



SCHOOL OF ACCOUNTING
College of Business
Florida Atlantic University

**Florida Atlantic University
Academic Program Review**

**School of Accounting
Self-Study Report**

2019-2020

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Mission and Purpose of the Program

The Mission of the School of Accounting at Florida Atlantic University is to provide a comprehensive accounting education to a diverse student body; publish relevant accounting research; and actively engage students and faculty in leadership, professional, and service activities.

To support the mission, the School of Accounting subscribes to the following strategies:

Provide a comprehensive accounting education to a diverse student body

- Provide undergraduate and graduate curricula that give students the knowledge, critical thinking, communication, and applied research skills necessary to be successful in the accounting profession
- Prepare accounting students for career-oriented and professional accounting positions
- Place PhD graduates at academic institutions where research is valued
- Staff the accounting courses with qualified faculty

Publish relevant accounting research

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

Actively engage students and faculty in leadership, professional, and service activities

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement

As part of the College of Business (COB) at Florida Atlantic University (FAU) and the State University System (SUS) of Florida, the School of Accounting (SOA) provides quality accounting education to its students, conducts research to further the body of knowledge relevant to the profession, and participates in service activities of value to FAU and the academic and professional communities. Pursuing excellence in instruction, research and service endeavors aligns the SOA with FAU's mission and strategic plans.

The SOA self-study report (hereafter self-study) evaluates the activities of the SOA, identifies areas of distinction, establishes opportunities for improvement, evaluates the adequacy of essential resources, and makes recommendations. All faculty in the SOA participated in the self-study by serving on one or more committees. Each committee reviewed a subset of the SOA activities and contributed analyses and recommendations. The SOA Director integrated and synthesized all committee contributions. Faculty were asked to review the final report to ensure that all important items were included.

To facilitate and enhance the analysis, the SOA selected two aspirant and two peer schools to serve as a basis of comparison (hereafter *Comparison Schools*). The schools selected are identified in the following table.

Table 1. Comparison Schools

School	Category
George Mason University (GMU)	Aspirant
University of Arkansas (UA)	Aspirant
Georgia State University (GSU)	Peer
Florida International University (FIU)	Peer & SUS

Previous External Reviews or Self-Study

The SOA is not separately reviewed by any external entities. However, the COB was reviewed by the Association to Advance Collegiate Schools of Business (AACSB) during the 2017-2018 academic year. While this review included the SOA, the AACSB evaluation and recommendations pertain to the COB as a whole.¹ The SOA underwent a Board of Governors 7-year Review during the 2013-2014 academic year. The recommendations resulting from the previous self-study along with the current status and future plans of these recommendations are presented in the tables below.

Date and Description of Last External Review

The School of Accounting (SOA) completed its last self-study during the 2013-2014 academic year. This self-study (which was actually two self-studies, one of the SOA and one of the School of Accounting Executive Programs) resulted in 31 recommendations, of which 27 were divided into the following four categories: Undergraduate Student Success, Master Student Success, Doctoral Student Success, and Student Success through Attracting and Retaining Faculty. Of the 27 recommendations, 19 are complete or substantially complete. Of the eight recommendations with little or no progress, six are still included in future plans and two are no longer considered viable or desirable. The other six recommendations pertained to the School of Accounting Executive Programs. Of these six recommendations, three have been implemented, two are included in future plans, and one is no longer considered viable.

The recommendations resulting from the previous self-study along with the current status and future plans are provided below.

Undergraduate Student Success

The previous self-study resulted in six recommendations related to undergraduate student success. These recommendations along with the current status and future plans are summarized in the table below. Of the six recommendations, five are complete or substantially completed. Due to budgetary constraints, only one peer advisor was hired rather than the two which was proposed. Rather than hiring a career placement coordinator exclusively for the School of Accounting, accounting students are served by a career coordinator who serves all College of Business students. Only one recommendation, collect and evaluate data items, has not been implemented. Future plans include coordinating with the College of Business to achieve economies of scale.

¹ The Peer Review Team recommended that the accreditation of the selected (undergraduate, master and PhD) degree programs in business offered by The Florida Atlantic University be extended for an additional five years with a Continuous Improvement Review to occur during the 2022-2023 academic year.

Table 2. Recommendations for Undergraduate Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Require minimum score on the Accounting Competency Exam	Ensure students have demonstrated prerequisite knowledge for upper-division accounting coursework	Approval from Provost	None	Implemented	N/A
Hire two part time peer-advisors to recruit undergraduate students, hold mandatory peer-advising sessions for new accounting students, and attend Beta Alpha Psi and Accounting Students Association meetings to assist students in developing their professional networking skills	Increase likelihood that students make informed decisions about selecting accounting as a major and achieve the minimum requirements for their desired career path	Budgetary approval	2 students * 20 hours per week * 48 weeks per year * \$10 per hour = \$19,200 Tuition waiver for two graduate students	1 student 20 hours per week No tuition waiver due to budget constraints	None
Collect and evaluate data items listed above	Program assessment and improvements	Budgetary approval	Undetermined - economies of scale may be obtained by a COB initiative	Undetermined	Undetermined
Hire a School of Accounting Career Placement Coordinator	Increase student placement rates and enhance the SOA's reputation in the professional community	Budgetary approval	Undetermined - economies of scale may be obtained by a COB initiative or partnership with the existing Career Development Center	Function is now performed by the College of Business	N/A
Require Intermediate Theory 2 (ACG 3141) for an undergraduate accounting degree	Provide students with the accounting knowledge required for professional success	Curriculum change approved by all levels	None	Implemented	N/A

Require Auditing (ACG 4651) for an undergraduate accounting degree	Provide students with the accounting knowledge required for professional success	Curriculum change approved by all levels	None	Implemented	N/A
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Master Student Success

The previous self-study resulted in eight recommendations related to master student success. These recommendations along with the current status and future plans are summarized in the table below. Of the eight recommendations, four are complete, three were not implemented due to budgetary constraints, and one was not implemented because it was determined that a separate financial analysis course is not needed in the MAC program. The recommendations that have not been implemented due to budgetary constraints will be revisited if adequate funding becomes available.

Table 3. Recommendations for Master Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Collect and evaluate student success based on undergraduate degree, GPA, and entrance exam scores	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst	Undetermined – economies of scale may be obtained by a COB initiative	Not implemented due to budget constraints	Possibility of being implemented if funds are available
Evaluate the effectiveness of foundation classes, review implications, and make curriculum changes as needed	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst and curriculum change approved by all levels	Undetermined – economies of scale may be obtained by a COB initiative	Not implemented due to budget constraints	Possibility of being implemented if funds are available
Require a grade of 'C' or better in all graduate coursework	Change in policy for consistency with Graduate College policies, more efficient utilization of resources, and unnecessary delays in program completion	Curriculum change approved by all levels	None	Implemented	N/A

Foundation courses (ACG 6137, ACG 6347, and ACG 6635) may not be taken for degree credit in the MBA-ACC Program	Change in policy for consistency across programs as accounting foundation courses may be taken for degree credit in the MBA-ACC Program, but not the MAC or MTX Programs. Prevents students from earning graduate credit for undergraduate equivalent coursework	Curriculum change approved by all levels	None	Implemented	N/A
Evaluate and revise MAC and MTX Program assessment plans	Current assessment practices are limited, problematic and do not inform program improvements	MAC and MTX Programs Assessment Committees	Reallocation of service assignments	Completed	Periodic evaluation and revision as necessary
Evaluate the addition of a new TAX course and increasing the number of required TAX courses in the MTX curriculum	Comparison schools require 10 TAX courses	MTX Curriculum Committee recommendation and approval at all levels	None	Implemented	N/A
Evaluate the need for and appropriateness of a financial analysis course in the MAC Program	Financial analysis included in curriculum of <i>Comparison Schools</i>	MAC Curriculum Committee recommendation and approval at all levels	None	Not implemented - final determination: No need for separate course in MAC	N/A
Collect and evaluate data related to student success	Program assessment and improvement	Budgetary approval	Undetermined - economies of scale may be obtained by a COB initiative	Not implemented due to budget constraints	Possibility of being implemented if funds are available

Doctoral Student Success

The previous self-study resulted in twelve recommendations related to doctoral student success. These recommendations along with the current status and future plans are summarized in the table below. Of the twelve recommendations, ten are complete and two are still under consideration. It is worth noting that pandemic related budget cuts and travel restrictions have resulted in two

recommendations being temporarily suspended. The College of Business is considering providing fifth year funding and the School of Accounting is still considering formalizing evaluation of doctoral student teaching.

Table 4. Recommendations for Doctoral Student Success

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Actively participate in and attend KPMG Project Fair in the Fall	Increase program visibility and the quality of the student applicant pool	Budgetary approval	Attend KPMG Project Fair – travel costs for up to 2 accounting faculty: \$2,500	Participation in the PhD Project is managed by the college PhD committee; in most years 2 faculty members participate (taking a hiatus in the current year because of COVID-19)	Return to participation in 2021
Provide funding to invite high quality applicants to campus for a visit prior to their decision	Increase quality of admitted students	Budgetary approval	\$3,000	Implemented, previously funded by recruitment grants from Graduate College (these grants have been discontinued beginning in 2021)	Need to find new funding source
Review admissions application process at the Graduate College and COB to improve efficiencies	Increase quality of admitted students	Cooperation with Graduate College and COB Student Academic Services	Reallocation of service assignment	Administrative part of admissions process revised significantly and is currently handled by executive programs	Transition to BusCAS in coming year
Sponsor alumni reception at the annual meeting	Enhance alumni relations, encourage alumni giving and promote FAU	Budgetary approval	\$2,500	Implemented; funded by COB, annual cost of \$1,000	Continue

Require a Summer paper during the first Summer	Involve students in independent research at an earlier stage	Approval and implementation by Accounting PhD committee	None	Implemented in 2020	None
Rotate the three function-based research seminars over three semesters rather than four	Allows students to complete subject area coursework within two years, take the comprehensive exam during the second Summer, and become academically qualified at the beginning of the third year	Scheduling change	One additional seminar every two years	Seminar offerings revised to include 4 function-based seminars offered over 4 semesters. Course work is completed in 2 ½ years, PhD students are SA in the year that comps are passed (3 rd year)	Ongoing review and revision
Provide a SAS workshop (4 half days) to first year PhD students to introduce the students to the statistical software package most used by accounting faculty in the U.S.	Provide training essential for the data analysis required in doctoral research	Budgetary approval	\$3,000	Workshop currently provided by a faculty member each Fall for new students (no additional cost)	Continue
Add a workshop lyceum/colloquium in conjunction with each outside speaker - 6 per year, overload pay of \$500 per speaker	Provide students with opportunities to learn from faculty and fellow students in discussing the research papers being presented by outside speakers	Budgetary approval	\$3,000	Host of speaker is also to meet with PhD students prior to workshop to discuss paper being presented; included as part of being able to invite someone to campus (no cost)	Continue
Formalize the evaluation of teaching as part of the accounting PhD Program	Enhance the assessment of the PhD Program and the teaching skills of the students	Approval and implementation by Accounting PhD committee and Graduate College	None	No progress	Consider implementing

Guarantee fifth year of financial support for students making satisfactory progress	Avoid premature departure of students and increase student success after graduation	Budgetary approval	3 students per year @ \$24k per year - \$72k. Students to teach four courses per year resulting in a cost savings of \$36k. Incremental cost: \$36,000	No progress	Currently be evaluated by the COB PhD Committee
Provide Summer grants during the student's second Summer to replace teaching	Allow students to concentrate on meeting academic and research goals	Budgetary approval	3 students per year @ \$3k per student: \$9,000	COB currently provides \$3,000 Summer stipends during the first two years	None
Provide financial support to cover the cost of conducting experiments and sending surveys as part of dissertation research		Budgetary approval	\$3,000	\$500 provided to students supporting experiments in their dissertation; also, have funds available from Looknanan fund	None

Student Success through Attracting and Retaining Faculty

The previous self-study resulted in one recommendation related to overall student success through attracting and retaining qualified faculty. This recommendation, along with its current status and future plans, is summarized in the table below.

This recommendation is nearly moot at this time due to the unavailability of funds to modify faculty compensation, provide support, and modify assignments.

Table 5. Recommendation for Student Success through Attracting and Retaining Faculty

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Perform benchmarking study and modify faculty compensation, support and assignments as needed	Retain and attract qualified faculty	Budgetary approval	Undetermined-based on results of benchmarking study	On hold due to budget constraints	Possibility of being implemented if funds are available

School of Accounting Executive Programs

The previous self-study resulted in six recommendations related to the School of Accounting Executive Programs (SOAEP). These recommendations, along with the current status and future plans, are summarized in the table below. Of the six recommendations, three have been completed, two are in the process of being implemented, and one is considered no longer viable.

The SOAEP is continuing to maintain its connections with alumni through publication of *ReConnect*, which is published twice a year. It was able to hire a person to work on *ReConnect* as well as other initiatives, such as providing a webinar of a panel of former students, to maintain connections with alumni. In addition, recent work has been undertaken to establish an internship program spearheaded by Dr. Michael Crain, Director of the Center for Forensic Accounting.

Table 6. Recommendations for School of Accounting Executive Programs

Recommendation	Justification	Required Action	Incremental Cost	Current Status	Future Plans
Revise the credentialing policy	Allow qualified persons to teach courses	Permission from University	None	Completed	N/A
Establish a Center for Healthcare Fraud and Compliance	To assist the southeast Florida area in combating health care fraud	Budgetary approval	Salary of a director, an office assistant, office equipment (including computers, photocopiers), and travel funds	No longer considered viable	None

Establish a Center for Business Valuation	Serve various interest groups including academicians and practitioners and afford an opportunity for cross-discipline endeavors between accounting and finance	Budgetary approval	Salary of a director, an office assistant, office equipment (including computers, photocopiers), and travel funds	Completed	Continue operation
Reassess the relevance of curriculum	Allow the SOAEP to respond quickly to market demands and thus increase the attractiveness of its degree and certificate programs	None	None	Completed	Continue assessment
Maintain connections with alumni	Increase enrollments due to alumni word of mouth Increase likelihood that internship and part/full-time positions become available to past, current, and future students Assist in obtaining endowments for SOAEP professorships (which, in turn, in turn increases the attractiveness of teaching in the SOAEP)	None	Full or part-time position devoted to maintaining connections with alumni	In progress	Continue to implement
Implement an internship/job placement program	Increases the likelihood that students are placed in positions after graduation	None	Negligible	In progress	Continue to implement

Instruction

School of Accounting Academic Programs Overview

The SOA offers a variety of undergraduate and graduate programs in traditional, online, and hybrid formats. This section provides an overview of the academic programs offered by the SOA and detailed information is included in subsequent sections.

Undergraduate Programs Overview

While undergraduate students are not awarded degrees in Accounting, the SOA is responsible for the major and minor requirements for undergraduate students earning a Bachelor of Business Administration (BBA) or Bachelor of Science (BS) in any of the following major/minor areas:

- Major in Accounting
- Minor in Accounting
- Minor in Business Law

The SOA also offers undergraduate students an opportunity to earn *Honors in Accounting* through the Accounting Scholars Program (ASP), the only honors program in the COB.²

Graduate Programs Overview

Students in the traditional graduate programs can earn the following degrees:

- Master of Accounting
- Master of Taxation
- Master of Business Administration – Accounting Concentration
- PhD in Business Administration – Accounting Concentration

Students in the traditional Master of Accounting Program can earn a concentration in Accounting Information Systems or Taxation.

Executive Programs Overview

The School of Accounting Executive Programs (SOAEP) also offers graduate and certificate programs.

Students in the SOAEP can earn the following degrees:

- Master of Accounting
- Master of Taxation

Students in the SOAEP Master of Accounting program can earn a concentration in Forensic Accounting, Business Valuation, Digital Accounting Forensics and Data Analytics, and Professional Accounting.

SOAEP also offers certificates in the following areas:

- Healthcare Fraud Examination, Risk Management and Compliance
- Business Valuation

²An honors program in the Department of Economics has recently been approved.

Table 7. Summary of SOA Academic Programs

Program	Type	Level of Analysis Contained in this Report
BBA/BS – Accounting Major	Undergraduate	Major Requirements
Accounting Scholars Program	Undergraduate and Graduate	Complete
BBA/BS – Accounting Minor	Undergraduate	Minor Requirements
BBA/BS – Business Law Minor	Undergraduate	Minor Requirements
Master of Accounting	Graduate	Complete
MBA-Accounting	Graduate	Concentration Requirements
Master of Taxation	Graduate	Complete
Doctor of Philosophy – Accounting	Graduate	Complete
Master of Accounting	Executive Graduate	Complete
Master of Taxation	Executive Graduate	Complete
Healthcare Fraud Examination, Risk Management and Compliance Certificate	Executive Graduate	Complete
Business Valuation Certificate	Executive Graduate	Complete

Student Profile

The SOA has approximately 1,700 undergraduate and graduate students³ (up from approximately 1,500 that existed at the last BOG review). Accounting majors include traditional and non-traditional students as evidenced by the average age and typical course load. Thirty-seven percent of undergraduate accounting majors are over the age of 25. Sixty-six percent of accounting majors are classified as part-time. The ratio of part-time students in the undergraduate vs. graduate population⁴ is 69% vs. 55%. Among the undergraduate accounting majors, 59% transferred to FAU from a Florida Public Community (State) College.

