and thorough introduction to fundamental accounting and financial concepts. A graduate of the undergraduate program in accounting should have an understanding of the development, measurement, analysis, validation, and communication of financial and other information. Students should also have a basic knowledge of financial markets, institutions, and instruments and possess the analytical skills necessary to make sound financial decisions at all levels of an organization. They should also have good written and verbal communication skills. The

coursework is designed to promote the acquisition of knowledge of facts and ideas, development of analytical and communication skills, and the ability to synthesize ideas, make judgments about information and inferred conclusions, and apply theories to practical problems.

For MSA students, the outcome expectations are increased. Greater depth and integration of understanding is expected regarding the development, measurement, analysis, validation, and communication of financial and other information. Furthermore, MSA students should develop an expanded understanding of the professional responsibilities, the ethical standards of the accounting profession, and the strategic role of accounting in business organizations and society.

B. Linkage of the Program to Institution's Mission

Accounting is the “language of business” and therefore has many linkages both within the Spears School of business (SSB) and without the SSB. The School of Accounting awarded its first BSBA and MSA degrees in the 1940s, and thus has a rich and long-standing history at OSU.

The School of Accounting makes many contributions to OSU’s instruction, research, extension, and outreach missions. The School of Accounting is a large department in terms of majors and credit hours generated and serves many other academic disciplines on campus. All business majors are required to complete at least six hours of accounting; many business majors require more than the six hours. Additionally, the School of Accounting serves the MBA program and administers the Ph.D. in Business Administration with a major on accounting. The School of Accounting also offers a “3/2” program with finance (graduates of the program receive a BSBA in finance and an MS in accounting).. Furthermore, in cooperation with the Department of Agriculture Economics, the School of Accounting offers a double major in Agricultural Economics and Accounting. According to the 2003-2004 undergraduate programs and requirements booklet, over 40 majors at OSU either require accounting courses or suggest accounting courses as electives. In summary, the School of Accounting not only provides professional education to accounting majors for three different degrees but also serves other disciplines in business, engineering, agriculture, arts and sciences, education, and human environmental sciences.

The School of Accounting faculty is very effective in the classroom as evidenced by the scores on student evaluations. Additionally, several faculty members have won teaching awards and have been recognized by student organizations. Furthermore, surveys of exiting students and alumni reveal a high level of satisfaction with the quality of their classroom experiences and interaction with accounting. Many members of the accounting faculty have published in, and serve on editorial boards of reputable accounting journals. They hold notable offices and serve on committees of national accounting organizations. For example, one member just recently completed service as president of the national Beta Alpha Psi student organization (the major international honorary organization for financial information students and professionals). Six faculty have published textbooks that are widely used across the country; some of these textbooks are internationally recognized. For example, one textbook is the most widely used (of its category) in Indonesia and Thailand and is a bestseller in Mexico. Members of the faculty are also actively involved in providing outreach and extension services. One outreach program of the School of Accounting, the Financial Reporting Conference, is offered annually and brings in national and regional experts in accounting and auditing. The last conference attracted 425 participants from industry, public accounting, and government. The conference is well respected and has been sponsored (underwritten) by such firms as Williams, ConocoPhillips. The program also recently won the Association for Continuing Higher Education (ACHE) Region 8 Exceptional Program Award for a Conference.

CRITERION II
Program Curriculum and Structure

A. Program Structure

BSBA: (See requirement sheet on the next page)

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF BUSINESS ADMINISTRATION
 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
 DEGREE
ACCOUNTING
 MAJOR

For students matriculating:
 Academic Year 2004-2005

Total hours 120

Minimum overall grade-point average 2.50
 Other GPA requirements, see below.

General Education Requirements <u>34</u> Hours			Major Requirements <u>69</u> Hours			
Area	Hrs	To Be Selected From	Common Body <u>36</u> Hours		School of Accounting Requirements <u>33</u> Hours	
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 (See Academic Regulation 3.5 in Catalog.)	ACCT	2103	ACCT	3013
American History and Government	6	HIST 1103 POLS 1113	ACCT	2203		3203
Analytical and Quantitative Thought (A)	3	MATH 1483 or 1513	ECON	2103		3433
Humanities (H)	6	Any courses designated (H).	ECON	2203		3603
Natural Sciences (N)	7	One course designated (L, N). One course designated (N).	MSIS	2103		4433
Social and Behavioral Sciences (S)	6	Any courses designated (S).	STAT	2023		4503
International Dimension (I)	-	Any course designated (I).	BADM	3513		
Scientific Investigation (L)	-	Any course designated (L). Students are encouraged to meet the requirement in their selection of (N) course work.	FIN	3113		
College/Departmental Requirements <u>7</u> Hours			LSB	3213		
Orientation	1	BADM 1111	MGMT	3123		
Analytical and Quantitative	3	MATH 2103	MKTG	3213		
Oral Communication	3	SPCH 2713	MSIS	3223		
Electives <u>10</u> Hours			A GPA of 2.50 is required in these courses.			
May be selected from any upper- or lower-division area except activity courses in LEIS and PE and lower-division AERO and MLSC. Twelve credit hours earned in advanced AERO and MLSC, exclusive of credit earned for summer camp, may be included in the 120 hours.			A grade of "C" or better must be earned in each Accounting course, including 2103 and 2203.			
Other Requirements:			6 hours to be selected from: ACCT 4013 4203 4403 4453 4703			
1. No more than 50 percent of the 120 total hours may be earned in College of Business Administration courses. However, MSIS 2103 and up to 9 hours of ECON may be counted as outside the CBA.			9 hours: BCOM 3333 or ENGL 3323 (If substituted for ENGL 1213 or 1413, an additional technical writing course is required.)			
2. A minimum of 50 percent of the business hours required for a degree as well as the last 30 hours must be in residence at OSU.			LSB 3323			
3. Forty-five hours of junior/senior level courses (3000 or above) are required.			STAT 3013			
Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) and any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.			(A GPA of 2.50 is required in these 33 hours.)			

DEAN

BA-1

DEPARTMENT HEAD

MSA: See requirements for the two MS concentrations shown below:

MS Accounting Requirements

External Reporting Concentration

School of Accounting

Students in the MS Accounting Program are required to complete 33 hours of coursework at the 5000 level. This includes 24 hours of graduate level accounting plus 9 hours of graduate electives. The graduate internship counts as one of the elective courses.

Students pursuing the external accounting concentration take the following courses:

Required	ACCT 5103	Seminar in Contemporary Theory
	*ACCT 5113	Financial Research
	ACCT 5503	Fraud Examination & Advanced Assurance Services

* Graduate College
Required Creative
Component

Select 5 Accounting Electives	ACCT 5133	International Oil & Gas Accounting
	ACCT 5153	Financial Modeling & Statement Analysis
	ACCT 5233	Valuation & Business Risk Management
	ACCT 5543	White Collar Fraud Schemes
	ACCT 5753	Seminar in International Accounting
	ACCT 5850	Practicum in Professional Accounting
	ACCT 5513	Advanced Fraud & Assurance Services
	ACCT 5840	Special Topics & Individual Work in Accounting

Select 3 Other electives may be available on approval of graduate advisor.	ACCT 5830	Graduate Internship in Accounting	FIN 5763	Derivative Securities & Management of Financial Price Risk
	BCOM 5113	Seminar in Administrative Communications	MGMT 5113	Management & Organizational Theory
	ECON 5123	Macroeconomic Theory I	MGMT 5213	Seminar in Organizational Behavior
	ECON 5613	International Finance	MGMT 5313	Project Management
	FIN 5053	Theory & Practice Financial Management	MKTG 5213	Services Marketing
	FIN 5213	International Business Finance	MBA 5251	Leadership Strategies
	FIN 5223	Investment Theory & Strategy	STAT 5013	Statistics for Experimenters I
	FIN 5243	Financial Markets	STAT 5023	Statistics for Experimenters II
	FIN 5613	Corporate Financial Strategy		

MS Accounting Requirements

Tax Concentration

School of Accounting

Students in the MS Accounting Program are required to complete 33 hours of coursework at the 5000 level. This includes 24 hours of graduate level accounting plus 9 hours of graduate electives. The graduate internship counts as one of the elective courses.

Students pursuing the tax concentration take the following courses:

Required	ACCT 5103	Seminar in Contemporary Theory	*Graduate College Required Creative Component	
	ACCT 5503	Fraud Examination & Advanced Assurance Services		
	*ACCT 5013	Seminar in Tax Research		
	ACCT 5023	Seminar in Estate & Gift Taxation		
	ACCT 5043	Seminar in Partnership Taxation		
	ACCT 5053	Seminar in Corporate Taxation		
Select 2 Accounting Electives	ACCT 5133	International Oil & Gas Accounting		
	ACCT 5153	Financial Modeling & Statement Analysis		
	ACCT 5233	Valuation & Business Risk Management		
	ACCT 5543	White Collar Fraud Schemes		
	ACCT 5753	Seminar in International Accounting		
	ACCT 5850	Practicum in Professional Accounting		
	ACCT 5513	Advanced Fraud & Assurance Services		
	ACCT 5033	Seminar in Natural Resource Taxation		
	ACCT 5840	Special Topics & Individual Work in Accounting		
Select 3 Other electives may be available on approval of graduate advisor.	ACCT 5830	Graduate Internship in Accounting	FIN 5763	Derivative Securities & Management of Financial Price Risk
	BCOM 5113	Seminar in Administrative Communications	MGMT 5113	Management & Organizational Theory
	ECON 5123	Macroeconomic Theory I	MGMT 5213	Seminar in Organizational Behavior
	ECON 5613	International Finance	MGMT 5313	Project Management
	FIN 5053	Theory & Practice Financial Management	MKTG 5213	Services Marketing
	FIN 5213	International Business Finance	MBA 5251	Leadership Strategies
	FIN 5223	Investment Theory & Strategy	STAT 5013	Statistics for Experimenters I
	FIN 5243	Financial Markets	STAT 5023	Statistics for Experimenters II
	FIN 5613	Corporate Financial Strategy		

B. Distance Education

Two accounting courses in the MBA program are offered for distance learning:

Accounting 5103

Accounting 5113

C. Articulation Agreement

The Oklahoma State Regents for Higher Education distributes transfer matrices that outline like-type courses that will transfer among Oklahoma's public colleges and universities. In addition, each bachelor's degree-granting university lists the requirements for each of its bachelor's degree programs and publicizes those requirements for use by all other colleges and universities.

Course Equivalencies (tables of courses) that are transferable among Oklahoma public colleges and institutions are available by year and academic discipline on-line at www.okhighered.org/student-center/transfer-stdnts/course-transfer.shtml

D. Multidisciplinary programs

At the undergraduate level, the School of Accounting participates in a double major with agricultural economics. Students take a mixture of courses in agricultural economics and accounting and graduate with a BS in agricultural economics and a BSBA in accounting.

At the Masters level, there is a 3/2 program with the finance department whereby students may be admitted to the professional program in accounting at the end of their junior year. During the next two years (fourth and fifth years), they take a mixture of accounting and finance courses at the undergraduate and graduate levels. At the end of the fifth year, they receive a BSBA in finance and an MS in accounting.