There is also vast ethnic diversity at FAU among undergraduate accounting majors. Hispanic and Latino students are the largest minority group and account for 32% of the total number of undergraduate accounting majors. Nineteen percent of undergraduate accounting majors are Black or African American. The remainder of the undergraduate accounting major population includes Asian students (8%) and white students (36%). No other ethnic group represents more than 2% of the total number of undergraduate accounting majors. While ethnic diversity is more pronounced in the undergraduate population, diversity in the graduate population is also significant (White-49%; Hispanic and Latino-27%; Black and African American-8%; and Asian-6%).

Consistent with national trends, just over half of the accounting students are female. This is true for both undergraduate and graduate populations.

Student Success

Internships

Internships are often advertised through the Career Development Center and through the Career & Internships area within COB Student Academic Services.⁵ Beta Alpha Psi and the Accounting Students Association host professional development and networking events at which information from employers about internships is communicated. Students have the opportunity to seek out internships; however, they are not part of any degree program.

³ This number is based on the 2019-2020 academic year enrollment.

⁴ The graduate population referenced here is the traditional master's degree program; students in the SOAP master's program are part-time since the 30 semester hours in those programs are completed over a two-year period.

⁵ The Career & Internships area within the COB Student Academic Services was established after the last self-study was performed

Placement Analysis

Information about SOA alumni success is limited as the SOA has minimal employment data about its graduates.⁶ With over 500 degrees awarded each year, the resources required to collect and maintain job placement statistics exceeds the resources available to the SOA. The SOA acknowledges this as a limitation in the ability to assess the effectiveness of its programs. The COB leadership is aware of this limitation for all of its units.

Certified Public Accounting Exam

A common measure of student success is the pass-rate on the Certified Public Accounting (CPA) Exam.⁷ As indicated in the table below, the number of FAU accounting students taking the exam each year is a small percentage of the SOA student population. The SOA has a large diverse student body. As a result, many accounting students likely pursue careers that do not require professional licensure.

The pass rate for FAU students ranks above the average of one of our comparison schools during the three years shown. The improvement in the CPA pass rate observed in 2018 and 2019 is encouraging and largely reflects the efforts of the Accounting Scholars Program (ASP) and student organizations. Each semester, the Accounting Students Association hosts multiple meetings to encourage students to seek professional licensure and be adequately prepared for the CPA exam. In addition, students in the ASP are taking parts of the CPA exam while in graduate school and many have passed all four parts prior to beginning their careers.

Table 8. CPA Exam Pass Rate among Comparison Schools

	2017		2018		2019	
	Number of First-Time Test Takers	Percentage Passing	Number of First-Time Test Takers	Percentage Passing	Number of First-Time Test Takers	Percentage Passing
FAU	28	44.4	224	56.3	319	56.7
GSU	229	41.4	208	36.4	182	46.7
FIU	75	51.9	187	59.4	249	58.5
UCF	53	56.7	224	68.5	276	67.9
USF	50	58.8	154	64.0	201	66.2

Productivity

Enrollment

The total SOA annualized state-fundable FTEs increased by nearly 28% in the three-year period ending with the 2018-2019 academic year. The state-fundable FTEs produced by the SOA represent more than 20% of the COB's FTEs and over 4% of FAU's FTEs. The largest growth came with undergraduate state-fundable FTE production increasing by nearly 30%.

Graduate state-fundable FTE production decreased by nearly 19% over the three-year period, most likely as a result of the School of Accounting Executive Programs.

⁶ The SOA maintains job placement data for the Accounting Scholars Program and the PhD Program as the size of these programs make data collection manageable.

⁷ Refer to the Master of Accounting section for additional information on the CPA licensure of a select Master of Accounting graduating class.

Table 9. Annualized State Fundable FTE Produced by Level – Accounting

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate Total	662.5	869.7	857.2	4,567.2	21,667.3
Graduate Total	116.2	153.0	137.8	372.0	2,484.8
Grand Total	778.5	1,022.7	995.0	4,939.2	24,152.1

Degrees Conferred

The SOA is affiliated with two CIP Codes (52.0301 for Accounting and 52.1601 for Taxation). The accounting CIP code is associated with undergraduate and graduate degrees with the graduate degrees including the Master of Accounting in the traditional program and the Master of Accounting in the SOAEP. During the three years under review, the number of accounting undergraduate degrees has decreased 3% and the number of accounting graduate degrees has increased by 15%. The taxation CIP code is only associated with graduate degrees and includes the Master of Taxation (MTX) programs (both the SOA and SOAEP offer a MTX). The number of degrees awarded in both the traditional Master of Taxation Program and the Master of Taxation Program offered by the SOAEP have increased over the last three years. Further, the graduate taxation programs are relatively smaller programs when compared to the graduate accounting programs.

The detailed analysis in subsequent sections provides additional insight into the productivity of each SOA academic program.

Table 10. Degrees Awarded: Accounting Program CIP: 52.0301

		Accounting			
		2016-2017	2017-2018	2018-2019	Change
Bachelors	Single major	284.0	251.0	275.0	-3%
	Double or triple major	1.5	3.5	2.0	33%
	Total	285.5	254.5	277.0	-3%
Masters	Master of Accounting	159.0	194.0	189.0	19%
	Master of Accounting (SOAEP)	114.0	117.0	125.0	10%
	Total	273.0	311.0	314.0	15%

Table 11. Degrees Awarded: Taxation Program CIP: 52.1601

		Taxation			
		2016-2017	2017-2018	2018-2019	Change
Masters	Master of Taxation	22.0	39.0	43.0	95%
	Master of Taxation (SOAEP)	19.0	15.0	23.0	21%
	All	41.0	54.0	66.0	61%

FAU Degrees Awarded Compared to State University System Institutions

The number of undergraduate accounting degrees awarded by Florida SUS Institutions since the 2013-2014 academic year is provided below. During the 2013-2014 and 2014-2015 years, FAU awarded more undergraduate accounting degrees than any other school in the SUS system; during the years 2015-16 through 2017-2018, only UCF and USF granted more undergraduate accounting degrees than did FAU. For the years subsequent to 2014-2015, FAU has experienced a decline in undergraduate accounting degree production.

Table 12. Degrees Awarded by SUS Institutions: Accounting CIP Code: 52.0301

School	13-14	14-15	15-16	16-17	17-18	5 Year % Change
FAMU	40	45	29	41	23	-42.5
FAU	389	417	294	286	257	-33.9
FGCU	66	69	75	74	82	24.2
FIU	243	249	248	247	274	12.8
FLPOLY	0	0	0	0	0	0
FSU	235	216	244	221	208	-11.5
UCF	325	366	361	320	304	-6.5
UF	172	168	192	157	147	-14.5
UNF	83	81	84	105	75	-9.6
USF	346	382	301	318	330	-4.6
UWF	59	63	48	64	53	-10.2
Total	1,958	2,056	1,876	1,833	1,753	-10.5

The number of taxation degrees awarded by the Florida SUS Institutions since the 2013-2014 academic year is provided below. Currently, FAU is one of three schools in the state that awards taxation degrees (and FAU is the only SUS institution).⁸

Table 13. Degrees Awarded SUS Institutions: Taxation CIP Code 52.1601

	13-14	14-15	15-16	16-17	17-18	5 Year % Change
FAU	16	40	34	22	39	143.8
UCF	24	11	7			-100.0
Total	40	51	41	22	39	-2.5

Persistence, Retention, and Graduation Rates

Data for the retention and graduation rate analysis were obtained from the Office of Institutional Effectiveness & Analysis (IEA). IEA only tracks *new* students declaring a major. In contrast, students in the COB do not declare a major until they have completed the pre-business requirements (60 credits). Accordingly, IEA does not track COB students who initially start at FAU as freshmen and declare a major after earning 60 credits as they are not considered *new* students declaring a major. This data limitation prevents the SOA from evaluating graduation and retention rates for First Time in College (FTIC) students.⁹

However, IEA does provide retention and graduation data for transfer students (with AA and without AA) who declare a major upon entering FAU (i.e. they are *new* students when they declare a business major). Accordingly, only undergraduate transfer students are included in the retention and graduation rate analysis that follows.

The Graduation Rates, Retention Rates and Persistence Rates for students declaring a major in accounting between 2013 and 2019 are provided in the table below. Graduation Rate is the total number of students who graduated divided by the number of students who declared a major in accounting in a given year. Retention Rate is the number of students who are enrolled divided by the number of students who declared a major in accounting in a given year. Persistence Rate is the number of students who have graduated or are still enrolled divided by the number of students who declared a major in accounting in a given year. Persistence Rate indicates the percentage of

⁸ The other two schools, the University of Miami and Nova Southeastern University, are non-public schools.

⁹ In addition, graduation and retention data for graduate programs are not available.

students that have graduated or who are enrolled (1-Per centence Rate is the percentage of students who left FAU without earning a degree).

As indicated in the following table, between 66% and 85% of transfer students who declare a major in accounting graduate within five years. In addition, approximately 15% of these students are still taking classes after five years. This suggests that after five years, between 15% and 34% of transfer students who declare a major in accounting leave FAU without an accounting degree. Additional observation shows that the lowest graduation rate was achieved with the class that began their educational journey at FAU in 2012.

Given the nature of the student population included in the analysis and the lack of additional information on the students leaving FAU without a degree, additional interpretation of this information cannot be performed.

Table 14. Graduation Rates

Fall Semester	≤ 3 years		≤ 4 years		≤ 5 years		≤ 6 years	
	Number of Students*	Rate	Number of Students*	Rate	Number of Students*	Rate	Number of Students*	Rate
2010	75	68.0	75	77.3	75	81.3	75	82.7
2011	59	71.2	59	81.4	59	81.4	59	83.1
2012	47	51.1	47	66.0	4	66.0	47	66.0
2013	27	70.4	27	85.2	27	85.2	27	85.2
2014	31	61.3	31	64.5	31	67.7	-	-
2015	38	60.5	38	65.8	-	-	-	-
2016	39	76.9	-	-	-	-	-	-

* Number of undergraduate transfer students declaring a major in Accounting

Table 15. Retention and Progress Rates

Fall Semester	Number of Students*	Retention Rate	Progress Rate
2013	29	89.7	89.7
2014	32	68.8	68.8
2015	42	90.5	85.7
2016	50	100.0	98.0
2017	36	91.7	86.1
2018	54	94.4	92.6

* Number of undergraduate transfer students declaring a major in Accounting

Faculty Profile

The number of full-time faculty in the SOA has remained relatively constant during the seven-year period under review. The SOA had 24 full-time faculty members in the 2016-2017 academic year and 26 full-time faculty members in the 2019-2020 academic year for an 8% increase in full-time faculty over the three-year period. Closer examination of the data also shows a slight increase in the number of tenured faculty, a steady level in the number of non-tenured, tenure earning faculty and a steady level in the number of non-tenured, non-tenure earning faculty.

Table 16. Number of Full-Time Accounting Faculty per Academic Year

Tenure Status	Number of Full-Time Accounting Faculty Per Academic Year			
	2016-2017	2017-2018	2018-2019	Change
Tenured	7	8	9	29%
Non-Tenured, Tenure-Earning	5	5	5	0%
Not Tenured, Not-Tenure Earning	12	12	12	0%
Total	24	25	26	8%

The SOA faculty is ethnically diverse. For example, for the 2018-2019 academic year, the School comprised faculty that were 8% Asian or Pacific Islander; 8% Black (Not of Hispanic Origin); 8% Hispanic; and 77% White (Not of Hispanic Origin). Approximately 31% are female.

Table 12 provides descriptive statistics for all full-time faculty in the SOA as of Fall 2020.¹⁰ There are four Professors, seven Associate Professors, three Assistant Professors, two Senior Instructors, and nine Instructors. Sixty-five percent of the current faculty were classified as Scholarly Academics, 15% are Scholarly Practitioners, 15% are Instructional Practitioners, and one (4%) faculty member was classified as “Other” according to the last AACSB classification determination (for the 2018-2019 academic year).

Teaching Assignment

Assistant Professors receive a four-course annual teaching assignment for the first three years of their appointment in the SOA. After three years, the teaching load remains at four courses per academic year for associate professors and professors who maintain an active research agenda or who provide extraordinary service to the SOA, COB, and FAU. The teaching load for tenured and tenure-track faculty members who are not research active may increase to as many as eight courses per academic year. Typically, an eight-course teaching load is assigned only as the result of multiple years of little or no research productivity and little or no service. The assignment for instructors is typically eight courses per academic year plus service. Extraordinary service assignments may result in a course load reduction for all faculty ranks.

The SOA currently has two associate professors who are applying for the rank of full professor in the 2021-2022 academic year. In addition, two instructors are applying for promotion to Senior Instructor in the 2021-2022 academic year.

¹⁰ Additional information on faculty research productivity is provided in the Research Section below.

17. Faculty Composition

Faculty Member		Rank	Highest Degree Awarded	AACSB Classification	Year Degree Awarded	Degree Awarding Institution	First Year Employed at FAU	Teaching Area	Teaching Level	Annual Teaching Load
William	Hopwood	Full	PhD	SA	1978	Univ. of Florida	1992	Systems	Masters	4
Kenneth	Orbach	Full	PhD	SA	1978	Texas A&M	1990	Tax	Masters	5
Mark	Kohlbeck	Full	PhD	SA	1999	Univ. of Texas	2005	Financial	Masters and Doctoral	4
Julia	Higgs	Full	PhD	SA	1998	Univ. of South Carolina	1998	Audit	Masters, Undergraduate, and Doctoral	4
George	Young	Associate & Director	PhD	SA	1996	Univ. of Texas-Arlington	1996	Audit & Financial	Masters	2
Kim	Dunn	Associate	PhD	SA	1997	Georgia State Univ.	2001	Financial	Masters and Undergraduate	4
Jian	Cao	Associate	PhD	SA	2007	Kent State	2007	Financial	Masters, Undergraduate, and Doctoral	4
Robert	Pinsker	Associate	PhD	SA	2002	Univ. of South Florida	2010	Systems	Masters, Undergraduate, and Doctoral	4
Maya	Thevenot	Associate	PhD	SA	2008	Pennsylvania State University	2011	Financial	Undergraduate and Doctoral	4
Wainberg	James	Associate	PhD	SA	2010	University of Massachusetts	2015	Auditing and Financial	Undergraduate	4
Xiaohua	Fang	Associate	PhD	SA	2010	University of Toronto	2017	Financial	Masters	4
Rakestraw	Joseph	Assistant	PhD	SA	2015	Virginia Tech	2015	Financial	Masters and Undergraduate	4
Desir	Rosemond	Assistant	PhD	SA	2008	University of Massachusetts	2017	Financial	Masters and Undergraduate	4
Scott	Seavey	Assistant	PhD	SA	2011	University of Missouri	2018	Auditing	Masters	4
Renee	Richardson (De Roche)	Instructor	Masters	IP	2008	Florida Atlantic Univ.	2011	Systems and Financial	Undergraduate	6

Faculty Member		Rank	Highest Degree Awarded	AACSB Classification	Year Degree Awarded	Degree Awarding Institution	First Year Employed at FAU	Teaching Area	Teaching Level	Annual Teaching Load
Richard	Gendler	Instructor	Doctor of Juridical Science	SA	2013	Thomas Jefferson School of Law	2014	Business Law	Undergraduate	6
Anthony	Horky	Instructor	Juris Doctor	PA	1998	Nova	2016	Business Law	Graduate and Undergraduate	8
Michael	Gauci	Instructor	Masters	IP	2000	Florida Atlantic Univ.	2008	Governmental & Audit	Masters and Undergraduate	7
Georgi	Smatrakalev	Instructor	PhD	SA	1988	Bulgarian Academy of Sciences	2003	Tax	Masters and Undergraduate	8
William	Urquhart*	Instructor	Masters	IP	1979	Univ. of Texas	1990	Financial & Managerial	Undergraduate	4
Sherry	Young*	Senior Instructor	Masters	IP	2002	Florida Atlantic Univ.	2005	Financial	Undergraduate	6
Angela	Gaze	Senior Instructor & Advisor	Masters	IP	2009	Florida Atlantic Univ.	2012	Financial	Undergraduate	4
Mary	Walsh	Instructor (half-time)	Juris Doctor	PA	1991	Univ. of Connecticut School of Law	2008	Tax	Masters and Undergraduate	8
Michael	Crain	Instructor and Center Director	DBA	PA	2013	University of Manchester	2016	Valuation, Accounting, and Finance	Masters	5
Joel	DiCicco	Instructor	PhD	PA	2003	Florida Atlantic University	2013	Accounting, Tax, and Finance	Masters	8

*This faculty member is

on ¾ time, but is counted as full-time for purposes of this report.

Faculty Productivity

The annualized FTE produced per instructional person-year in the SOA has increased and then decreased slightly during the three years under review; likewise, the degrees awarded per faculty instruction person-year has increased and then decreased slightly over the same period.¹¹ Adjunct instructors are considered in FTE production, but not in the degrees awarded.

Given the tremendous growth in the number of degrees awarded and the small increase in the number of faculty noted earlier, the decrease in the annualized FTE produced per instructional person-year is explained by the increase in faculty (from the 2016-2017 academic year to the 2018-2019 academic year, the number of faculty increased by 8%). Overall, the SOA productivity compares favorably when compared to the COB and University.