CRITERION III

Program Resources

A. New facilities and major equipment

Technology in SSB classrooms: Twelve classrooms under the control of the SSB were equipped at a cost of \$140,000 during the summer of 2002 with new projection units including instructor work stations, dedicated desktop computers, ceiling-mounted projectors, each with internet access. Five new mobile projection units are available for SSB faculty teaching in classrooms not similarly equipped.

Undergraduate and Masters students learn the latest in technology-assisted learning with classroom computers and presentation equipment, either permanently affixed in SSB-controlled classrooms and some university facilities or with portable units of laptop computers and projectors that can be utilized in classrooms lacking the more complete equipment sets.

Technology available to students: Over the summer of 2002, a computer lab in the SSB building utilized largely by undergraduate and Masters students was upgraded at a cost of \$220,000 with 78 new desktop computers with flatscreen monitors and extensive software and data programs. Small clusters of new desktop computers such as those purchased for the lab were made available in three areas of offices for the graduate teaching associates for both research and teaching application. Four full-time professionals and 1.0 FTE part-time students service the computer support needs of the SSB faculty, staff and students.

B. Academic and administrative efficiencies

SSB faculty offer classes with student/faculty ratios among the largest offered at OSU, thereby generating large student credit hours per faculty and, in addition, they are accountable for research, student advising and other professional obligations. In order to provide an extensive outreach service to the business community, several accounting faculty are engaged on an overload basis to develop and present executive education programs. This faculty also has continued teaching and other activities over this last five-year period with very little salary increase. In fact the gap between the Big 12 average and the average paid full professors has grown from \$3,374 to \$12,660 from 2000 to 2004. The gap for associate professors has grown from \$9,325 to \$20,211. The faculty is doing more for less pay, relative to other schools. While this is an “efficiency” it can also be viewed as a demoralizing factor as well. It is also interesting to note the inversion problem—two assistant professors were hired and they make more than all the associates and most of the full professors.

Partnerships in executive and management development include an Executive Education Partnership Program that includes 13 member companies and OSU and OU faculty teaching a one-week executive program. Rose State University is subcontracting with Business Extension on a 15 credit-hour Supervisory Certificate offered to Tinker Air Force Base. CITGO Petroleum Corporation in Tulsa gave Business Extension a grant to help develop an OSU Leadership Institute to be offered on a public basis to corporations/government entities. The Tulsa Business Forums, Executive Management Briefings, Economic Outlook, and the Financial Reporting conferences exhibit corporate partnerships providing funding for speakers series and economic outlooks for the state.

The OKSource Web Internet Directory concept is a partnership with the Oklahoma Department of Commerce on matching Oklahoma products for export with companies interested in buying those products on an international basis. Another collaboration in the international arena is the partnering with Zayed University, University of Kentucky, and Clemson University in offering an Executive MBA degree from Zayed University, United Arab Emirates.

In total, Business Extension offers over 200 programs are offered with 14,313 participants and 4,018 hours of instruction. The School of Accounting faculty is strongly involved in the extension and outreach activities.

C. External funding. None.

CRITERION IV

Productivity

- A. Number of majors (headcount), student credit hours, and average time to graduation.** See the attached 5-Year Academic Report Card for Accounting (following Section IV-B).

BSBA: The number of majors at the undergraduate level has increased by 7.1% over the five-year period, with an increase of student credit hours of over 5%. The number of full-time semesters required for graduation has remained relatively constant at 8.4. Further significant increases in accounting majors are expected. The recent passage of the Sarbanes-Oxley act has changed the landscape of the accounting profession. The net result is that the demand for assurance and accounting services has mushroomed and this, in turn, has increased the demand for accounting graduates. The demand for accounting graduates is much greater than the supply and entry level salaries are increasing. All of this will likely attract more students into professional accounting programs and fuel significant enrollment increases.

MSA: From 2000 to 2004, the number of students in the Masters program has increased by 161.5% and the SCHs are reported to have increased by 14.5% (I know the headcount number is correct but I am puzzled by the smaller increase in SCHs—seems like an inaccurate measurement). The large increase in headcount is a product of the legal requirement that students have 150 credit hours with a minimum of 42 (now 36) hours of accounting before they qualify to sit for the CPA examination. Oklahoma has now joined the ranks of virtually all other states by increasing the educational requirements for professional accounting certification. Further increases in the enrollments of the Masters program are expected because of the large increase in demand for CPA-qualified graduates to handle the increased monitoring demands created by passage of the Sarbanes-Oxley act.

- B. Faculty ratio and class size.** See the attached five-year Academic Report Card for Accounting (at the end of this section).

The student-faculty ratio has increased by 17.8%, the average class size at the undergraduate level has gone from 43.8 to 45 students (the classes offered decreased from 52 to 51), and the average class size for graduate classes went from 19 to 23 (with the number of graduate classes decreasing from 10 to 8). Overall the average class size increased from 39.8 to 43.7. Thus, we have increasing class sizes with no change in the number of professors. Furthermore, we have an expectation that enrollments will continue increasing because of very strong market factors.

Reducing the faculty ratio can be achieved by increasing the number of faculty or limiting enrollments. Limiting enrollments would penalize both employers and students. With increasing demand and plentiful high-paying job opportunities, turning away students would seem counter to the mission of a land-grant university. Oklahoma needs to produce individuals who can qualify for high-paying professional jobs. Increasing upper-division class sizes that already average in the 45 or more seems to be a recipe for lowering the quality of the learning experience. Furthermore, at the graduate level, significant increases in class sizes are not practical (the nature of graduate accounting education requires development of writing and verbal communication skills, which demands a smaller class size than undergraduate classes).