Table 18. Annualized FTE Produced Per Instructional Person-Year – Accounting

	Accounting			COB Total	FAU Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate	46.3	64.8	60.0	68.6	51.6
Graduate	8.1	11.4	9.6	5.6	5.9
Total	54.5	76.2	69.6	74.2	57.5

Table 19. Degrees Awarded Per Faculty Instructional Person Year - Accounting

	Accounting			COB Total	FAU Total
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Associates	0	0	0	0	0.5
Bachelors	20.0	19.0	19.4	25.2	13.8
Masters	11.1	14.5	13.2	9.8	3.6
Specialist	0	0	0	0	0.1
Doctorate	0	0	0	0.2	0.3
First Professional	0	0	0	0	0.1
Total	31.1	33.4	32.6	35.1	18.5

Table 20. Annualized Student FTE Produced Per Faculty Instructional Person-Year (Student Faculty Ratio)

	Accounting				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate	47	50.3	46.3	64.8	60
Graduate	9.5	8.3	8.1	11.4	9.6
Total	56.5	58.6	54.4	76.2	69.6

The trends illustrated in Table 21 indicate, for lower-division courses in the undergraduate BBA/BS degree programs, a general increase in state fundable student credit hours (SCH) and a decrease in non-state fundable SCH. For these programs, there is an increase in the state fundable full-time equivalent (FTE) and a decrease in non-state fundable FTE. For upper-division courses in the undergraduate BBA/BS degree programs, there appears to be a decrease in state fundable SCH, non-state fundable SCH, state fundable FTE, and non-state fundable FTE.

¹¹ Given the relatively small size of the Tax Program (CIP 521601), all faculty productivity analysis is based on the Accounting Program (CIP 520301).

Table 21. State and Non-State Fundable FTE and SCH: Undergraduate¹²

	Accounting					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
BBA/BS: Lower Division UG						
State Fundable SCH	8487	9762	9594	9957	9549	9405
Non-State Fundable SCH	453	516	270	255	228	273
State Fundable FTE	283	325	320	332	318	314
Non-State Fundable FTE	15.1	17.2	9	8.5	7.6	9.1
BBA/BS: Upper Division UG						
State Fundable SCH	17229	17172	16909	16134	16167	15378
Non-State Fundable SCH	492	390	375	300	252	318
State Fundable FTE	574	572	564	538	539	513
Non-State Fundable FTE	16.4	13	12.5	10	8.4	10.6

Table 22 depicts a decrease in state funded SCH and FTE for the master's programs and an increase in non-state fundable SCH and FTE of these programs. For the Ph.D. program, it illustrates a decrease in state and non-state funded SCH and FTE.

Table 22. State and Non-State Fundable FTE and SCH: Graduate

	Accounting					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Masters						
State Fundable SCH	3985.5	3357	3547.5	3526.5	3127.5	2619
Non-State Fundable SCH	3841.5	5548.5	6568.5	7269	7593	8401.5
State Fundable FTE	166	140	148	147	130	109
Non-State Fundable FTE	160.06	231.19	273.69	302.88	316.38	350.06
Ph.D.						
State Fundable SCH	194	186	172	146	180	141
Non-State Fundable SCH	0	3	18	1	0	0
State Fundable FTE	8	8	7	6	8	6
Non-State Fundable FTE	0	0.13	0.75	0.04	0	0

In addition to the faculty productivity numbers reported above, the COB calculated the average lecture/course section size taught by faculty. This information is presented in **Table 23**. The numbers for undergraduate sections are large due to the large principles of accounting and business law sections (see **Table 24** below; this table illustrates the size of the large 2000-level sections).

¹² Fulltime Equivalent (FTE) is a measure of instructional activity based on the number of student credit hours (SCH).

Table 23. Average Lecture/Course Section Size Taught by Faculty

	Accounting				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate	59.6	58.7	57.7	57.3	56.7
Graduate	13.6	14	17.6	15.7	14.7
Total	73.2	72.7	75.3	73.0	71.4

Enrollment, Sections Taught, and Average Course Size

The total enrollment, number of sections taught, and average size for all accounting (ACG), business law (BUL) and taxation (TAX) courses are provided in **Table 18**.

Each Fall semester, one section of ACG 2021, Principles of Accounting I, exceeds 400 students and, during the Spring semester, exceeds 300 students. Similarly, for ACG 2071, one large section is taught during the Fall and Spring semesters, often with over 200 students enrolled during the Fall semesters and over 400 students enrolled during the Spring semesters. These large sections are taught using a lecture-capture mode of instruction whereby some students are allowed to attend in person and the remainder either watch remotely (synchronously) or watch the recorded lecture at a later date. Four to six small sections of each of these courses are offered each Fall and Spring semesters and are capped at 50 students in each section.

Total enrollment, number of sections, and course size for the traditional Masters accounting courses (ACG 5000-6000 level) remained relatively stable during the period. Traditional graduate taxation courses (TAX 6000 level) showed a decrease in enrollment and average course size. Executive Masters accounting courses (ACG 6000 level) in certain concentrations exceeded enrollment of 100 per section.

Table 24. Course Enrollment, Sections and Course Size

Course Level	Total Enrollment			Number of Sections			Average Course Size		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
ACG 2000	2514	2578	2484	17	17	22	148	152	113
ACG 3000-4000	1699	1706	1618	52	53	50	33	32	32
ACG 5000-6000	754	699	601	27	25	25	28	28	24
ACG 7000	30	34	25	7	8	7	4	4	4
BUL 4000	2341	2191	2264	32	29	32	73	76	71
BUL 6000	90	56	95	4	4	6	23	14	16
TAX 4000	581	485	485	17	16	15	34	30	32
TAX 6000	173	170	135	9	10	8	19	17	17

An analysis of the percentage of sections taught by individuals at the rank of instructor is provided in **Table 25**. During the period under review, more than half of the undergraduate business law courses (BUL 4000 level) were taught by part-time adjunct instructors. All PhD courses (ACG7000 level) are taught by tenured and tenure earning faculty.

Table 25. Percentage of Sections Taught by Instructor Classification

Course Level	Instructor Classification											
	Assistant, Associate and Full Professors			Full-Time Instructor			Doctoral Student			Adjunct		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
ACG 2000	17	6	5	24	24	23	35	24	22	24	46	50
ACG 3000-4000	35	23	24	54	55	56	2	8	4	9	14	16
ACG 5000-6000	89	92	96	4	4	4	0	0	0	7	4	0
ACG 7000	100	100	100	0	0	0	0	0	0	0	0	0
BUL 4000	0	0	0	38	41	41	0	0	0	62	59	59
BUL 6000	0	0	0	100	100	100	0	0	0	0	0	0
TAX 4000	0	0	7	53	75	73	12	0	7	35	25	13
TAX 6000	44	40	38	56	60	62	0	0	0	0	0	0

During the last BOG review in 2014, more than half of the upper-division accounting and business law courses (ACG and BUL 3000-4000 level) were taught by part-time adjunct instructors and PhD students; in addition, the percentage of the master level accounting courses (ACG 5000-6000 level) taught by adjunct instructors were over 20% in both ACG and TAX courses. This issue was remedied when the SOA hired several full-time instructors so that a greater percentage of upper-division ACG courses could be taught by full-time faculty members. In addition, virtually all master level courses are now taught by full-time faculty. There has been a significant decrease in the percentage of 6000-level business law courses that are taught by part-time adjunct faculty but an increase in the percentage of 4000-level business law courses taught by adjuncts.

Quality of Instruction

Select data from the Students’ Perception of Teaching reports are provided below. SOA averages are stable and similar to COB and FAU totals. This suggests that the students’ average perceptions of overall quality of teaching in the SOA is comparable to the averages of other academic units.

Table 26. Rating of Quality of Instruction (item 6) from Student Perception of Teaching

Scale 1=Excellent 5=Poor		Rate the quality of instruction as it contributed to your learning in the course.				
		Accounting			COB Total	FAU Total
		2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Undergraduate (upper division)	# Classes	93	90	87	730	2,985
	Mean Rating	1.72	1.69	1.61	1.70	1.65
Graduate	# Classes	106	102	98	327	1058
	Mean Rating	1.71	1.70	1.67	1.71	1.62
Total	# Classes	199	192	185	1,057	4,043
	Mean Rating	1.71	1.70	1.64	1.70	1.64

Strategic Hiring Plan

The SOA employs a mix of full-time faculty (tenured, tenure earning, non-tenure earning instructors) and part-time adjunct instructors. Tenured and tenure-earning faculty hold terminal degrees and are generally academically qualified. Instructors and part-time adjuncts do not usually hold terminal degrees and are generally professionally qualified. Tenured and tenure earning faculty assignments typically include research and a lower teaching load than instructors. Instructors’ assignments do not include research. Service responsibilities are assigned across all ranks. The strategic hiring plan is designed to maintain faculty at all ranks.

At this time, the SOA is not searching for faculty. In terms of tenured and tenure-earning faculty, we could experience a shortage in the tax area within the next five years. At that time, we may not be able to fund a position in tax and therefore may have to rely on instructors and adjuncts to fill this need.

Undergraduate Programs

BBA/BS - Accounting Major

Admission Standards

Admission standards for the degree are determined by the college. In the COB, students must complete the pre-professional core and achieve a minimum GPA of 2.5/4.0 to declare a major in accounting. The SOA also requires students to take an Accounting Competency Exam prior to taking upper-division (3000-level or above) accounting coursework. Students must earn a score of at least 70 percent to take upper division accounting courses. Students cannot take the exam more than three times.

Enrollment

Undergraduate enrollments have significantly declined since our last report. In Fall of 2014, UG accounting enrollment was 1,044 and declined to 832 by Fall 2019. This enrollment pattern for Fall, Spring, and Summer reflects the large number of non-traditional students in the undergraduate accounting student body. To serve the large number of non-traditional students in the accounting major, resources to support an adequate Summer course schedule are required. We currently offer a full slate of classes at Boca Raton, Davie and in the Online Bachelor of Business Administration (OBBA) program. Generally, classes in Davie are offered at night, and both day and night classes are offered in Boca Raton.

Table 27. BBA/BS Accounting Major Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
1044	952	986	931	867	832
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
934	932	973	832	864	742
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
692	687	682	672	671	660

Our diverse student body has several implications beyond the issues of when and where to offer classes. First, many of our students are first generation and thus are less likely to consider graduate school (about 25%). Second, many of our students are already working and return to school to either change jobs or move up in their current jobs. On balance, fewer of our students are likely to pursue public accounting careers compared to students at more traditional schools (e.g., Florida State and the University of Florida).

Student Body:

FAU has one of the most diverse student bodies in the country and the SOA reflects this diversity. For Fall 2019 we had the following student body demographics in accounting, based on an analysis of the 832 students enrolled:

Overall characteristics:

- 58% are female
- 27% are first generation college students
- 3% are veterans
- 63% are part time
- 27% are low income

Campus Location

- 89 are at the Davie Campus
- 174 attend through distance learning
- remainder attend in Boca Raton

Race

- 18% are black (this compares to a 6% national rate per the AICPA)
- 34% are Hispanic (this compares to a 12% national rate per the AICPA)
- 5% are Asian (this compares to a 13% national rate per the AICPA)
- 35% are white
- <1% are native (Indian, Alaskan or Hawaiian)
- the remainder are of mixed race or of a race that is unknown

Degrees Conferred

Undergraduate students in the COB can earn a BBA or a BS degree. The accounting requirements for both degrees are the same. The number of undergraduate accounting majors receiving degrees has been reasonably constant since 2015. Prior to the period under this study, enrollments had declined from 1,200 to 1,000 between 2012 and 2014. The degrees conferred between the years 2014-2015 and 2015-2016 reflect this decline in enrollment from that time period. Despite our decline in enrollment, FAU still has one of the largest accounting programs in the country in terms of degrees conferred in 2019. Our 2018-2019 graduating class has significant diversity.

Table 28. Bachelor Degrees Awarded in Accounting

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
404	282	294	261	277 18% black 29% Hispanic 6% Asian 40% white	287

Learning Goals

Beginning in 2020, students must now take seven required accounting courses and they have two electives. The seven required courses are: Intermediate 1, Intermediate 2, Tax 1, Accounting Information Systems (AIS), Cost Accounting, Auditing, and Accounting Applications of Data Analytics. The electives offered are Governmental/Non-Profit Accounting, Tax 2, and Business Law 2.

In 2019, several innovations were made to the curriculum which were passed but have not yet been fully implemented. The College of Business decided that it would be useful to require students to become certified in basic Excel with the goal of improving data analytics skills. Although we considered doing this within accounting courses, we ended up adding a course (ISM 3011, Management Information Systems) to the courses required to be taken by accounting majors. ISM 3011 is the course in which Excel is taught. Students will be required to complete the certification to complete the course. This reduced the content of Excel in the AIS class and thus allowed more time to teach Tableau and other skills that have been identified as critical for accounting professionals. Due to the COVID-19 pandemic, the COB has had a bumpy start to the certification exam portion. COB Associate Dean Paul Hart has temporarily postponed the certification portion until in-person classes resume. The content knowledge related to Excel is still covered in the ITOM course even though the certification requirement has been delayed.

In Fall 2020, a new course was added to the curriculum, Accounting Applications of Data Analytics (ACG 3842). Students are expected to take the course in their first term as an accounting major. The course focuses on developing a data analytics mindset and using relevant technologies. The course contains advanced Excel content, including the use of statistical functions that are not normally taught in preparation for the Microsoft Excel certification exams. The course also incorporates Tableau for both analytics workflows and data visualization.

To make room for these changes, modifications were made to our program. First, we designated ACG 3131 (Intermediate Accounting 1) as an international course since it includes coverage of IFRS. This freed up three hours because students were not required to take another course in the COB that contained a global perspective. The freed-up hours allowed us to add the ISM 3011 (with a focus on mastering Excel) class as a requirement. Second, we had previously required students to take Business law 2, Taxation 2, and Governmental and Non-Profit Accounting. They now are required to select two of these courses.

This undergraduate accounting student course path is used as the structure for the review of the current curriculum. The learning goals and current assessment practices for each foundational area follow. Appendix C includes a summary of undergraduate course content and assessments. Appendix D includes the Undergraduate Program Academic Assessment Plan. The goal of all assessment practices is a continuous evaluation of the SOA's curriculum to identify opportunities for improvement. The expected outcome is a curriculum that fosters improved content knowledge, critical thinking, applied research, and communication and does so in a way that can be assessed through measurable outcomes.

Financial Accounting

Financial accounting learning goals include gaining an understanding of the Statement of Financial Accounting Concepts (SFAC); accrual accounting as prescribed by Generally Accepted Accounting Principles (GAAP); and basic financial statements (Balance Sheet, Income Statement, Statement of Comprehensive Income, Statement of Cash Flows and the Statement of Shareholder's Equity). Students also learn how to analyze accounting transactions and their effect on the financial statements; prepare financial statements; and solve complex accounting calculations (including those involving the time value of money). Students also obtain basic knowledge of International Financial Reporting Standards (IFRS).

The financial accounting courses assess student learning via exams and graded assignments (See Appendix C Table C-1 for details). In addition, the results of common exam questions in ACG 3131

(until 2018) and ACG 3141 (beginning 2018) are included in the undergraduate accounting program assessment (See Appendix D for details).

Cost Accounting

Cost accounting learning goals include students gaining an understanding of terminology and concepts, cost structure and cost behavior; strategies to manage costs and the quality of goods and services, (e.g., JIT, TQM, etc.); and cost accounting techniques in the decision-making process. Students also gain an understanding of the relationship between cost accounting and other operating and information systems. Students apply cost accounting concepts and techniques to management decision-making problems.

The cost accounting courses assess student learning via exams and graded assignments (See Appendix C Table C-2 for details). In addition, the results of common exam questions in ACG 3341 are included in the undergraduate accounting program assessment (See Appendix E for details).

Data Analytics - beginning in Fall 2020

Data analytics learning goals include developing questions that can be answered by analyzing data, gathering appropriate data, preparing data for analysis, analyzing data and formulating conclusions, creating data visualizations, and designing analytics workflows using relevant technologies. The course, ACG 3842, Accounting Applications of Data Analytics, currently incorporates Excel and Tableau. There are plans to include the data wrangling tool Alteryx when all students are back on campus and Mac users can access the tool from computer labs. Alteryx does not run on a Mac and the FAU virtual apps environment cannot run Alteryx. Fully online students with a Mac, which may be approximately 5% of undergraduate accounting majors, will need to partition their Mac hard drive to use Windows or use another device that runs on Windows.

The data analytics courses assess student learning via graded assignments and team projects. (See Appendix C Table C-3 for details). The assessment instrument in ACG 3842 that will be included in the undergraduate accounting program assessment will be determined after students attempt all assignments during the 2020-2021 academic year.

Accounting Information Systems (AIS)

AIS learning goals include obtaining knowledge about internal controls throughout various documentation contexts and accounting cycles (revenue, expenditure, production, and human resources/payroll); documentation of an accounting system or subsystem; advanced Excel application; technologies for business applications; use of accounting information systems to achieve organizational objectives; and ethical issues involved in information systems. The course currently incorporates intermediate and advanced Excel. Some sections are piloting Tableau. There are plans to include the UiPath Robotic Process Automation (RPA) tool when all students are back on campus and Mac users can access the tool from computer labs. UiPath does not run on a Mac and the free version of UiPath cannot run in a virtual apps environment. Fully online students with a Mac, which may be approximately 5% of undergraduate accounting majors, will need to partition their Mac hard drive to use Windows or use another device that runs on Windows.