The solution is to fund new faculty positions to manage the expected growth in enrollments. Filling new accounting positions is expensive. Current market salaries for new assistant professors are in the \$130,000 to \$140,000 range. The demand for accounting doctorates far

exceeds the numbers graduating from doctoral programs. This imbalance between supply and demand for accounting doctorates will increase over the next five to seven years as projected retirements outstrip the production capabilities of accounting doctoral programs. Furthermore, any hiring strategy at OSU is complicated by the age of its faculty and the prospect of a need to replace a large number of professors over the next five to seven years. Nine of the sixteen current faculty members (56%) are 55 or older. Within six years, all nine will be 65 or older, and three others will be 62 or older (75% will be 62 or older). Unless a faculty-hiring plan is developed and implemented quickly, the accounting program at OSU could be facing a major crisis—a crisis compounded by the prospect of an accreditation review that will take place in 3.5 years (2008-2009 academic year). A sensible plan is needed for replacing these older faculty as they retire and also adding at least some new faculty beyond the replacement levels to handle the expected growth at the undergraduate and graduate levels.

The current salary cost for the nine faculty members is approximately \$964,655 ($\{6 \times \$112,703\} + \{3 \times \$82,299\}$ plus a 4.5% salary increase received for the 2004-05 academic year); this cost does not include the benefits that must be paid as well). These 9 older professors currently cover 45 sections per year (the average load is five classes/sections per professor. Any new hires to replace these nine will be brought in with a teaching load of four sections per year (this is the current market rate and it would be impossible to hire without offering this competitive load). Thus, to replace the 45 sections of coverage will require $45/4 = 11$ replacement faculty. Replacing nine professors requires the hiring of 11 to obtain the same teaching coverage. Couple this with expected growth in enrollment demands and the problem is aggravated.

The estimated current replacement cost of these nine faculty members is \$1,485,000 ($11 \times \$135,000$). At this point in time, the difference between current cost and replacement cost is \$520,345. This difference will grow as time passes because the gap between supply and demand of doctoral students is expected to grow, pushing up entry-level salaries. For example, if the average replacement cost over the next five to seven years is \$150,000, then the gap is \$655,345. Furthermore, if most retired at about the same time, the ability to hire needed replacements would be next to impossible—both from a budgetary standpoint for a given year and from the nature of the labor market for accounting professors. The likelihood of a large number of these nine being gone within 5-7 years is very high. If there is no systematic and reasonable plan for dealing with this very real problem, the accounting program could be damaged significantly (with possible loss of accreditation, loss of enrollments, loss of credibility with employers, inability to cover classes, etc.).

A sensible strategy is to plan on hiring for an average of two positions each year over the next five years, beginning with the academic year 2006-2007. We have filled one position for the coming year (2005-2006); however, this hire simply replaces a professor who resigned and left for another university. The 2005-2006 hire replaces coverage of four of the five sections that were covered by adjunct faculty during the 2004-2005 academic year. It does not address the problem of replacing 9 or more faculty members over the next five to seven years; nor does it address the expected increase in growth.

A possible approach, assuming a uniform retirement pattern:

Academic Year	Hires	Projected retirements
2006-2007	2	1
2007-2008	3	2
2008-2009	2	2
2009-2010	2	2
2010-2011	<u>2</u>	<u>2</u>
	11	9

If nine retire during this period, 11 hires will be needed to replace the teaching coverage provided by these nine. The competition for hires and their cost will increase as time goes by; thus, it would make more sense to hire more early than later. This replacement hiring will cost an additional \$520,345-\$655,345 over the amount currently being expended on salaries. If OSU wishes to maintain a viable and energetic program in accounting, they will need to make this additional investment. It is vital that upper administration be aware of the problem because they are the only ones who can address the issue (the solution is resource-based and resources are allocated by upper-level management).

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
ACCOUNTING**

Fall Semester	2000	2001	2002	2003	2004	Change					
						Amount	Percent				
Student Information											
Headcount	280	253	286	287	285	5	1.8%				
Undergraduate	28	60	73	69	68	42	161.5%				
Graduate	0	0	0	0	0	0	-				
Professional	0	0	0	0	0	0	-				
Total	306	313	339	356	353	47	15.4%				
Minority	62	74	96	115	109	47	75.8%				
Non-minority	244	239	243	241	244	0	0.0%				
Entry Information											
ACT Average	25.75	24		25	28.5	2.75	10.7%				
ACT 25th - 75th Percentile	25-27	24-24		21-29	25-32						
Top 10% High Sch. Class(%)	37.5%	100.0%	0.0%	0.0%	50.0%		12.5%				
Retention/Graduation Rates											
No. of Full-time Semesters	0	8.4	8.5	8.6	8.4	0.0	0.0%				
Semester Credit Hours - State Funded											
Undergraduate	6,822	6,454	6,700	6,795	6,924	102	1.5%				
Graduate	636	642	720	705	728	92	14.5%				
Professional	0	0	0	0	0	0	-				
Total	7,458	7,096	7,420	7,500	7,652	194	2.6%				
Number of Lecture Classes Taught Avg Class Size											
	Number	Avg	Number	Avg	Number	Avg	Number	Avg			
Undergraduate	52	43.8	47	46.1	51	44.1	51	45.0	-1	-1.9%	
Graduate/Professional	10	19.0	8	25.0	10	25.0	8	28.0	-1	-10.0%	
All Student	62	39.8	55	43.0	61	40.7	59	43.7	-2	-3.2%	
Class Size											
% of Classes < 20	12.9%	12.7%	16.4%	11.9%	10.0%				-2.9%		
% of Classes > 50	11.3%	21.8%	21.3%	22.0%	16.7%				5.4%		
OSU-Tulsa											
Headcount	5	7	20	31	40	35	700.0%				
Student Credit Hours	144	159	327	543	558	414	287.5%				
Faculty Information											
Instructional-FTE	17.58	16.95	17.15	18.23	17.83	0.25	1.4%				
Professor-Lecturer	10.50	9.03	8.75	12.11	9.28	-1.22	-11.6%				
Graduate Assistant	28.08	25.98	25.90	30.34	27.11	-0.97	-3.5%				
Headcount											
Professor-Lecturer	20	20	20	20	20	0	0.0%				
Total	4	4	6	6	5	1	25.0%				
Minority	17	15	17	17	16	-1	-5.9%				
Tenured/Tenure Track	17	15	15	15	14	-3	-17.6%				
Tenured	100.0%	100.0%	88.2%	88.2%	87.5%	-12.5%					
% Tenured											
% of Faculty Full - Time	94.4%	92.3%	94.4%	96.4%	94.4%	0.0%	25.0%				
Student Faculty Ratio	15.3	16.4	16.9	17.3	18.1	2.7	17.8%				
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)											
	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU		
Professor	\$110,180	\$113,554	\$112,703	\$119,100	\$112,703	\$124,087	\$112,703	\$125,383	\$114,204	\$4,024	3.7%
Associate	\$82,169	\$91,494	\$82,299	\$98,615	\$82,299	\$102,185	\$82,299	\$102,510	\$85,635	\$3,466	4.2%
Assistant	\$0	\$0	\$0	\$0	\$110,000	\$101,102	\$110,000	\$101,919	\$114,998	\$114,998	-
Classes Taught by											
Tenured/Tenure Track	30%	27%	29%	46%	29%					-1.00%	
% Lower Div. Classes	58%	57%	57%	67%	57%					-1.00%	