The AIS courses assess student learning via exams and graded assignments (See Appendix C Table C-4 for details). In addition, the results of a comprehensive exam and a series of Excel projects were included in the undergraduate accounting program assessment during the period under review (See Appendix D for details). In Fall 2020, the Excel assessment was moved to ISM 3011 Management Information Systems which is now a required course for accounting majors.

Auditing

Auditing learning goals include students gaining an understanding of auditing terminology, concepts, techniques, and standards; audit planning; risk assessment; effective internal control over financial reporting; audit procedures, professional ethics, professional legal liability, audit reports; and the ability to identify the difference between the auditing standards (i.e., between the clarified audit standards and the PCAOB audit standards).

The auditing courses assess student learning via exams, participation, and graded assignments (See Appendix C Table C-5 for details). In addition, the results of a case analysis and written report assigned in ACG 4651, Auditing and Assurance Services 1, are included in the undergraduate accounting program assessment (See Appendix E for details).

Taxation

Taxation learning goals include students gaining an understanding of the impact of economic, social, equity, and political considerations on federal income tax policy; the U.S. Federal Income Tax system as it applies to individuals and business entities; the tax treatment for revenues and expenses; and, the tax consequences of significant transactions and how to report these transactions on the tax return. Students also gain basic knowledge of the reporting differences between a corporation's financial statement earnings and its taxable income (i.e., book-tax differences).

The taxation courses assess student learning via exams and graded assignments (See Appendix C Table C-6 for details). In addition, the results of common exam questions in TAX 4001 are included in the undergraduate accounting program assessment (Appendix D for details).

Admission Standards

Admission standards for undergraduate accounting majors are controlled by the COB. Students must complete the pre-professional core and achieve a minimum GPA of 2.5/4.0 to declare a major in accounting. Note that our peer school FIU requires a 3.0 average to take a competency exam needed to enroll in upper division accounting courses. At Georgia State University, accounting majors must make a B or better in both sophomore level accounting courses before being able to take upper division courses.

The SOA also requires students to take an Accounting Competency Exam prior to taking upper-division (3000-level or above) accounting coursework. Students must earn a score of at least 70 percent to take upper division accounting courses. Students cannot take the exam more than three times.

Curriculum

College of Business Core:

Business Law 1	BUL 4421
Introduction to Business Communication	GEB 3213
Principles of Financial Management	FIN 3403
Management Information Systems	ISM 3011
Introduction to Management and Organizational Behavior	MAN 3025
Operations Management	MAN 3506

Global Strategy and Policy
 Quantitative Methods in Administration
 Marketing Management
 Intermediate Theory¹³
 Money and Banking

MAN 4720
 QMB 3600
 MAR 3023
 ACG 3131
 ECO 4223

In addition to the COB undergraduate degree requirements, accounting majors are required to complete the following courses:

- Intermediate Theory I (ACG 3131) – 3 Credit Hours
- Intermediate Theory 2 (ACG 3141) - 3 Credit Hours
- Cost Accounting (ACG 3341) – 3 Credit Hours
- Accounting Applications of Data Analytics (ACG 3842 - beginning Fall 2020) - 3 credit hours
- Accounting Information Systems (ACG 4401) – 3 Credit Hours
- Federal Taxation I (TAX 4001) – 3 Credit Hours
- Auditing and Assurance Service 1 (ACG 4651) - 3 Credit Hours
- Upper Division ACG/TAX /Law Electives – 6 Credit Hours

The accounting curriculum is designed to be completed in four terms, but may be completed in three terms.

Curriculum Relative to Comparison Schools

The undergraduate accounting curriculum was compared to that of the *Comparison Schools*, Georgia State University and Florida International University and aspirant schools, George Mason University and the University of Arkansas. A summary of the required curriculum for each of these schools and FAU appears in the table below.

Table 29. Required Courses for Accounting Majors

	FAU	Peer Schools		Aspirant Schools	
		GSU (2020)	FIU(2020)	George Mason	University of Arkansas
Intermediate 1	Required	Required	Required	Required	Required
Intermediate 2	Required	Required	Required	Required	Required
Cost	Required	Required	Required	Required	Required
Audit	Required	Required	Required	Required	Required
Tax1	Required	Required	Required	Required	Required
Accounting Information Systems	Required	Required	Required	Business Core	Required
Tax 2	Elective		Elective	Elective	Required
Government and Not-for-Profit Accounting	Elective		Elective	Elective	Required
Accounting Data Analytics	Required	Business Core	Business Core	Required	Elective
Business Law 1	Required	Required	Required	Required	Required
Business Law 2	Elective	Required		Elective (Commercial Law)	Elective (Commercial Law)
Technology and Values in the		Required			

¹³ This course must be taken by accounting majors to satisfy the international perspective; if it is taken by students who are non-accounting majors, those students must pass the Accounting Competency Exam with an acceptable score.

Accounting Profession					
International Accounting				Elective	
Financial Statement Analysis				Elective	Elective in Finance
Advanced Managerial				Elective	
Advanced Financial				Elective	
Advanced Analytics				Elective	
Energy Accounting					Elective
Professional Ethics and Corporate Governance					Elective

From the comparisons above, FAU has similar accounting courses to the other schools. While FAU has data analytics as required in the accounting program, this content is offered in other places (e.g., business core) or as an elective in our comparison schools. FAU does not have a separate course in ethics, and how that is handled may depend on the licensing requirements in the state. Some state boards of Accountancy require an ethics course in the accounting curriculum. Florida has no such requirement. At FAU, professional ethics is covered in auditing and tax.

Pedagogy/Pedagogical Innovations

In an effort to improve the content knowledge, critical thinking, applied research, and communication skills that SOA students will use when they enter the profession, the following have been incorporated into the curriculum:

- Excel assignments have been integrated into the curriculum where appropriate.
- In Intermediate Theory 1 (ACG 3131), an introduction to IFRS is presented via online exercises.
- In a variety of the SOA's courses, students research accounting issues by accessing the Financial Accounting Standards Board Accounting Standards Codification online or the COSO Framework.
- The SOA has introduced simulations in the assessments of students' performance in some accounting courses, which provide students an opportunity to practice this unique aspect of the CPA exam.
- We now require a course (ISM 3011, Management Information Systems) that will better equip students to become extremely competent in Excel. We also include Tableau in the AIS (ACG 4401, Accounting Information Systems 1) and Data Analytics (ACG 3842, Accounting Applications of Data Analytics) courses.
- We now include accounting analytics (ACG 3842) as a required course.

Recruitment Strategies

The SOA does not employ any recruitment strategies for its undergraduate accounting major. Our honors program coordinator does visit the sophomore courses to make students aware of the honors program. She intentionally brings a diverse group of students before the sophomores to promote the idea that our department is diverse.

Advising Procedures

Undergraduate accounting majors receive initial advising from Student Academic Services in the COB. In addition, the SOA offers the following advising resources:

- Automated Advisor: Online interactive system to assist students with course selection and timing.

- Peer Advising: A 30-minute mandatory advising session for all new accounting students. High-achieving graduate students completing their undergraduate degrees at FAU serve as Peer Advisors (effective Fall 2013).
- CPA Exam advising is provided by two full-time instructors in the SOA

Placement Analysis

The SOA does not typically collect or receive placement data for undergraduate accounting majors. However, to better understand our program during the Summer of 2020, we conducted an analysis of the 2013 graduates to answer the question, “Where are they today?” Specifically, we wanted to see how many became licensed CPAs, how many registered with the Board of Accountancy to take the exam but did not become licensed, how many got upper level positions, and positions they are in at the present time, and whether those positions are in accounting or specific industries. We hope to use this information to consider student needs when redesigning the curriculum. Currently, there is no flexibility in terms of the courses students can take; therefore, they have little room to take classes that suit their particular interests.

In 2013, there were 419 undergraduate degrees awarded. Following are some statistics on this group as of Summer 2020:

- 73 are licensed CPAs
- 7 have an application in progress with the Board of Accountancy
- 91 are classified as “eligible for the exam” with the Florida Board of Accountancy; 21 of these have another degree
- 98 earned an additional degree that we could identify through FAU records of LinkedIn
- 138 have no data or information on LinkedIn or other available sources
- 23 have jobs in the government/non-profit sector
- roughly 27 have a job in taxation
- roughly 27 have a job in auditing
- Approximately 25 don’t appear to have engaged in accounting related work.
- Roughly 12-15 have jobs in the top 5 accounting firms

BBA/BS - Accounting Scholars Program

The Accounting Scholars Program (ASP) is an honors program designed to prepare highly-motivated students for careers as professional accountants. Qualified students are encouraged to begin the ASP when they start taking upper-level accounting coursework (ACG 3131, Intermediate Theory 1, and ACG 3341, Cost Accounting). However, qualified students who have completed no more than six hours of upper-level accounting coursework may also join the ASP. The ASP is available on the Boca Raton campus. One of the key features of the program is that the students are in a cohort group and therefore develop a very supportive network. They also receive individualized attention from the honors coordinator.

The ASP is designed to help students achieve a high level of proficiency in skills integral to graduate studies and a variety of accounting careers. Students complete a rigorous curriculum with honors compacts and engage in a capstone case competition¹⁴. Students must complete a minimum of five honors compacts (each honors compact is associated with an upper-division accounting course) to receive honors credit. Outside of the classroom, students participate in peer mentoring and

¹⁴ For more information on the ASP, see <https://business.fau.edu/undergraduate/majors/accounting/scholars-program/>.

professional development activities designed to provide valuable networking opportunities. Also, students must attend all ASP workshops and complete all work in the ASP workshops. These workshops address topics on writing, ethics, research, and presenting.

After completing all ASP and undergraduate degree requirements, students are awarded an undergraduate degree with *Honors in Accounting* and may receive expedited admission to graduate school.

The ASP was established in 2007 with thirteen students, one director, and a small committee of SOA faculty. In Fall 2012, the ASP adopted some significant changes and became recognized as an official FAU honors program. The features of the revised program are as follows:

- Students are in a cohort group. Class sizes are at an optimal size of about 20-25
- Students begin in their junior year and graduate students are not considered ASP students
- ASP graduates achieving a minimum overall GPA of 3.0/4.0 and a major GPA of 3.0/4.0 may receive expedited admission to graduate school
- ASP students may pursue graduate program of choice (e.g. Master of Accounting, or Master of Taxation)
- ASP students complete honors compacts in select accounting and taxation courses. A minimum of five compacts is required
- ASP students complete a capstone experience, which encompasses skills developed in the honors compacts
- Transcripts for ASP graduates denote *Honors in Accounting*

Benefits of the ASP to students may include the following:

- Priority for scholarships designated for ASP students
- Completion of the undergraduate degree with *Honors in Accounting*
- Restricted sections of upper-level accounting courses taught by award-winning professors
- Significant networking opportunities
- Participation in the Medallion Ceremony at the SOA Achievement Awards
- Participation in the ASP Peer Mentor Program
- Expedited admission into graduate studies with waiver of GMAT/GRE
- Priority for graduate assistant positions

Enrollment

The number of students at each level for each year of this study are shown in the table below.

Table 30. ASP Headcount

	Headcount			
	Juniors	Seniors	Graduate	Total
2014-2015	27	21	25	73
2015-2016	26	15	18	59
2016-2017	24	23	13	60
2017-2018	24	21	18	63
2018-2019	28	22	19	69
2019-2020	24	27	21	72

Degrees Conferred

All senior Accounting Scholars Program students graduated with their undergraduate degrees. Most undergraduate students continued into either a Master of Accounting or Master of Taxation program at FAU.

Learning Goals

The ASP emphasizes the enhancement of skills and values required for graduate education and a variety of accounting careers. ASP students are given compact assignments that will further enhance their content knowledge, communication skills, critical thinking, and applied research skills. See the ASP assessment summary in Appendix E for more details.

Admission Standards

Admission is limited to undergraduate accounting majors. Students enter the ASP in one of two ways. Students who have not completed any upper-level accounting courses are eligible to enter the ASP if they have an overall GPA of 3.3 or higher and a score on the Accounting Competency Exam of 80 percent or higher. Students who have completed two or fewer upper-level accounting courses are eligible to enter the ASP if they have an overall GPA of 3.3 or higher and a minimum grade of “B+” in all completed upper-level ACG and TAX courses.

Once admitted, students in the ASP must maintain high academic and ethical standards. Students may be dismissed from the ASP if they have two grades of less than “B” in accounting or taxation courses, any grade less than “C”, or a violation of the Code of Academic Integrity.

The *Honors in Accounting* designation is awarded when students meet all degree requirements, satisfactorily complete a minimum of five honors compacts, and successfully complete the capstone experience. In addition, students must have an overall GPA of at least 3.0 and an accounting GPA of at least 3.0 in all upper-level ACG and TAX courses and complete all ASP requirements within four semesters.

Students who participate in the ASP may receive expedited admission into graduate studies with waiver of GMAT/GRE. To be eligible for this benefit, students must earn *Honors in Accounting*, have an overall GPA of at least 3.0, an accounting GPA of at least 3.0 in all upper-level ACG and TAX courses, and be recommended by the ASP Director.

Curriculum

Eight course sections are restricted for ASP students during the Fall and Spring semesters. This restriction allows students to benefit from a cohort-type experience. A sample ASP Curriculum Map is provided below.

Table 31. ASP Sample Curriculum Map

	Junior Year		Senior Year
	Fall	Spring	Fall
Honors Compacts	Intermediate Theory 1 (ACG 3131) Cost Accounting (ACG 3341)	Intermediate Theory 2 (ACG 3141) Accounting Information Systems (ACG 4401) Federal Taxation 1 (TAX 4001)	Auditing & Assurance (ACG 4651) Government, Not-for-Profit (ACG 4501) Federal Taxation 2 (TAX 4011)
Extra-Curricular	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops Kickoff	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops SOA Achievement Awards	Beta Alpha Psi Accounting Students Association National Association for Black Accountants ASP Workshops Kickoff
Mentor Program	Mentee	Mentee	Mentee
Capstone Experiences			Case Competition

Honors Compacts

Honors compacts are offered for a total of eight upper-level ACG and TAX courses. All honors compacts are supervised and approved by the professor teaching the restricted cohort section. The honors compacts are designed to develop skills that are important in graduate studies and the accounting profession. Requirements include writing memos, letters, reports and participating in co-curricular activities. In the first semester, compacts emphasize professional development and awareness. In subsequent semesters, compact requirements include applied research, synthesis, analysis, and application of relevant accounting literature and standards. These requirements are in addition to the regular coursework and must be completed to earn honors credit. However, failure to complete the honors compact does not affect the course grade.

Capstone Experience

Students engage in accounting-based problem solving and research in a team-based case competition, which requires a written report. The capstone experience must be completed during the Fall semester of their senior year. The capstone experience is supervised and judged by SOA faculty members.

Internships

Most ASP students complete an internship after the end of their senior year before they start their graduate program, and virtually all internships result in an offer of permanent employment being extended to the student.

Completing the ASP is regarded by the profession as a signal of quality and students are heavily recruited by Big 4, national, regional, and local public accounting firms. In addition, recruiters from

larger firms have referred ASP students to other offices (e.g. New York, Chicago, Los Angeles, Washington D.C, Atlanta, and Denver) further confirming the perceived quality of the ASP and its graduates.

Pedagogy/Pedagogical Innovations

Honors compact assignments introduced the following pedagogical innovations into the curriculum.

- The capstone experience is a case/research competition that provides ASP students an opportunity to apply knowledge obtained across prior accounting courses and engage in accounting-based research to solve a contemporary accounting problem.
- Many compact assignments require ASP students to use authoritative literature to identify and solve accounting and ethical issues.
- Assignments require development of professional writing skills through memos, letters, and technical reports.
- Participation with student organizations (e.g., Beta Alpha Psi, National Association for Black Accountant, and Accounting Students Association) give ASP students the opportunity to network and develop leadership skills.
- All ASP compacts are delivered online with various technology communications.
- The ASP places great emphasis on communication, applied research, critical thinking and professional development.

Recruitment Strategies

The ASP has deployed various strategies to recruit qualified students to join. Historically, ASP students represent approximately 5% of accounting students and receive approximately 5-8% of undergraduate degrees.

Current recruitment strategies include the following:

- Print and electronic promotional materials
- Collaborative efforts with undergraduate COB advisors and undergraduate instructors in select courses
- Testimonials and recruiting efforts by current ASP students
- Promotional emails sent to top performing students

Advising Procedures

All new ASP students meet with the ASP graduate assistant for an initial advising consultation. The objective of the meeting is to discuss the ASP in more depth, develop a customized curriculum map, and answer any student questions. The ASP director is charged with conducting follow-up meetings, email exchanges, and phone conferences with students to provide additional advising.

Placement Analysis

The ASP has achieved nearly 100% job placement rate since its inception. Details on staff accountant placements are provided below for graduate ASP students.