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
ACCOUNTING**

Fiscal Year	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Financial Information							
Faculty Salaries	\$1,593,277	\$1,848,015	\$1,750,157	\$1,844,502	\$1,877,701	\$284,424	17.9%
Other Salaries	\$64,929	\$63,057	\$70,132	\$57,973	\$47,245	(\$17,684)	-27.2%
Fringe Benefits	\$322,796	\$457,602	\$478,576	\$495,754	\$490,970	\$168,174	52.1%
Travel	\$13,571	\$16,018	\$8,339	\$3,446	\$10,491	(\$3,080)	-22.7%
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Supplies Other Oper. Exp.	\$32,702	\$35,903	\$40,738	\$40,051	\$30,187	(\$2,516)	-7.7%
Property, Furniture Equip.	\$43,558	\$5,171	\$7,545	\$764	\$1,900	(\$41,658)	-95.6%
Library Books Periodicals	\$0	\$0	\$0	\$0	\$131	\$131	-
Transfers Other Disbur.	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$2,070,834	\$2,423,767	\$2,355,488	\$2,442,490	\$2,458,625	\$387,791	18.7%
Cost per SCH	\$156.53	\$161.21	\$162.20	\$159.01	\$156.64	\$0.11	0.1%
Cost per SCH in Constant \$	\$156.53	\$156.62	\$154.97	\$148.15	\$141.45	(\$15.08)	-9.8%
Other Revenue							
Other Student Fees	\$0	\$0	\$0	\$0	\$0	\$0	-
Gifts and Grants	\$0	\$0	\$0	\$0	\$0	\$0	-
OSU-Tulsa Fac. Exp. Transfers	\$0	\$190,300	\$193	\$175,024	\$130,452	\$130,452	-
Fees Related to Educ. Depts.	\$4,786	\$0	\$0	(\$595)	\$0	(\$4,786)	-100.0%
Other Income	\$65,164	\$60,060	\$53,117	\$91,097	\$45,605	(\$19,559)	-30.0%
Total	\$69,950	\$250,360	\$53,310	\$265,526	\$176,057	\$106,107	151.7%
External Funding							
Sponsored Expenditures**	\$0	\$0	\$0	\$0	\$0	\$0	-

**Excludes federal appropriations for College of Agriculture Sciences and Natural Resources.

C: 5 year average number of degrees conferred and majors.

Degree	Number of degrees conferred		Majors (headcount)— Fall Semester	
	OSRHE standard	5 yr average	OSRHE standard	5 yr average
Baccalaureate	5	98.4	12.5	274.2
Masters	3	24.4	6.0	50.4

BSBA: Degrees exceed the minimum by a factor of 19.68; headcounts exceed the minimum by a factor of 21.94. Expected enrollment increases over the next five years should increase these factors.

MSA: The degrees awarded are 8.13 times greater than the minimum; the headcount is 8.4 times greater than the minimum required. Again, these factors should increase because of increasing demand for the Masters in accounting.

CRITERION V
Quality

A. Program faculty qualifications:

SOA Faculty	Faculty status	FTE	Field	Highest Earned Degree & Year	Year of Hire	Learning & Pedagogical Scholarship		Disclipline-Based Scholarship		Contributions to Practice	
						PRJ	OIC	PRJ	OIC	PRJ	OIC
Chasteen, Lanny	Regular	1.00	Accounting	PhD-1970	1969	2	2				
Dorr, Patrick B.	Regular	1.00	Accounting	PhD-1979	1977		3				4
Eng, Li Li	Regular	1.00	Accounting	PhD-1995	2002			6	6		
Hansen, Don	Regular	1.00	Accounting	PhD-1977	1977		9	1			
Johnson, Carol	Regular	1.00	Accounting	PhD-1993	1992		3	3			6
Kimbrell, Janet	Regular	1.00	Accounting	PhD-1979	1979		1	2			1
Lacy, Melvin E.	Regular	1.00	Accounting	DBA-1983	1981		1				
Meek, Gary K.	Regular	1.00	Accounting	PhD-1980	1980		7	3	1		
Mowen, Maryanne	Regular	1.00	Economics	PhD-1979	1980		5		1		1
Murphy, Kevin E.	Regular	1.00	Accounting	PhD-1983	1981		5	2	1		
Nabar, Sandeep	Regular	1.00	Accounting	PhD-1997	2002			2	3		
Patz, Dennis	Regular	1.00	Accounting	PhD-1975	1986						
Ransom, Charles R.	Regular	1.00	Accounting	PhD-1983	1981						
Wetzel, T. Sterling	Regular	1.00	Accounting	PhD-1980	1986		1	3	1		
Wilguess, John H.	Regular	1.00	Accounting	PhD-1979	1979						
Wright, Charlotte	Regular	1.00	Accounting	PhD-1982	1982		3	9	11		9
Elliott, W.	Adjunct	0.25	Edu. Tech	1997-M.S.	2004						
Murray, R.	Adjunct	0.50	Accounting	1985-B.S.	2004						
Remus, C. (OSU-T)	Adjunct	0.25	Accounting	1972-B.S.	2004						
Schumacher, M. OSU-T	Adjunct	0.25	Accounting	1998-M.S.	2004						
Stanley, William D.	Exec. In Residence	1.00	Law	JD-1979	2003						1

Note:

The number of intellectual contributions is listed in the last three columns. The peer reviewed journal columns marked “PRJ” enumerated all of those intellectual contributions that have appeared in journal article form reviewed by academic and practitioner colleagues. The other intellectual contributions columns marked “OIC” enumerates all other intellectual contributions regardless of the form of the contributions, including (but not limited to) research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses. Intellectual contributions must be publicly available, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.

From the table we see that the accounting faculty have published two pedagogical articles and 31 discipline based articles over the five-year period, an average of 6.5 articles per year. Ten of the sixteen tenure-track faculty were responsible for this output level. The table also reveals a strong set of contributions in the OIC pedagogical category. Much of the activity in that category is connected to textbook publications, with seven faculty members appearing as authors.

B. Evidence of regional / national reputation and ranking.

Achievement of current students: Joe St John, a current undergraduate major in accounting was selected as a Truman Scholar. He was also named by the USA TODAY to its all-USA Academic Second Team as one of the nation's outstanding undergraduates. Beta Alpha Psi, a national scholastic and organization at OSU consistently is named as one of the Superior Chapters in the nation (ratings awarded at the national meetings of BAP). Regionally, the Beta Alpha Psi students captured first place in student presentation at the Southwest Regional meeting in the Spring of 2004. Virtually 100% placement of the graduates of our professional program in accountancy in public accounting firms and industry in Oklahoma and Texas and in other states is further evidence of the respect that regional employers have for our graduates.

Achievement of alumni: Michael Crooch and William Holder, two graduates of the School of Accounting serve in very prominent national positions. Michael Crooch is a member of the Financial Accounting Standards Board (FASB), a national board that is responsible for setting financial reporting standards for all SEC-registered companies. William Holder is a member of the Government Accounting Standards Board, a board that is responsible for setting accounting standards for governmental entities. It is an unusual and flattering outcome to have two OSU accounting graduates serving in such prominent national positions.

Achievement of Faculty: T. Sterling Wetzel, in 2003-2004 served a one-year term as president of the national Beta Alpha Psi organization. During his tenure as president, the first international chapter was established at the Hong Kong University of Science and Technology. Pat Dorr and Gary Meek serve on the editorial boards of reputable accounting journals (Dorr: Journal of Information Systems, Meek: Journal of International Accounting Research and the Journal of International Financial Management and Accounting). Six faculty are authors or coauthors of seven textbooks. These books are used nationally and internationally, contributing to the overall reputation of the OSU School of Accounting.

Other: The 2004 SOA Financial Reporting Conference recently won the Association for Continuing Higher Education (ACHE) Region 8 Exceptional Program Award for a Conference.

C. Scholarly activity. See explanation in "A" above.

D: Assessment of student achievement of expected learning outcomes for each degree program.

For both the BSBA and MSA programs, student outcomes are assessed frequently and thoroughly. Written examinations, case studies, papers, and presentations provide traditional outcome assessments. Annual surveys, placement activities, employer feedback, and interaction with program coordinators provide other forms of feedback.

In the current assessment plan, the undergraduate BSBA program uses two formal methodologies:

The OSU Survey of Alumni of Graduate Programs
Annual satisfaction survey of the SSB

For example, during 2003-2004, 220 alumni were surveyed in accounting. The response rate was 47.3%. For the same year, undergraduate SSB students were surveyed in the BADM 3513 class required of all majors. Forty-seven undergraduate accounting majors participated in this survey. The results are summarized in Sections E and F..

The graduate program used only satisfaction surveys of current Masters' Students. There were no surveys of *alumni* that targeted only Masters graduates. For the Masters program, during 2003-2004, a total of 262 masters' students were surveyed for the SSB. The response rate was 155 (about 59% of all masters' students and which included 45 accounting masters students). The results are summarized in the following section.

E. Overview of results from program outcomes assessment.

BSBA: Based on recent assessments, BSBA students express the view that they have had an overall good academic experience with the undergraduate program in accounting. They also indicate that if they could start over again that would likely still choose to major in accounting at OSU. It is also interesting to note that they felt that their undergraduate accounting classes provided significant emphasis on such mental activities as memorizing, analyzing, synthesizing, making judgments, and applying theories or concepts to practical problems.