Table 32. Job Placement

	Job Placements				Total Number of Graduates
	Big 4 Public Accounting Firm	National Public Accounting Firm	Regional & Local Accounting Firms	Other Placements	
2014-2015	19	4	2	0	25
2015-2016	6	5	5	2	18
2016-2017	8	3	2	0	13
2017-2018	12	4	2	0	18
2018-2019	13	1	2	2	18
2019-2020	13	4	2	1	20

BBA/BS - Accounting Minor**Enrollment**

Throughout the analysis period, very few students pursued an accounting minor.

Table 33. Accounting Minor Headcount

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated Head Count	39	50	39	29	15	20

Minors Conferred

The number of degrees conferred with a minor in accounting has consistently been less than 20 students in each of the years under review.

Table 34. Accounting Minors Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
8	15	15	16	5	7

Learning Goals

The learning goals and assessment strategies for accounting minors are the same as those reported in the BBA/BS – Accounting Major section. Accounting minors take nine (9) credit hours of upper-level accounting and taxation coursework (ACG and TAX 3000-4000 level) compared to twenty-four (24) credit hours of upper-level accounting and taxation coursework required for accounting majors. Accordingly, accounting minors receive more limited exposure to accounting and tax topics.

Admission Standards

Taking the Accounting Competency Exam is a requirement for registering in upper-level accounting courses, therefore it is a de facto requirement for accounting minors.

Curriculum

Nine credit hours of upper-level accounting or taxation courses (ACG and TAX 3000-4000 level) in addition to the COB undergraduate degree requirements are required to earn a minor in accounting. Neither Florida International University nor Georgia State University offers a minor in accounting.

Pedagogy/Pedagogical Innovations

Refer to the BBA/BS – Accounting Major section.

Recruitment Strategies

The SOA does not employ any recruitment strategies for its undergraduate accounting minor.

Advising Procedures

Refer to the BBA/BS Accounting Major section.

Placement Analysis

The SOA does not collect or receive placement data for undergraduate accounting minors.

BBA/BS – Business Law Minor

Enrollment

The Business Law minor became effective in the 2010-2011 academic year. Enrollment data for 2014-2015 through 2019 – 2020 years is provided in the table below.

Table 35. Business Law Minor Headcount

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated Head Count	169	131	153	156	128	147

Minors Conferred

As noted in the table below, degrees conferred with a business law minor for the 2014–2015 through 2019–2020 years total 358.

Table 36. Business Law Minors Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
71	52	52	68	54	61

Learning Goals

Consistent with all School of Accounting (“SOA”) programs, the learning goals for the Business Law minor include content knowledge, critical thinking, applied research and communication. The business law courses assess student learning via exams and graded assignments. In addition, the coordinator of business law works with all faculty who teach the course to devise a pool of questions that measure student knowledge in the two key areas assessed in the Business Law I class: business law concepts and business ethics. Common exams are administered in the course that measures these areas. Although faculty have the flexibility to teach the course content in the sequence and by using the methods that they desire, the instrument measurement questions are the same to ensure reliability. These results are included in the COB Undergraduate Program Assessment (refer to the COB Assessment Report for additional information).

Business Law 1 and 2 (BUL 4421 and BUL 4422)

The learning goals for Business Law 1 (BUL 4421) and Business Law 2 (BUL 4422) include students gaining content knowledge about the rules of law that affect every business. Business Law 1 is a survey course focusing on the legal environment and aspects of business decision making. After successfully completing Business Law 1 students will have an understanding of the makeup of the

US legal system generally, as well as principles of constitutional law, intellectual property, contracts, torts, bankruptcy, landlord-tenant law, insurance law, alternative dispute resolution, ethics, and criminal law. Business Law 2 students will demonstrate an understanding of secured transactions, business organizations, sale and lease contracts, negotiable instruments administrative law, consumer law, antitrust law agency law, creditor remedies, suretyship and professional liability. Written assignments and/or exams are used to assess student learning and student achievement of the BUL 4421 and BUL 4422 learning goals.

Ethics in Business (BUL 4443)

The learning goals for this course include students identifying and applying rules and regulations that govern ethical conduct in the business environment such as the primary ethical approaches used in modern business decision-making. An investigation is made of the ethical standards as they relate to civil and criminal liability for business. Legal cases demonstrate that adherence to ethical standards benefit the employer, workers, the community, and company reputation and may avert costly litigation. Written assignments, an oral presentation and periodic exams are given to assess student learning and the achievement of course learning goals.

Intellectual Property (BUL 4514)

The learning goals for this course are to expand on students' knowledge of intellectual property law gained in the first business law course. This includes knowledge of trademark, copyright, patent, and trade secrets uses in the commercial environment. Students learn to identify and evaluate critical intellectual property issues related to copyright, trademarks, trade secrets, and patents. Students also learn the legal requirements to secure property rights, the rules governing intellectual property, and the tools used to protect those rights. Exams are used to assess student learning and the achievement of course learning goals.

Employment Law (BUL 4540)

The learning goals for this course include students identifying and applying legal concepts concerning the employer-employee relationship. Students learn the basic rules of employment law, including those governing employment contracts and at-will employment; restrictive covenants in employment contracts; employment discrimination and sexual harassment; drug testing and privacy issues; diversity and ADA; workplace romance (and workplace policies and practices governing use of social-networking sites); workplace violence; sexual harassment; off-site control of employee behavior; conducting employee training; designing employee manuals and other basic employment-related issues Students develop critical thinking skills through a research project, quizzes, exams. A research paper accompanied by an oral presentation may also be used to assess student learning and the achievement of course learning goals.

Cyberlaw (BUL 4564)

The learning goals for this course include developing students' knowledge of the law that applies to cyber-business transactions. Students study issues specific to electronic commerce, including intellectual property rights, trade secrets, unfair competition, privacy, and enforcement of rights. In-class and out-of-class assignments and exams are used to assess student learning and the achievement of course learning goals. This course is currently not being offered.

Entertainment Law (BUL 4622)

Learning goals for this course include students identifying and applying contract law, agency law, constitutional law, intellectual property law, business organizations and tort law principles to the music, sports, film, television, and the literary publishing industries. Emphasis is on the acquisition,

protection, and exploitation of publicity rights, artistic credits, and copyrights. Written assignments, an oral presentation and exams are used to assess student learning and the achievement of course learning goals.

Business Law Cases Through Film (BUL 4625)

The learning goals for this course include students identifying and applying legal issues in various areas of law using movies and the actual cases upon which the movies were based. The topics include constitutional law, criminal law (primarily in business), and professional conduct – ethics, among others. Written assignments that apply the legal rules and concepts covered in the course through scenarios presented for resolution are used to assess student learning and the achievement of course learning objectives. This course is currently not being offered.

Entrepreneurship Law (BUL 4650)

The learning goals for this course are for students to identify and develop legal knowledge and skills needed to grow a business, while mitigating risks, which includes choosing the right business entity form and raising startup capital. In-class and out-of-class assignments that require students to apply critical thinking skills to business scenarios presented for evaluation of the potential legal issues, and the possible options for resolution of those issues are used to assess student learning and the achievement of learning outcomes of the course. Course is currently not being offered

Directed Independent Study in Business Law (BUL 4905)

This course involves independent reading and research in Business Law. Each program of study is arranged in consultation with a Business Law faculty member and with the permission of the Business Law Coordinator. This course is currently not being offered.

Special Topics in Business Law (BUL 4930)

This course involves the study of a special area of Business law. Topics will vary.

Admission Standards

Admission to the Business Law Minor is not limited to COB students. Any FAU undergraduate student in any degree program may earn a minor in Business Law.

Curriculum

The Business Law Minor provides students with practical legal knowledge of critical substantive business law topics and current legal issues. Students develop problem solving skills, and the skill sets necessary to identify and manage legal issues encountered within personal and business contexts, including but not limited to litigation, contract law, employment and human resources, real and personal property law, as well as applied critical thinking. Completion of the minor aids in preparation for career opportunities in various fields such as management, technology and politics, as well as for entrance to graduate and law school. The business law courses cover all substantive legal and regulatory topics tested on the CPA exam, thus serving accounting majors well. Students develop a legal vocabulary and the knowledge, as well as the necessary skills to identify and manage particular legal issues presented in each course. The electives offered allow students to choose legal topics of personal interest. Students must complete four courses (12 hours) in Business Law to earn the minor, including Business Law 1, BUL 4421, and Business Law 2, BUL 4422.

Required Courses:

BUL 4421 Business Law 1

Credits

3

BUL 4422 Business Law 2 3

Choose two of the following courses:

BUL 4443 Ethics in Business 3
 BUL 4514 Intellectual Property Law 3
 BUL 4540 Employment Law 3
 BUL 4564 Cyberlaw 3
 BUL 4622 Entertainment Law 3
 BUL 4625 Business Law Cases Through Film 3
 BUL 4650 Entrepreneurship Law 3
 BUL 4930 Special Topics: Administrative Law 3

Curriculum Relative to Comparison Schools

The business law minor curriculum was compared to that of the *Comparison Schools*. As noted in the table below, only Georgia State University offers a business law minor in its college of business. Georgia State University also offers a pre-law minor within its political science program.

Table 37. Business Law Minors Offered by Comparison Schools

Comparison Schools	Business Law Minor in COB	Business Law Minors not within the COB
GSU	Yes	Political Science: Pre-law minor
FIU	No	No

A summary of the required curriculum for Georgia State University College of Business' Business Law Minor appears below.

Four of following courses (12 hours):

BUSA 2106 The Legal and Ethical Environment of Business
 LGLS 3020 Introduction to Law and Risk
 LGLS 3040 Consumer Law and Advocacy
 LGLS 3610 Legal and Ethical Analysis of Business Environments
 LGLS 4020 Law for Entrepreneurs
 LGLS 4030 Lawyers and the Legal Profession
 LGLS 4040 Advanced Legal Analysis
 LGLS 4050 Business Law
 LGLS 4060 Internet Law
 LGLS 4070 Environmental Law and Policy
 LGLS 4080 Legal Issues in International Business
 LGLS 4450 Law and Economics

One of following remaining course (3 hours):

ACCT 4510 Introduction to Federal Income Taxes
 ENI 4020 Business Law for Entrepreneurs
 ENI 4060 Technology Law for Entrepreneurs
 HA 4450 Health Law
 HADM 3720 Hospitality Law
 IB 4080 Legal Issues in International Business

MGS 4320	Legal Environment of Human Resources Management
RE 4950	Urban Development Regulations
RMI 4015	Contracts and Risk
RMI 4025	Risk Regulation
CRJU 4430	White Collar Crime
ECON 4450	Law and Economics
CMIS 4630	Legal Aspects of the Music Industry
MTM 3050	Legal Aspects of the Music Industry
MTM 3300	Copyright and Music Publishing
PHIL 3730	Business Ethics
PHIL 4820	Philosophy of Law
POLS 4130	American Constitutional Law
POLS 4224	Law and Courts in Film
SOCI 4366	Law and Society

Curriculum Relative to Aspirant Schools

The business law minor curriculum was compared to that of the *Aspirant Schools*. As noted in the table below, neither of the two aspirant schools offers a business law minor in its college of business. The University of Arkansas offers a legal studies minor within its political science program.

Table 38. Business Law Minors Offered by Comparison Schools

Aspirant Schools	Business Law Minor in COB	Business Law Minors not within the COB
UA	No	Political Science: Pre-law minor
GM	No	No

Pedagogy/Pedagogical Innovations

Business Law 1 (BUL 4421) is currently taught online in four formats; synchronous via Canvas and WebEx or Zoom; asynchronous via Canvas and Mediasite, WebEx or Zoom; a combination of synchronous and asynchronous via Canvas and Mediasite, WebEx and/or Zoom; and lecture capture video stream via Canvas. Business Law 2 (BUL 4422) is currently taught online in two formats: synchronous format via Canvas and WebEx or Zoom, and asynchronous via Canvas and Mediasite. Intellectual Property Law (BUL 4514), Employment Law (BUL 4540), and Entertainment Law (BUL 4622) are currently being taught online synchronous via Canvas and WebEx or Zoom

Recruitment Strategies

The SOA does not employ any recruitment strategies for the Business Law minor.

Advising Procedures

Advising for the Business Law minor is provided through Academic Services in the COB.

Placement Analysis

The SOA does not collect or receive placement data for undergraduate business law minors.

Graduate Programs

Master of Accounting

Enrollment

The traditional Master of Accounting (MAC) Program has a diverse student body consisting of

- Students who enroll after completing the undergraduate (UG) accounting degree
- Students who enroll after completing the UG business (not accounting) degree
- Students who enroll after completing the UG degree outside of business
- Students who enroll after completing an MBA or other graduate degree

Any student meeting the general requirements is admitted and may begin in Fall, Spring or Summer terms.

Over the past six years, enrollment in the traditional MAC Program has been relatively stable at approximately 100 students. The Spring term generally has fewer students enrolled than the Fall term, which is consistent with students not taking courses during the typical accounting reporting season. To serve the large number of non-traditional graduate accounting students, resources to support an adequate Summer course schedule are required.

Table 39. MAC Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
149	130	131	131	117	106
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
128	118	105	111	104	94
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
118	96	97	94	87	82

Degrees Conferred

During the first two years of the six-year period under review, approximately 50% of the MAC students enrolled graduated each year. During the last four years under review, the percentage of enrolled students who graduated increased gradually to approximately 75%.

Table 40. MAC Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
78	68	73	76	71	82

Learning Goals

Students in the MAC Program are required to take a minimum of ten courses (for a total of 30 semester credit hours), six of which are required core courses. The required core courses include two courses in financial accounting, and one course in each of the following areas: business communication, audit, tax, and accounting information systems. The business communication course is a co- or pre-requisite for courses integrated with the Graduate Business Communications (GEB) program (the two financial courses and the accounting information systems course).

Learning goals throughout the curriculum include content knowledge, critical thinking, applied research and communication.

Business Communication

The Business Communications Program integrates with graduate accounting courses.¹⁵ Students take the course GEB 6215, Communication Strategies for Business Professionals and Core-Course Follow-Up; students then have three active semesters to apply the knowledge and skills they learned in GEB 6215 in subsequent accounting courses. The overall learning goal of this integration of GEB 6215 with various accounting courses is to ensure that accounting students can communicate well in the accounting field.

Specifically, GEB 6215 is designed to enhance the ability of students to convey thoughts clearly and concisely in both academic and professional writing; identify a problem; develop and analyze alternatives; determine the best alternative; present a logical recommendation; conduct a well-reasoned/supported persuasive boardroom presentation; convey information effectively and win support for ideas; effectively assess peers' presentations to offer constructive criticism; interact effectively within groups to accomplish tasks, achieve goals, and establish professional credibility; listen more effectively; use current technology to enhance communication; and communicate more effectively across cultures.

After completing GEB 6215, students are required to complete integrated assignments in core accounting or tax courses (ACG 6135, ACG 6138, and ACG 6475 or TAX 6065 and 6405). For these integrated assignments, students' written and oral communication skills are assessed by both the GEB 6215 instructor and accounting professors using separate rubrics; as part of the assessment, the GEB 6215 instructor and accounting professor discuss the assignment to make sure it meets assignment standards for both communications and accounting.

Financial Accounting

Students in the MAC Program are required to take two financial courses, Advanced Accounting Theory (ACG 6135) and Advanced Financial Reporting and Accounting Concepts (ACG 6138). The two courses convey very different content knowledge, but yet share some common learning goals. Currently, students can take the two courses in any sequence.

The learning goals of Advanced Accounting Theory (ACG 6135) include: identify theories that shape accounting; to explain predicted accounting behavior based on underlying theories; to critically analyze controversial accounting issues; and to effectively communicate findings. Students learn about key accounting theories that explain and predict managerial behavior through lectures and assigned readings.

In addition to exams and quizzes, a major component of the assessment for Advanced Accounting Theory (ACG 6135) is a required research paper. Students research an active Financial Accounting Standards Board (FASB) project and apply these theories to critically evaluate the standard updates proposed by FASB under the project. Students take a position as an advocate or an opponent for the updates and communicate their findings and position in the research paper, as well as in a group presentation. Rubrics are used to evaluate the paper and presentations.

¹⁵ The description here pertains to the traditional MAC. In the executive MAC, a standalone course is used in which a communications professor and a practitioner work together. The communications professor grades the written work for items such as clarity and grammar whereas the practitioner grades the written work for accuracy of content.

In Advanced Financial Reporting and Accounting Concepts (ACG 6138), there is a greater emphasis on content knowledge. Student learning goals include standard intermediate accounting and advanced accounting topics, fair value measurements, accounting for investments, and derivatives and hedging. In addition to providing content knowledge, the other course objective is to develop applied research skills required for practice as a professional accountant and effectively communicate findings.

Exams, course activities, and a case assignment are used to assess the extent to which students understand the subjects covered in the course. Students are required to research one case related to the FASB Accounting Standards and make a recommendation based on authoritative guidance. They summarize their analysis and recommendations in a business memo and present their findings individually. An assignment based on this case is used to assess whether students have developed appropriate research skills.

Auditing

The learning goals of the graduate audit course, Advanced Auditing Theory and Practice (ACG 6655), encompass recognizing, describing, and integrating professional audit regulations and guidance; developing and implementing analysis and judgment skills pertaining to audit issues (including ethics considerations); and applying knowledge of specific audit and assurance standards.

To achieve these learning goals, courses are conducted using a case-based approach. Through the study of cases, students reflect on applicable audit regulations and guidance and contemplate measures that could have been taken to improve audit effectiveness. Ethics is often a component of the case analysis and discussion. Quizzes and participation in course discussions are used to assess the achievement of the learning goals.

Taxation

The main learning goal of the graduate taxation course, Concepts of Federal Tax (TAX 6025), is to analyze the fundamental concepts of the federal income tax. Specifically, using authoritative sources, students learn to identify, describe, and analyze the concepts of gross income and exclusions, dealings in property, assignment of income, deductions, timing, character, and deferral.

Two exams are used to determine how well students have achieved the learning goals. Lectures are conducted using a case-based approach and learning goals are also assessed by evaluating students' participation in course discussions.

Accounting Information Systems (AIS)

Learning goals for the graduate AIS course, Advanced Accounting Information Systems (ACG 6475), include the ability to identify advanced applications in AIS design and implementation, including the systems life cycle, information technology, and computerized systems; create comprehensive sets of internal controls, including those under the COSO and COBIT frameworks; perform analytical tasks using data analytics software (e.g., Tableau); and match XBRL and its importance to society.

A variety of measures are used to assess how well students achieve these goals. Students are required to complete assignments aimed at developing their applied research and critical thinking skills. Students complete and present an individual research memo and a group project. Rubrics are used to evaluate the outcome of the research papers, group projects, and presentations.

Furthermore, graded data analytics projects assess the development of knowledge of specific subjects. Finally, two exams are administered to ensure that all aspects of the learning goals are assessed.

See Appendix F for a summary of learning goals related to the MAC accounting core and Appendix G for the Master of Accounting Assessment Plan.

Admission Standards

The COB seeks a diverse and highly qualified group of graduate students. Admission to the Accounting Master's Programs is competitive and applications are evaluated on several factors indicating the potential for scholarly and professional success. In addition to other requirements for admission to the Graduate College at FAU, to be considered for these master's programs in the COB, applicants must:

- Have earned a bachelor degree from a regionally accredited college or university or the international equivalent.
- Have a competitive grade point average on all previous college work, though emphasis is placed on the last 60 credits earned.
- Submit an official, competitive score on a GMAT, GRE or LSAT exam taken within the past five years. When evaluating test scores, the admissions committee looks for a balance between verbal, quantitative and analytical writing strengths. All three components are required. Admission test waivers are considered for students with an active CPA license, J.D., PhD or those with a master degree from an AACSB accredited business program.
- If the applicant is a graduate of a foreign college or university who has completed an academic program equivalent to a bachelor degree earned in the United States, submit an official certified transcript indicating the nature and scope of his or her academic training.
- If the applicant's native language is not English, submit a Test of English as a Foreign Language (TOEFL).
- For executive programs, emphasis is placed on undergraduate grade point average (and any graduate grade point average earned), experience of the applicant, and any certifications earned, e.g., CPA, CFE.

It is recommended that applicants provide the following supplemental information to support the application:

- Documentation of professional work experience.
- Evidence of professional certifications relevant to the accounting profession.
- Evidence of advanced degrees from a regionally accredited college or university or the international equivalent.
- A one-page résumé.
- Letter(s) of recommendation from employers, faculty members or others who can attest to the applicant's scholarly ability and/or agency.
- A writing sample demonstrating analytical and explanatory skills; this writing sample may explain the student's motivation for applying to the program and career intent after graduation.

Admission into the MAC Program does not constitute admission into an executive accounting master program. Non-executive students cannot register for courses in the executive programs.

Curriculum

The MAC Program is designed to meet the general educational goals established by the American Institute of Certified Public Accountants and may be used to meet many of the educational requirements for the Florida CPA license.

The MAC Program requires a minimum of 30 semester hours. The following are required courses:

- Graduate Business Communications (GEB 6215)
- Advanced Accounting Theory (ACG 6135)
- Advanced Reporting & Financial Concepts (ACG 6138)
- Advanced Accounting Information Systems (ACG 6475)
- Advanced Auditing Theory & Practice (ACG 6655)
- Concepts of Federal Tax (TAX 6025)

In addition to the required courses, students must complete the following:

- One accounting elective (approved ACG or TAX 6000-level)
- Three program electives (may include two ACG 5000-level courses)

Students without an accounting undergraduate degree or those who did not perform at a satisfactory level in their undergraduate courses are required to complete additional foundation courses.

Students may choose a concentration in either Accounting Information Systems (Appendix H for additional information) or Taxation (see Appendix I for additional information). Students electing a concentration will substitute the accounting elective and the three program electives for courses required to complete the concentration.

Curriculum Relative to Comparison Schools

The requirements for the MAC at FAU were compared to the MAC at the *Comparison Schools*. Because the Uniform Accountancy Act recommends that State Boards of Accountancy adopt a 150 credit-hour licensing rule, almost all Master of Accountancy Programs are 30 credit hours in length. All *Comparison Schools* had a 30-credit hour program with the exception of UT-Dallas which offers a 36 credit-hour program. The programs have similar admission requirements. For the period under study, FAU had the same GMAT admission minimum, 500, as the other regional SUS schools (FIU, UCF, and USF). The remaining schools publish a slightly higher target GMAT admission score of about 550-575.

The comparison school programs require between 2 and 9 core courses; FAU requires 6. These courses generally contain similar content across the *Comparison Schools* with some mix of financial accounting, audit, tax, cost accounting, and information systems topics. Several of the schools have a core that varies by the specialization selected.

About half of the *Comparison Schools* have a course in financial statement analysis as part of the core. FAU offers this course as an elective. FAU has a graduate communication course in the core, while only one other school includes this as a required course. UT-Dallas requires an Ethics course, most likely because the Texas Board of Accountancy requires CPA candidates to complete a 3 semester-hour ethics course. Baruch requires a course on securities laws, most likely in response to the local market demands.

Schools offer a variety of specializations in the MAC Program that generally require between four and six courses in a specialty area. Typical specializations are tax, information systems, auditing, and controllership.

In summary, the professional licensing standards result in fairly uniform curricula across all schools. The content of the MAC Program curriculum at FAU is consistent with the professional requirements and the requirements at *Comparison Schools*.

Pedagogy/Pedagogical Innovations

- Graduate financial accounting courses (ACG 6137, 6138, 6135) include International Financial Reporting Standards and Financial Accounting Standards Board – Accounting Standards Codification.
- Students are exposed to CPA exam type questions through homework and components of the exams in one of the financial courses.
- Concentrations are available in the traditional MAC Program for Taxation and Accounting Information Systems.
- Curriculum reviews by faculty ensure that the content of the CPA exam is covered in either the graduate or undergraduate program.
- Faculty have developed and published teaching cases reflecting new innovations.
- In the taxation course, students work with the Internal Revenue Code, Treasury Regulations, relevant legal cases, revenue rulings, and other applicable authorities.
- The AIS course demonstrates current business technology uses via YouTube, which typically invokes serious course discussions.

Recruitment Strategies

FAU undergraduate students with GPAs of 3.5 or higher are invited to attend recruiting workshops. The workshops explain the graduate programs and concentrations offered by the SOA. A panel of current students and practitioners discusses the importance of graduate education for accounting and tax professionals.

Advising Procedures

Interested students submit an online application to be considered for admission to the MAC Program. The FAU Graduate College sends letters of acceptance or denial based on recommendations from the COB graduate advising office. Students who are admitted are instructed to meet with the SOA Graduate Advisor, who discusses the appropriate strategy to meet educational and professional goals. During the meeting with the SOA Graduate Advisor students are advised as to which foundation courses they are required to take. The SOA Graduate Advisor also discusses SOA and FAU policies. Students develop a plan of study that must be submitted to the Graduate College no later than one semester before graduation.

If a student's GPA Falls below a 3.0, the student's record is evaluated by the SOA Graduate Advisor and the Director of the SOA. Recommendations or required remediation actions are communicated to the student by email. Students may be required to complete an Academic Progression Plan to make up the deficiency. For less severe cases, the student may receive a warning, and in severe cases, the student may be dismissed.

In the semester that students intend to graduate, they must submit an application for degree and, if needed, a revision to the plan of study.

Placement Analysis

The SOA does not collect or receive placement data for MAC graduates.

Master of Business Administration-Accounting

Enrollment

Enrollment in the Master of Business Administration - Accounting (MBA-ACC) Program is very low and has been declining over the past six years. This decline could be due to less demand for MBAs in general. The COB MBA Program is being evaluated in a separate self-study. Accordingly, only the accounting concentration of the MBA-ACC Program is included in this analysis.

Table 41. MBA Accounting Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
20	10	10	5	4	6
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
17	6	9	2	5	6
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
11	4	7	1	5	5

Degrees Conferred

Consistent with the low enrollment in the MBA-ACC Program, the number of MBA degrees awarded with a concentration in accounting is small.

Table 42. MBA Accounting Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
7	3	5	3	1	2

Learning Goals

Learning goals are based on the courses selected. Refer to the Master of Accounting section for details.

Admission Standards

Students are admitted through the MBA admission process. Refer to the MBA-Program Review for additional information.

Curriculum

MBA students electing the accounting concentration take the basic MBA core and substitute Advanced Financial Reporting Concepts (ACG 6138) for Advanced Analysis/Application of Accounting Data (ACG 6315), and Advanced Accounting Information Systems (ACG 6475) for Management of Information Systems and Technology (ISM 6026). In addition, students must complete or receive credit for the Accounting Foundation Component courses consisting of Financial Reporting and Accounting Concepts (ACG 6137), Cost Accounting Theory and Practice (ACG 6347), and Auditing Theory and Practice (ACG 6635). Students initially have one elective

course, which is increased by one for each waived accounting foundation course. Electives include 6000-level ACG or TAX courses for which prerequisites have been met. Accounting courses at the 5000-level are not accepted in the MBA Program.

Pedagogy/Pedagogical Innovations

Refer to the Master of Accounting section for details.

Recruitment Strategies

Refer to the Master of Accounting section for details.

Advising Procedures

Advising for the MBA-ACC Program is done by advisors in the COB. The SOA Graduate Advisor addresses accounting related questions for MBA-ACC Program students.

Placement Analysis

The SOA does not collect or receive placement data for MBA-ACC graduates.

Master of Taxation

Enrollment

MTX Program headcount data from for the period under review is as follows:

Table 43. MTX Program Headcount

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
31	22	30	36	28	18
Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
25	16	31	28	17	18
Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
19	13	27	27	16	21

Over the past six years, per-term enrollment in the traditional MTX Program has been between 18 and 30 students (with lowest being 13 in Summer 2016 and highest being 36 in Fall 2017). Historically, Fall enrollments are highest, although this is not always the case. Spring and Summer tend to have lower enrollment than Fall. After reaching a high enrollment of 36 in Fall 2017, enrollment declined to where, starting in Spring 2019, enrollment seems to have evened out to 18 students per semester. Although Summer 2020 indicated an upward trend, it is too soon to determine whether this is the case.

Certain factors combine to make management of matriculation through the MTX Program challenging and difficult to explain or predict:

- Effects of COVID-19: Many of the students enrolled in the MTX Program are already employed full-time in tax (or accounting) positions while they are attending classes. As a result of COVID-19, in 2020, the tax return filing and payment deadlines were extended from April to July, causing some disruption to normal work and, presumably, enrollment.

- Demand for Professionals: At the end of the last BOG reporting period, hiring was on the increase. It has increased over this six-year period and is expected to continue to increase. However, there is a great deal of uncertainty in tax hiring.
 - Currently, the demand for experienced tax practitioners is much greater than for new hires. The enactment of tax reform in 2017 was a major impetus for this demand due to the need for experienced practitioners to quickly navigate changes. COVID-19 and the rise of the remote worker further increased the focus on experienced practitioners (including employees, outsourcing and gig workers) and has caused hiring disruption and uncertainty.
 - Given the potential electoral changes looming in 2020, the need for experienced practitioners to navigate changes will continue to be very important.
 - Because a huge number of baby boomers will be retiring, a great deal of turnover is expected in upper management, creating both the additional need for experienced practitioners and a need for new hires to be moving up in the ranks.
 - Because experienced professionals are desired, many potential students may be putting off pursuing studies or taking fewer courses over a longer period in order to focus on workplace needs. Conversely, the upper management talent vacuum caused by impending baby boomer retirement may cause enrollment to increase due to the need to provide tax education to new hires when the capacity for in-house training may be strained.
 - Hiring tax professionals for tax technology (e.g., data analytics and robotics) is down, while these areas proliferate. Some believe that these functions are being outsourced or are being staffed by non-tax IT personnel.
- More Stringent Academic Requirements and Fewer Course Offerings: Because there are far more Accounting course offerings (including online offerings), it is easier for students to complete MAC program degrees than it is MTX program degrees. Most taxation courses are offered once a year and prerequisites are strictly enforced. These factors combine to make management of matriculation through the MTX Program more challenging. For example, if a student cannot take a required course when it is offered, the student must wait a year until the course is offered again. As such, students who may wish to study taxation may opt to complete a MAC in order to graduate sooner and interested students may take taxation courses for elective credit (even if they are not in the MAC-Taxation program).

Degrees Conferred

MTX degrees conferred, per academic year, between Fall 2014 and Spring 2020 are as follows:

Table 44. MTX Degrees Awarded

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
18	15	8	19	24	8

As a percentage of average enrollment, 72% of students graduated in 2014-2015, 88% in 2015-2016, 28% in 2016-2017, 63% in 2017-2018, 120% in 2018-2019 and 42% in 2019-2020.

In addition to the complexities discussed above in enrollment, it is difficult to analyze graduation rates due to the presence of transitory students in the MTX Program. Anecdotal evidence suggests that working professionals (who may or may not already hold a graduate degree) take taxation courses for job requirements and/or to complete the academic credits necessary for CPA licensure. These students take select courses and do not plan to complete the program. Because FAU does not

currently allow non-degree seeking students to take 6000-level courses, these students must go through FAU application procedures and are reflected in enrollment, but not in degrees conferred.

Learning Goals

The Master of Taxation (MTX) Program is designed to meet the demand for tax specialists in public accounting, private industry and government. The objectives of the program include the rigorous development of technical competence; an appreciation of tax policy; a conceptual understanding of taxation; and an awareness of the responsibilities of tax professionals in today's business environment. MTX courses may satisfy the education requirements of the CPA and other professional licenses.

The learning goals of the MTX Program include content knowledge, critical thinking, communication and applied research and are explained in detail, below. Students' knowledge and understanding are assessed via exams, papers and practice-based projects. Details vary by instructor, but the tax faculty works together in coordinating and assisting each other in meeting learning goals.

See Appendix J for a summary of learning goals related to the MTX courses and Appendix K for the Master of Taxation Program Assessment Plan.

Communication

The MTX Program learning goals include students being able to communicate their knowledge of taxation to employers and business constituents both orally and in writing. Accordingly, research and writing are integral parts of the MTX curriculum, and Graduate Business Communications (GEB 6215) is a prerequisite or corequisite to the first taxation course in the MTX Program curriculum.¹⁶

Content Knowledge, Critical Thinking and Applied Research

The MTX Program learning goals include students being able to demonstrate all competencies required to perform the tax related tasks of an entry-level tax accountant. MTX students must demonstrate proficiencies in content knowledge, critical thinking and applied research. While the MTX Program is not vocational in its approach, faculty are cognizant of the fact that students who complete the program should be adequately prepared to practice as tax professionals. The following curriculum strategies ensure that the learning goals meet this objective:

- Assignments that reflect “real world” concerns are included in each course.
 - In Tax Research (TAX 6065), instructors use actual issues that they encountered as tax professionals as the basis for assignments.
 - In IRS Practice and Procedure (TAX 6877), students are required to submit IRS Protest Letters and participate in simulated audit proceedings, taking the role of tax practitioners representing their clients in IRS Appeals.
 - In Estates and Trusts (TAX 6405), assignments include the preparation of Estate Tax, Gift Tax and Trust Income Tax returns.
 - In all courses, but especially Concepts of Federal Income Tax (TAX 6025), Corporate Taxation (TAX 6105) and Partnership Taxation (TAX 6205), the reading and analysis of primary sources of tax law is emphasized.

¹⁶ As discussed in a footnote in the MAC section, the description here pertains to the traditional MTX. In the executive MTX, a standalone course is used in which a communications professor and a practitioner work together. The communications professor grades the written work for items such as clarity and grammar whereas the practitioner grades the written work for accuracy of content.

Tax Research (TAX 6065) is a prerequisite or corequisite to most other graduate taxation courses. The intention is to strengthen students' applied tax research skills early in the program as the ability to gather supporting information is important to making critical decisions. Students must demonstrate the requisite skills required to gather information from primary sources such as tax case law, code and regulations and apply this knowledge throughout their program. Requiring Tax Research (TAX 6065) as a prerequisite or corequisite to most other graduate taxation courses ensure that students have the requisite applied tax research skills to succeed in the program.

Courses such as Corporate Taxation (TAX 6105), Partnership Taxation (TAX 6205), Estates and Trusts (TAX 6405), International Tax (TAX 6525), and IRS Practice and Procedure (TAX 6877), cover in depth the subject matter that is tested on the CPA Exam or other licensure exams (such as the IRS Enrolled Agent Exam) and essential knowledge for tax professionals. Concepts of Federal Income Tax (TAX 6025) covers other relevant topics. Tax accounting issues, such as accounting for income taxes and uncertain tax positions are an important component of the MTX Program curriculum. All of these courses require students to apply the research skills taught in Tax Research (TAX 6065) in practical tax situations. Critical thinking and communication skills are also essential for the required analysis and reports.