MSA: A rating of "Good" is achieved for mean scores of 5.00 and above. Based on this numerical criterion, accounting students appear to be satisfied with all aspects of their Masters program. For example, MSA students reveal a high level of satisfaction with the knowledge and preparation of their professors. They were also very satisfied with the leadership of the program director and with their access to this individual. The quality of other students in the program was also a very positive factor. The MSA students expressed a high level of satisfaction with their overall experience in the MSA program. Some mild concern was expressed about the amount of work required, the amount of teamwork required, and the quality of teaching in the required courses.

F. Feedback from program alumni / documented achievements of program graduates

BSBA: Alumni were surveyed from graduates of 1998 and 2002. Most of the accounting alumni appear to be very satisfied with the overall educational experience at OSU in both years. However, the percentage of very satisfied declined from 83% in 1998 to 61% in 2002. They also were very satisfied with the quality of instruction that they received in their major and feel that their work is highly related to their OSU major. They also feel that their undergraduate work prepared them very well for their current position.

MSA: No survey of Masters alumni taken.

G. Other Program Evaluations The School of Accounting is the only program within the SSB that receives accreditation in addition to that provided to the Spears School of Business. AACSB-International also evaluates and accredits accounting programs

CRITERION VI

Program Demand/Need

A. Occupation Manpower Demand Current information on the job market for graduates of the BSBA programs for all majors is provided by OSU Career Services. From August 2004-Present, OSU Career Services has had 963 jobs posted/on-campus interviews, of which 566 were seeking business students. Of those, 493 of the positions were seeking Bachelor level candidates. The remaining seek MS candidates.

At the national level, the 2004-05 edition of the U.S. Department of Labor's Occupational Outlook Handbook indicates that an increase in the number of businesses, changing financial laws and regulations, and increased scrutiny of company finances will drive growth of accountants and auditors. A recent article in USA TODAY illustrates how new regulation is driving this growth in demand (1/17/2005 by Barbara Hagenbaugh). According to this report, in the last three months of 2004, the number of people working as accountants rose nearly 2.4%, about five times the rate in the increase in jobs economy-wide. In 2002-2003, the number of graduates in accounting (at the Bachelors and Masters levels) was up by 11%. Yet the increasing supply is still unable to keep up with demand. Because of this imbalance in supply and demand, the entry-level salaries are increasing; for example, at PriceWaterhouseCoopers reported that annual pay increased by \$10,000 over a two-year period. According to both AccountingWeb.com and the Job Outlook 2005 survey,(conducted by the National Association of Colleges and Employers) accounting is now the now the most in-demand major on college campuses. This demand is found at both the undergraduate and Masters levels. In all but four states, auditors must have 150 hours of credit to qualify for the CPA examination. Thus, there is a projected strong demand for both BSBA and MSA graduates.

The SOA Advisory Committee feels that the flagship program of the SOA should be the professional program in accounting (PPA). Students to this program are admitted at the end of their junior year and take a mixture of undergraduate and graduate coursework during the fourth and fifth years of study. At the end of the fifth year, they graduate with a BSBA and MSA. They qualify to sit for the CPA examination, having completed the 150 hour requirement. The Advisory Committee also indicated that the BSBA option should still be available to satisfy the varied demands of industry and government. Many of these entry-level accounting positions do not require the CPA and so the 150-hour mandate does not apply. The SOA is implementing, effective Fall 2005, changes in its programs to carry the recommendations of the SOA advisory Committee. These changes include a broadening of the controlled electives at the undergraduate level; at the same time, the accounting courses required in the PPA have been increased with more emphasis on preparation for public accounting practice. These changes allow better service to both public accounting and industrial/government organizations.

B. Societal Needs for the Program—Producing and certifying accounting information is a critical function for the capital markets. The importance of the financial reporting function is attested to by the existence of the SEC, FASB, and the recent creation by Congress of the Public Company Oversight Board. Accountants, auditors, tax professionals, financial advisors, and financial consultants are all vital to almost any profit or not-for-profit organization in our society. Career opportunities are abundant.

C. Graduate student applications and enrollment changes.

See Table below.

GRADUATE STUDENT APPLICATIONS AND ENROLLMENT CHANGES

	Enrolled			Applications			Acceptances			New Enrollments from Applications Accepted			Graduations (Summer, Fall, Spring totals shown)		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
BUMS/ACCT															
Domestic	48	46	46	16	27	17	15	18	9	15	14	5	21	16	30
	(2)	0		11	(10)		3	(9)		(1)	(9)		(5)		14
International	13	14	10	25	26	25	8	11	2	0	2	1	3	6	5
	1	(4)		1	(1)		3	(9)		2	(1)		3		(1)
Totals	61	60	56	41	53	42	23	29	11	15	16	6	24	22	35
	(1)	(4)		12	(11)		6	(18)		1	(10)		(2)		13

CRITERION VII

Program Duplication

A. Identify other degree programs at OSU with similar titles or functions

There are no other programs with similar titles or functions--the closest would be other business degrees—but although these degrees share a common business core, they differ significantly in their major requirements and controlled elective courses.

B. For similar programs, describe how each degree program fulfills unique student needs.

N/A.

Summary and Recommendations

A. Strengths

The School of Accounting has a faculty that is experienced, dedicated, and capable. The program has a strong alumni base who are loyal and interested in the continued success of the program. The reputation of the program is solid. Furthermore, the SOA is accredited by AACSB-International. Demand for the graduates of the undergraduate accounting program is strong. Employment opportunities for MSA graduates are plentiful and entry-level salaries are also increasing. Currently, demand for MSA students is greater than the supply. Interestingly, this is true even though enrollments of the MSA have increased dramatically. More increases are expected.

The SOA has very good outreach programs and activities. It also has very strong student involvement. Students are active in Beta Alpha Psi and the consistent superior ratings reveal the quality and dedication of the accounting majors. Students are highly recruited by international, national, local CPA firms, industrial companies, and governmental agencies.