Admission Standards

The admission standards for the MTX Program are identical to the admissions standards for the MAC Program. Refer to the Master of Accountancy Program section for details.

Curriculum

The MTX Program curriculum is designed to be completed in three or four terms (depending on the term a student begins). To complete the MTX Program, a student must complete 30 - 33 semester hours (all 3-credit hour courses) as follows:

Foundation Course (3 credit hours) – required if not met through undergraduate or equivalent graduate work:

- Financial Reporting and Accounting Concepts (ACG 6137)

Core Component (3 credit hours):

- Graduate Business Communications (GEB 6215)

Required Courses (24 credit hours)

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- Estates and Trusts (TAX 6405)
- International Tax (TAX 6525)
- IRS Practice and Procedure (TAX 6877)
- Special Topics - State and Local Taxation (TAX 6935)

Program Elective course that is not a Foundation Course or Required Course (3 credit hours):

- Any 5000 or 6000-level Accounting course
- Any 6000-level Business Law, Economics or Finance course

The overall concept of the MTX Program curriculum is to provide students with exposure to the most critical areas of tax law that they are likely to confront in practice and on licensure exams.

Curriculum Relative to Comparison Schools

The MTX Program curriculum relative to the *Comparison Schools* selected for this study is summarized in the table below. The only *Comparison School* offering an MTX or MS (Tax) is GSU. The minimum MTX degree requirements at FAU provide less tax content than GSU. FAU's MTX Program requirements are affected by the following:

1. FAU requires completion of a non-tax Graduate Business Communications course (GEB 6215), and
2. FAU allows for up to one non-tax elective. Specifying a non-tax elective allows students who require an accounting or business law course to qualify for licensure to be able to take one for degree credit.

Table 45. Required Courses and Tax Topics Covered for Master (or MS) of Taxation

	FAU	GSU	FIU	GMU	ARK
Number of Required Taxation Courses	8	11	NA	NA	NA
Tax Concepts / Principles	Required	Required			
Tax Research	Required	Required			
Corporate Tax	Required	Required			
Partnership Tax	Required	Required			
Estate & Gift Tax /Estate Planning	Required	Elective			
International Tax	Required	Elective			
Tax Practice & Procedure	Required	Required			
State and Local Taxation	Required	Required			
Accounting for Income Taxes		Required			
Tax Analytics		Required			
Taxation of Property and Securities		Elective			
Current Topics in Taxation		Elective			
Field Study in Taxation		Elective			
Individual Income Tax		Elective			

Note: If left blank, no course in that area is offered.

FAU and GSU have very similar required course offerings. However, GSU's degree includes eleven specific taxation courses (8 required and 3 chosen from electives). Also, GSU requires that Accounting for Income Taxes and Tax Analytics courses be taken. Although FAU does not offer specific courses in these subjects, they are addressed in various courses.

FAU is the only school that offers an Executive Masters of Taxation Program.

Pedagogy/Pedagogical Innovations

The following curriculum changes were recently implemented:

- Development of the MAC-Taxation Concentration (see Appendix I)
- Accounting Methods and GAAP issues (ASC 740 Accounting for IT and UTP) were moved from IRS Practice and Procedure into Corporate Taxation in order to ensure that both MTX and MAC-Taxation students covered the material.
- Basic Tax Data Analytics is being covered in IRS Practice and Procedure.
- Prior to Summer 2019, both Partnership Tax and International Tax were offered in the Summer. In Summer 2019, International Tax was moved to the Fall term. Partnership Tax and International Tax are two of the most difficult courses offered in the MTX program.

Because of this difficulty, students were taking one of the courses in one Summer and waiting a year to take the other. Separating them into two consecutive semesters allows students to complete the program sooner.

Recruitment Strategies

Refer to the Master of Accounting section for details.

Advising Procedures

Refer to the Master of Accounting section for details.

Placement Analysis

The SOA does not collect or receive placement data for MTX graduates.

Doctoral Program

Introduction

The Ph.D. in Business Administration program is an academic degree program offered by the COB. Concentrations are available in Accounting, Finance, Information Technology and Operations Management (ITOM), Management, and Marketing. The program has a very strong emphasis upon research. Attention is also directed to the development of the necessary skills conducive to excellent classroom teaching.

Accounting represents one of four traditional Ph.D. concentrations available in the COB. The Doctor of Philosophy in Business Administration Program with a concentration in accounting (Accounting Ph.D. Program) usually takes four years to complete and trains students in high-quality teaching and research in the areas of financial accounting, auditing and accounting information systems (AIS) using either archival or behavioral research methods. Over the past five years, the number of students enrolling in the Accounting Ph.D. Program has remained stable. The profession is experiencing a severe shortage of accounting professors and this trend is expected to continue. Currently, the target program size is 15 students and the program is at the target as of Fall 2020.

Student Headcount

Below are student headcounts by concentration based on the number of students registered for each of the Fall terms over the last six years.

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	14	15	13	11	13	15
Finance	10	14	18	16	15	17
Management	11	9	9	6	8	3
Marketing	4	4	2	1	1	0
Executive	0	0	0	0	25	44
Totals	39	42	42	34	62	79

The Accounting Ph.D. Program is important to the COB and represents 44% of the current traditional Ph.D. doctoral students and 19% overall.

Below are the number of admissions by concentration for the past six years. Students only begin the program in the Fall term.

Concentration	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	3	3	4	3	4	4
Finance	3	4	4	2	4	4
Management	1	5	2		3	
Marketing						
Executive					25	23
Totals	7	12	10	5	36	31

Admission to the program is restricted to students who show exceptionally high promise for mastering the conceptual and analytic tools required for doctoral study in business. Evidence of such promise is obtained by evaluation of previous graduate and undergraduate class standing, the score on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), letters of recommendation and the applicant's statement of career goals. In addition, if feasible, applicants are interviewed either in person, by video or by telephone. The minimum criteria for admission include the following:

1. The student must satisfactorily meet the general University requirements for admission to graduate programs. International applicants must also satisfactorily meet any additional requirements of the Graduate College.
2. The student must hold a master's in a related discipline or an M.B.A. degree, preferably from an AACSB-accredited, graduate-level institution.
3. Typically, the student presents a minimum score of 600 on the GMAT or a comparable score on the GRE, taken within the last five years.
4. An applicant whose native language is not English must present a minimum score as set by the Graduate College on the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). Applicants who have completed a minimum of two years of postsecondary education in the United States are exempt from this requirement.

An entering student is expected to be proficient in computer and quantitative skills. An exceptionally qualified student with a master's degree in a non-business discipline may also enter the program, but must undertake additional work that is sufficient to establish knowledge of the material comprising the AACSB M.B.A. core requirements. The minimum criteria do not guarantee acceptance into the program, as enrollment in any year is limited.

Upon admission to the Accounting Ph.D. Program, students specialize in financial, auditing and/or accounting information systems research and in one of two methodologies – Archival or

Behavioral. Other tracks may be considered with the approval of the Director of the Accounting Ph.D. Program.

Below are the number of graduating students by concentration during the indicated academic year for the past six years.

Concentration	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Accounting	4	1	6	4	2	2
Finance	2	0	0	4	4	2
Management	1	5	2	1	1	3
Marketing	0	0	2	1	0	1
Executive	0	0	0	0	0	0
Totals	7	6	10	10	7	8

Over the period of analysis, the Accounting Ph.D. Program consistently graduates a number of Ph.D. students every year. The percentage of Accounting Ph.D. students to the total number of Ph.D. graduates may decrease due to the recent launch of the Executive Ph.D. Program, which has a higher enrollment relative to the traditional Ph.D. programs.

In general, students who start the program complete the degree requirements.

Curriculum

The following table summarizes the required curriculum at FAU and the *Comparison Schools* selected for this study.

Course	FAU	GSU¹	OSU	UNT	FIU²	MISS₃	USF⁴
Foundation / Statistics courses	21	15	15	21	15-21	15	15-33
Seminar on Univ. Teaching	3	X					
Concentration seminars							
Seminar on Financial Acct/Capital Markets	3	6	6	6	3	3	3
Seminar on Current Issues	3	3			6	3	

Seminar on Auditing	3	3			3	3	3
Seminar on Acct. Info. Systems	3	3					3
Seminar on Behavioral Res.			3	6	3		3
Seminar on Emp./Arch. Res.			3		3		3
Seminar on Experimental Design		3		3			
Research Workshop / Forum						4	
Electives	9	9	18	12		12	14
Independent research	6			9	6	3	
Dissertation	30	X	15	12	X	18	21
Total required credits	80	42 *	60	69	48 *	70	90
Typical length of program	4	5	4	4	4		4
Yearly stipend support for students	24,000	22,000	27,000	20,000	25,750		24,000
Teaching requirement in semesters	4	Up to 3		4			4

Note: GSU = Georgia State University, OSU = Oklahoma State University, UNT = University of North Texas, FIU = Florida International University, MISS = University of Mississippi, and USF = University of South Florida

* Coursework only

¹ GSU requires a minimum of 42 credit hours of coursework and full load (9 credit hours) of Dissertation hours until graduation.

² FIU offers 33 credit hours of doctoral seminars in accounting, of which students must fulfill 18 – 24.

OLEMISS requires 9 additional credit hours of approved graduate-level accounting courses.

USF requires 10 additional graduate-level credit hours, which can be fulfilled with a Master's degree.

The following represents the course requirements for the Accounting Ph.D. Program.

Foundation and Statistics Courses (24 credit hours)

- Advanced Accounting Theory (ACG 6135)
- Scientific Method in Business (ACG 7884)
- Seminar in University Business Education (BTE 7145)
- Advanced Microeconomics (ECO 6115)
- Advanced Econometrics (ECO 6426)
- Research Methods I (QMB 7565)
- 6 credit hours of doctoral/graduate level courses on econometrics, statistics or research methods.

Accounting Seminars, 1st Year Summer Paper and Qualifying Research Project (18 credit hours)

- Seminar on Financial Accounting (ACG 7145)
- Seminar on Accounting Information Systems (ACG7415)
- Seminar on Auditing (ACG 7646)
- Seminar on Special Topics in Accounting (ACG 7935)
- Summer paper (ACG7917)
- Qualifying Research Project (ACG 7916)

Elective Courses (9 credit hours)

- The supporting or minor area program consists of doctoral/graduate level courses based on the track selected by the student.

Dissertation (30 credit hours)

- Advanced Research in Accounting (ACG 7978, 3 credit hours) – Study for comprehensive exam
- Advanced Research in Accounting (ACG 7978, 9-15 credit hours) – Prepare dissertation proposal
- Dissertation in Accounting (ACG 7980, 18-24 credit hours)

Overall, the Accounting Ph.D. Program compares favorably with the comparison universities. Key differences between FAU and the *Comparison Schools* are in the number/type of accounting seminars, Summer paper requirements, inclusion of research workshop/forum in the curriculum, and the extent of foundation and supporting area courses. FAU is the only university that requires a Seminar on University Teaching.

FAU has four subject-based accounting seminars (12 credit hours). The number of seminars required in the other programs range from three (9 credit hours) to six (18 credit hours). The content varies across the programs based on the research interests of the individual faculty members and student pool at each university.

FAU requires each student to conduct independent research resulting in research papers (first Summer paper, qualifying research project) during the first and second Summers of the program. Four of the other programs have similar requirements.

One of the other programs requires students to take an accounting forum course (1 credit hour per semester for four semesters) that is related to the workshops provided by outside researchers. FAU requires attendance at the workshops but does not offer a separate course that focuses on discussion of the research workshops.

FAU requires a total 33 credit hours of foundation, statistical tool, and supporting area courses, which is comparable to the *Comparison Schools*.

Pedagogical and other Program Innovations

The program is continually reviewed and revised based on faculty input. Several major changes were instituted over the past five years.

First, a Summer Paper (ACG 7917) was added to the curriculum and is offered each year to 1st year accounting students. The addition of this course acknowledges the increased necessity of students to develop data analytics and statistical software skills early in the Ph.D. program.

Second, In Fall 2020 we are offering a seminar on Special Topics in Accounting (ACG7935), which replaces Seminar in Capital Markets in Accounting (ACG 7896). The reason for this change was the overlap between ACG7896 with other classes that students take (e.g., Capital Markets Seminar FIN7247) and the ability to adapt the new course to the current state of the field and cover relevant topics accordingly.

Since our last review, we have acquired space for a Ph.D. student lab which provides students with a quiet and secure space to work. This lab is shared by all students creating a space where the students can socialize and support one another. The computers in the lab are equipped with all necessary software (SPSS, SAS, STATA) to support their research interests.

Placements

Year	Placements
2019-2020	Hong Kong Polytechnic University, Marquette University
2018-2019	University of Louisiana – Lafayette, University of Wisconsin - Whitewater
2017-2018	Marquette University, Clemson University, University of West Florida
2016-2017	South Carolina State University, Western Michigan University, University of Wisconsin - Whitewater
2015-2016	University of Minnesota – Duluth, Sam Houston University, University of Michigan – Dearborn, University. of Southern Mississippi, University of Central Florida

Graduates of the Accounting Ph.D. Program find employment as accounting faculty in institutions of higher education. The quality of the placements continues to improve as a result of improvements in student quality and the Accounting Ph.D. Program reputation.

Faculty

Dr. Jian Cao is an Associate Professor of Accounting at the Florida Atlantic University College of Business. She earned his Ph.D. in Accounting from Kent State University. Dr. Cao teaches the core accounting course in the MBA program and financial statement analysis at the undergraduate level. Dr. Cao's area of research is capital markets, specializing in the examination of securities analysts, investor and managerial behavior. Dr. Cao has been one of four recipients of FAU College of Business Stone Initiative on Law, Economics and Business Research Fellowships since 2016. She has published in journals such as *Review of Accounting Studies*, *Contemporary Accounting Research*, *Journal of Accounting, Auditing, and Finance*, and *Contemporary Accounting Research*.

Dr. Julia Higgs is a professor in the School of Accounting. She received her Ph.D. in Accounting from the University of South Carolina in 1998, and is a licensed CPA. Dr. Higgs teaches at the undergraduate, masters and doctoral level. Her teaching interests are primarily in the areas of auditing, IT auditing, and financial reporting. In 2017, she was given the College of Business Stewart Distinguished Teaching award. Dr. Higgs is ranked as one of the top 100 researchers in the Brigham Young Accounting Rankings (all methods 6 category). Her academic research has focused primarily on the topics of audit quality and cybersecurity and she has published in journals such as *Auditing: A Journal of Practice and Theory*, *Behavioral Research in Accounting*, *Review of Accounting Studies*, and *Journal of Accounting, Auditing and Finance*. She has also published teaching cases and articles that inform practice about insights learned from her research. She has been a Dean's Distinguished Research Fellow since 2015. Dr. Higgs is active in the profession and was awarded the American Accounting Association (AAA) auditing section Distinguished Service Award for her work for the auditing profession. She has held numerous leadership and service positions at the AAA and in the Auditing Section of the AAA. She was appointed by the Controller General of the United States to serve on the Government Auditing Standards Advisory Council. Dr. Higgs was formerly a legislative auditor for the State of Tennessee and was chief accountant for the Nashville Board of Education.

Dr. Mark Kohlbeck's area of expertise is financial accounting and reporting and currently teaches financial accounting courses at the University. He earned his Ph.D. in Accounting from the University of Texas. He has published papers in journals such as *Contemporary Accounting Research*, *Journal of Accounting, Auditing and Finance*, *Auditing: A Journal of Practice and Theory*, *Journal of Accounting and Public Policy*, *Accounting Horizons*, and *Advances in Management Accounting*. Dr. Kohlbeck has been awarded the Faculty of the Year Award at FAU. Previously, Dr. Kohlbeck was an auditor and management consultant for Deloitte & Touche in Dallas and Milwaukee. His professional experience includes restructuring troubled financial institutions, mergers and acquisitions, and litigation support.

Dr. Robert Pinsker is the Daszkal Bolton Professor of Accounting. His area of expertise is Accounting Information Systems (AIS). He earned his Ph.D. in Accounting from the University of South Florida. Dr. Pinsker teaches AIS classes at all three levels, undergraduate, masters, and doctoral. He has published in journals such as *Journal of Information Systems*, *Journal of Accounting, Auditing and Finance*, *Accounting Horizons*, and *Behavioral Research in Accounting*. Dr. Pinsker has won multiple awards for his research and teaching including three AAA-level journal Best Paper Awards and the 2019 School of Accounting Graduate Faculty of the Year Award. Dr. Pinsker ranks

#1 in AIS research using all methods in the past six years as reported in the 2019 Brigham Young Accounting Rankings.

Dr. Maya Thevenot is an Associate Professor of Accounting and primarily teaches financial accounting in the undergraduate and Ph.D. programs. She earned her Ph.D. in Accounting from The Pennsylvania State University. Dr. Thevenot's research interests are in the area of financial accounting, disclosure and managerial incentives, and her research has appeared in the *Journal of Accounting and Economics*, *Contemporary Accounting Research*, and the *Journal of Accounting and Public Policy*, among others. Dr. Thevenot has been one of four recipients of FAU College of Business Stone Initiative on Law, Economics and Business Research Fellowships since 2016.