B. Areas for Improvement

A large number of the SOA faculty is approaching the time when they will retire. This poses several issues that impact the School of Accounting. First, the replacement cost of these faculty members will likely exceed their current cost by more than \$500,000. This poses a major threat to the long-term well being of the School of Accounting. If the reputation and viability of the program is to be maintained/increased, a significant investment in the program will be required by the University. Second, the ability to maintain accreditation is closely tied to the ability to invest in younger faculty who can help contribute to the research mission of the SOA. The School needs to increase its research output and that should be a major objective for the next five years. A key factor in attracting and retaining faculty is the ability to pay competitive salaries. More attention to maintaining competitive salaries is needed.

The number of high quality students entering the PPA also needs to be increased. The demand for MSA graduates is currently greater than the supply. Attracting more high quality students into the program will allow us to satisfy the demand and, at the same time, increase the program's reputation for producing quality accounting professionals.

In summary, a high quality faculty coupled with high quality students will allow the SOA to move forward and maintain and increase its claim to excellence.

C. Recommendations for Action

For both the BSBA and MSA, there is a need to engage in a substantial implementation of the assessment recommendations of the OSU Assessment Council and the strategic management objectives of AACSB—International Standards of Accreditation. Both programs need to have continual reviews of curriculum. Efforts need to be made to improve the quality of students, number placed, starting salaries, and overall reputation of the programs. A critical need is the development of a succession plan for faculty who will be retiring over the next five to seven years.

During the past two years, each unit at OSU developed a strategic plan for the next five years. The plan developed by the School of Accounting addresses goals, objectives, and strategies for continuously improving the quality of the undergraduate and Masters programs. The School of Accounting is dedicated to excellence in accounting education by providing the highest quality instruction and curricula in all degree programs, useful and timely accounting research, and continuing education programs and other outreach activities. Our overall vision is to be recognized nationally as providing an outstanding accounting education in the undergraduate and graduate programs. To achieve this recognition requires an overall goal of continuous improvement for both undergraduate and Masters programs. The goals, objectives, and strategies are listed in the next section.

D. Five-Year Goals for the Program

Goal 1. Continuous Improvement in Undergraduate Program

Critical success factors:

1. Increase the proportion of students with jobs at graduation by ten percent.
2. Increase the proportion of students placed in graduate study programs by ten percent.

Objective 1: Review undergraduate program annually

Strategy:

- a. Departmental curriculum committee to conduct annual review
- b. Identify curriculum changes consistent with accounting career opportunities
- c. Continuously assess the incorporation of critical student skills as identified by employers
- d. Evaluate and respond to annual assessment
- e. Encourage and support use of technology by students and instructors

Objective 2: Improve quality of instruction

Strategy:

- a. Continue to coordinate and monitor the instruction provided by doctoral teaching assistants and adjunct instructors
- b. Recognize and reward outstanding undergraduate instruction
- c. Increase salaries to attract better doctoral teaching assistants and adjunct instructors
- d. Upgrade classrooms to facilitate the use of technology

Objective 3: Attract better students

Strategy:

- a. Make students more aware of accounting educational and career opportunities at the sophomore level
- b. Continue to actively recruit outstanding students in beginning courses to major in accounting
- c. Staff entry level courses with tenure-track faculty to the extent possible
- d. Increase scholarships provided to accounting undergraduate majors

Objective 4: Improve professional development activities

Strategy:

- a. Encourage student participation in accounting and business student organizations
- b. Encourage student organizations to continue expanding membership bases
- c. Encourage student organizations to continue to expand their interaction with the business community
- d. Reward faculty support of student organizations, particularly Beta Alpha Psi

Goal 2. Continuous Improvement in MS in Accounting program

Critical Success Factors:

1. Entering class size for Stillwater campus of 40 students
2. Increase number and diversity of firms recruiting on Stillwater campus
3. Increase number of students doing internships to 40 percent
4. Increase number of students with jobs at graduation to 90 percent.
5. Raise average starting salary of graduating class to \$50,000
6. Increase number of students with professional certification to 75 per cent

Objectives:

Objective 1 Enhance quality of students entering MS in Accounting program

Strategies:

- a. Recruit students with high GMAT scores and high GPAs
- b. Offer competitive assistantship stipends
- c. Increase the number of assistantships awarded MS students to 30
- d. Increase availability and amount of scholarships awarded MS students
- e. Increase administrative assistance to develop web-based marketing program

Objective 2 Enhance the Curriculum

Strategies:

- a. Continuously review and revise the MS program curriculum to keep it state-of-the-art and comparable to leading national programs. This will require resources for curriculum development.
- b. Develop areas of specialization in partnership with industry that will attract students and employers. A strong specialized program should result in

- national recognition and increased marketability of students. Possible specializations may be energy, forensic, or international accounting.
- c. Increase the number of students participating in internships.

Objective 3 Increase national recognition of the MS Accounting program.

Strategies:

- a. Develop areas of specialization that will attract students and employers. A strong specialized program should result in national recognition and increased marketability of students. Possible specializations may be energy, forensic, or international accounting.
- b. Increase the number of students and faculty participating in internships outside Oklahoma.
- c. Increase faculty representation at national and regional academic and professional meetings.

Objective 4 Increase number of fee waivers and scholarships

Strategies:

- a. Secure additional fee waivers for MS Accounting students.
- b. Increase availability and amount of scholarships awarded to MS students.

Objective 5 Improve placement and starting salaries of MS Accounting program graduates

Strategies:

- a. Increase the number of firms recruiting on campus
- b. Increase the number of internships
- c. Increase placements outside Oklahoma to enhance placement rate, starting salaries, and national recognition