Dr. James Wainberg joined FAU in 2015 and is an Associate Professor of Accounting. He earned his Ph.D. in Accounting from the University of Massachusetts, Amherst. His research examines decision making in accounting and auditing contexts using behavioral decision theory. His particular research interests include audit risk factors, regulatory inspections of audit firms, professional skepticism, fraud and whistleblower reporting. His research has been published in *Accounting, Organizations and Society*, *Auditing: A Journal of Practice and Theory*, *Accounting Horizons*, *Behavioral Research in Accounting*, among others. He is the recipient of *Behavioral Research in Accounting's* Best Paper Award (2019) and his research findings have been cited in *The Wall Street Journal*, *CFO Magazine*, *Bloomberg BNA*, *the Institute of Internal Auditors SmartBrief*, *Ethics and Compliance Initiative*, *The Newspaper of the New York Society of Certified Public Accountants (NYSSCPA)*, *Accounting Today*, among others.

Strengths and Opportunities

Based on a survey of over 800 accounting faculty and administrators, a recent paper by Boyle, Carpenter and Hermanson (2015), published in *Accounting Horizons*, suggests that the expected future shortage of doctorates will be more pronounced in smaller, public, and non-doctoral institutions. FAU tends to place students in such institutions. Therefore, FAU has the opportunity to satisfy an increasing demand for accounting professors at such institutions.

In an article about minority issues in the accounting academy, Brown-Liburd and Joe (2020), published in *Issues in Accounting Education*, list FAU second (tied with Florida State and Rutgers at eight graduates) as having the most underrepresented minority (URM) accounting graduates. Our most recent URM graduate was in 2017. We continue this tradition with two additional minority candidates currently enrolled in the program. We actively recruit at the Ph.D. Project conference.

There are at least 11 highly qualified research-active faculty who are involved in the Ph.D. program, which allows us to support and train students in both archival and behavioral research methods. This, together with our focus on improving Ph.D. student teaching over the recent years, has resulted in improving the placement of our students.

The COB now provides and contribute to the cost of health insurance to current Ph.D. students. This will assist the program in being competitive with other schools that provide health insurance.

Despite budget pressures, the College and University have continued to support access to a large number of databases. Currently, we have multiple subscriptions to databases such as Audit Analytics, BoardEx, CRSP, Compustat, WRDS access, and IBES, among others. The university also has a subscription to Qualtrics.

Until COVID-19 we have been able to provide students with funding which has allowed them typically to attend two meetings per year, especially if the students are also able to receive benefits from the doctoral consortia.

We remain engaged with our students after graduation and have endowment funds provided by doctoral alumni that are used to support current students.

Weaknesses and Threats

FAU faces several threats, some stemming from the COVID-19 pandemic. For example, decreases in budgets may lead to a reduction in the number of Ph.D. students accepted in response to constrained resources or decreasing the support of Ph.D. students in terms of travel and data support funds. Also, graduating students may not be able to obtain positions due to reduced funding for higher education across the economy. It is not clear how long hiring freezes may be in place and whether the students can survive economically until placements recover. Some may choose to leave academia, thus, reducing any reputational benefits we might have from placing our doctoral students in tenure track positions.

We also face pressure from the university to graduate students in four years. While we have been able to support a fifth year of funding in the past, continuance of this support is less likely in the current environment. A faster track may result in less developed research ideas and a smaller pipeline, which could result in worse placements and a lower likelihood that graduates will have success in earning tenure.

We also face challenges because of limited course offerings across the University for training in supporting areas, especially for behavioral research.

We have a relatively small number of qualified applicants each year (less than 15), which suggests that we may not be as well-known as other institutions among prospective students. The library has been struggling in recent years to maintain the once abundant journal subscriptions FAU enjoyed. There are a number of pressures on the library system including budget cuts and the necessity of supporting the medical school. While we still have subscriptions to the major journals, other subscriptions have lapsed. Further budgetary pressure could continue to erode the collection.

Future Direction

We will continue to work towards making FAU's accounting Ph.D. program well known among prospective Ph.D. students and increasing financial support for our current and future students. We have and will continue to embrace diversity among our students and faculty.

We are continuously reviewing and revising our curriculum to adapt to current developments in the profession and to serve the interests and needs of our students.

We are considering changing the process of completing the dissertation. Currently, we require a defense of a dissertation proposal that does not include any data analysis but, given the risks and uncertainties associated with completing a research paper, we are considering changing the requirement to a working paper defense.

Questions for the review team

1. How can we increase awareness about the Accounting Ph.D. program among prospective students? How important are the BYU Ph.D. program rankings in attracting new students?

2. We currently try to support students interested in both behavioral and archival research methods. What are the pros and cons of this approach vs. focusing solely on archival research methods?
3. Considering our current curriculum, do you have recommendations about how we can serve our students better?
4. Is the support and resources we provide to students adequate, given our program?
5. Are there innovations at other doctoral granting schools that FAU should consider implementing?
6. How critical is five-year funding to the success of a Ph.D. program in the current environment? In the long term, is the length of our program appropriate?

Support Courses

The SOA offers support courses for the COB at the graduate and undergraduate levels. These courses are discussed below.

Undergraduate Support Courses

Principles of Accounting 1 (ACG 2021) and Principles of Accounting 2 (ACG 2071)

These two courses are designed for all undergraduate business majors to cover the fundamentals of financial and managerial accounting. The understanding of accounting concepts should help students succeed in other business courses offered in the COB.

After completing both courses students should have a good understanding of the financial statements and how they are prepared, the concepts used to prepare them, and the audience for whom they are prepared. In addition, students should have a good understanding of planning, budgeting and evaluating business performance through managerial accounting reports and measurements. The content of the courses is updated frequently with relevant developments in the field. However, the goals of the courses have remained stable over the years given the introductory nature of both courses.

Assessment of learning occurs via exams and online quizzes. The courses provide a variety of resources to students, including labs with teaching assistants and supplemental instruction sessions.

Graduate Support Courses

Financial Accounting Concepts (ACG 6027)

This course is a foundation course in graduate accounting programs and the MBA curriculum. It introduces graduate students lacking an undergraduate course in accounting to financial accounting principles applicable to the accounting cycle, asset valuation, income determination, financial reporting, basic business taxes, and owner's equity. This course does not count toward the 150-hour Florida CPA licensing requirements.

Graduate students with no prior training in accounting learn the basic concepts of financial accounting. After completing the course, students should be able to: apply accounting standards and practices related to accounting and business transactions, the adjusting process, and completing the accounting cycle; understand and utilize accounting for merchandising business,

inventories, internal control and cash, receivables, fixed and intangible assets, current liabilities and payroll, corporations (organization, stock transactions and dividends), long term liabilities, investments and fair value, statement of cash flows, and financial statement analysis. The content of the course is updated frequently to reflect relevant developments in the field.

Assessment of student learning occurs utilizing exams, group discussions, and homework assignments. Innovative exam software and assessment systems are utilized to develop online learning and assessment tools; the course is offered in both traditional and distance learning formats.

Advanced Analysis and Application of Accounting Data (ACG 6315)

This course is a core course in the College's graduate degree programs. The course focuses on the analysis and evaluation of accounting information as part of the managerial processes of planning, decision-making, and control. It is designed to provide broad accounting exposure to graduate students who are not pursuing accounting degrees and who do not have accounting backgrounds. The course does not count towards the 150-hour Florida CPA exam & licensing requirements.

A large aspect of the course covers elements of managerial accounting and emphasizes the development and use of accounting information for internal decisions. Topics include cost behavior and analysis, product costing, activity-based costing, cost-volume-profit analysis, relevant costs for internal decision-making, segment reporting, decentralization, the balanced scorecard, budgeting, and cost variance analysis. The learning outcomes of the course include: differentiating factors affecting financial and managerial accounting reporting; analyzing and applying the relationships among activity, cost, and profit to assess opportunities/risks for profit/loss; valuing manufacturing inventory and its relationship to cost management systems; evaluating performance; and attainment of organizational objectives.

The course employs a comprehensive set of case studies to provide students a hands-on experience on decision making involving various cost concepts, analyzing product costs and offering alternative pricing strategies, evaluating firm strategies and business models, and designing and presenting a business plan. MBA students are encouraged to clarify and provide reasons for their analyses, and to consider the implications of and alternatives to their analyses, and reflect on the appropriateness of their assumptions. The course is offered in both traditional and distance learning formats.

Assessment of student learning is accomplished primarily through exams, projects, presentations, discussions, weekly quizzes, and a written business plan. Furthermore, this course integrates with Graduate Business Communications (GEB 6215) which teaches graduate students effective communication skills for professional success. GEB 6215 requires each student to submit and be certified on a professional paper with references and oral presentation from a core or elective course in the student's graduate program. Students can use written business plans and presentations in ACG 6315 to complete their GEB 6215 requirements.

Undergraduate Business Law Elective Courses

The SOA offers undergraduate business law courses to support the Business Law minor and other COB degree programs. These courses are not core accounting or business courses. They are recommended to students desiring a stronger knowledge of business law. Additional information about these courses is provided in the Business Law Minor section. Most of these courses count toward the business law Florida CPA licensing requirements.

Graduate Business Law Elective Courses

The SOA offers two graduate business law courses, Business Law and Applied Ethics (BUL 6455), and Advanced Entertainment Law (BUL 6628). These courses afford graduate students an opportunity to gain practical knowledge of contemporary business law topics. These courses count toward the business law Florida CPA licensing requirements.

Business Law and Applied Ethics (BUL 6455)

Students learn about legal and ethical issues that arise in business. This course emphasizes contractual and employment issues and the ethical concerns related to them. Students develop skills and tools to lead or manage a business while creating and maintaining an ethical environment. This course is offered only in the MBA program and is a 1.5 credit course.

Advanced Entertainment Law (BUL 6628)

The learning goals include knowledge of—among other things—acquisition, protection, and exploitation of publicity rights, artistic credits, and copyrights, and examines contractual issues common to the music, sports, film, television, and the literary publishing industries. Students must demonstrate that they can apply these rules and concepts to real-life scenarios. In addition to other assignments, students must prepare a 15-page research paper, a 15-minute oral presentation, three essays, and 20 short assignments (usually case briefs).

Co-Curricular Activities

Beta Alpha Psi (BAP)

Mission

Beta Alpha Psi is a nonprofit international honorary and service organization for accounting, finance, and information systems students at AACSB- or EQUIS-accredited universities. Beta Alpha Psi provides opportunities for development of technical and professional skills to complement university education; participation in community service; and interaction among students, faculty, and professionals.

Activities

FAU BAP chapter hosts weekly professional workshops during the Fall and Spring semesters for all FAU students. Public accounting practitioners present topics to aid students' understanding of the profession. After each presentation, students are encouraged to network with fellow students and practitioners. On average, BAP hosts twelve professional workshops per semester that are open to all FAU students. During the Spring semester, BAP also hosts a "Speed Networking" event. Students are given the opportunity to network with potential employers in an effective and efficient manner. Students practice their interviewing skills and receive immediate feedback from local employers before the FAU Accounting career fair. In addition, BAP participates annually in about twelve events to benefit the community (e.g. Habitat for Humanity, Boca Helping Hands, and Keep Palm Beach County Beautiful, Inc.). Also, since 2018, BAP has hosted financial literacy workshops to youth in underserved areas.

Goals

BAP's primary goal is to complement students' academic education by hosting events that increase their knowledge of public accounting, polish their soft skills, and develop future leaders. BAP provides the SOA with weekly opportunities to showcase the brightest and most active students to

reputable employers. Improvements over the last several years include: implementing a Mentorship program between BAP officers and new BAP affiliates and candidates; creating an Affiliate program so that students can be part of BAP earlier in their academic career; and hosting an annual bowling social event for students and local employers. The chapter has maintained Superior Chapter Status for the past eight years. BAP actively participates in National Office events: regional meetings, national meetings, and competitions. Over the last few years, our chapter has placed three times in the Deloitte Best Practices Competition for the southeast region including winning the competition for our financial literacy initiative.

Accounting Students Association - Boca Raton (ASA-Boca)

Mission

ASA-Boca provides students with the opportunity to explore a variety of accounting careers, meet local professionals and employers, improve their networking skills, and give back to the community. Because ASA-Boca operates on the same campus as Beta Alpha Psi, ASA-Boca does not host public accounting firms.

Activities

ASA-Boca hosts a variety of professionals representing numerous accounting career paths including corporate accounting, government accounting, fraud examination and forensics, internal audit, and corporate tax. Speakers are from local and national companies, government agencies, professional staffing firms, professional accounting organizations, and CPA exam review course providers. Past speakers have included widely-recognized organizations such as the Federal Bureau of Investigations (FBI), Florida Institute of Certified Public Accountants (FICPA), Institute of Internal Auditors (IIA), Office Depot, and Protiviti, as well as locally-recognized employers such as NextEra Energy and SBA Communications. ASA-Boca also hosts themed panel events, such as the Data Analytics Panel and Diversity Panel.

ASA-Boca participates in community service events that have a direct impact on local communities including beach and park clean up and preparing or packing food for those in need. In Fall 2018, ASA-Boca organized a meal packing event with Kids Against Hunger and packed nearly 18,000 meals for local children. Members from Beta Alpha Psi also volunteered their time to pack meals at this event. In addition, ASA hosts a social event at the end of the Fall and Spring terms to honor new members, actively-involved members, and officers with certificates, participation cords, and officer stoles. ASA-Boca events are open to all FAU students, including non-members.

Goals

ASA-Boca reaches out to students who are exploring the multitude of options available to accounting program graduates. ASA-Boca fills a need for the SOA by helping students match their interests and skills to an appropriate career path. ASA-Boca also encourages the development of soft skills that are critical for success in the workplace. In addition, ASA-Boca fosters leadership and mentoring opportunities through officer positions and rewards both officers and members for their roles in growing the organization. ASA-Boca has also developed relationships with local charitable organizations to provide members with opportunities for giving back to the community.

Table 46. Student Organizations Summary Data

	Beta Alpha Psi	ASA-Boca
Number of officers	8	6
Average number of student members	70	80 (new members per year)

Types of events	Professional Community Service	Professional Community Service Social
Average number of events (annual)	Professional:24 Community Service: 12 Social: 1	Professional:12 Community Service: 6 Social: 2
Average Attendance	Professional: 65 (members & non-members) Community Service: 10 Social: 24	Professional: 35 Community Service: 15 Social: 20

National Association of Black Accountants (NABA)

Mission

NABA is a not-for-profit organization for accounting, finance and other business-related academic programs. The mission of NABA is to address the professional needs of its members and to build leaders that shape the future of the accounting and finance profession with an unfaltering commitment to inspire the same in their successors. Representing more than 200,000 black professionals in these fields, NABA advances people, careers, and the mission by providing education, resources, and meaningful career connections to both professional and student members, fulfilling the principle of our motto: *Lifting As We Climb*. The NABA Florida Atlantic University Student Chapter aims to unite through membership accounting, finance and business-related students who have similar interests and ideals, are committed to academic and future professional excellence, possess a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting, finance, and other business-related professions.

Activities

FAU NABA chapter hosts weekly professional workshops during the Fall and Spring semesters for all FAU students. Public accounting practitioners and other professionals present topics to aid students in their understanding of current issues in accounting and business as well as the profession. After each presentation, students are encouraged to network with fellow students and practitioners. On average, NABA hosts twelve professional workshops per semester attracting the major accounting firms and companies in South Florida. In addition, FAU NABA hosts the annual Etiquette Dinner where students have the chance to practice useful dinner etiquette skills and develop business relationships in a social setting. Furthermore, NABA students can participate in annual meetings as well as mentorship opportunities provided by the association.

Goals

NABA's goals are to promote and develop the professional skills of its members and to encourage minority students to enter the business world and assist them while in accounting, finance, or other business-related academic programs. NABA provides opportunities for members to fulfill civic responsibilities and encourage the development of cordial relations among members. In addition, NABA aims to represent the interests of current and prospective minority accounting, finance and other business students.

Accounting Students Association - Davie (ASA-Davie)

During the Spring 2014 semester three ASA-Davie board members had to step down as officers in the second week of the semester due to personal obligations. Other students requested a chance to become officers and this request was granted by the SOA ASA-Davie faculty advisor. However, attendance at events was low and certain officers failed to fulfill their responsibilities. At the end of

the Spring 2014 semester Dr. Dunn, then Director of the SOA, and the SOA ASA-Davie faculty advisor decided to reorganize the ASA-Davie in order to maintain the standards the SOA established regarding student-run events. Commencing with the Fall 2014 semester, the ASA-Davie was reorganized as the School of Accounting Professional Development Workshops (SOA PDW).

School of Accounting Professional Development Workshops (SOA PDW)

Starting in Fall 2014, the SOA began hosting SOA PDW for students who were taking classes on FAU's Davie campus. The goal of these events is to provide an opportunity for students attending classes on the Davie campus to network with members of local firms and representatives of various organizations. Guest speakers at these events included partners from local CPA firms as well as representatives from the FICPA, Internal Revenue Service (IRS), FBI, CPA Review courses, and local companies.

In addition, these events also included workshops on resume writing, interviewing tips, and social skills designed to help students prepare for FAU career fairs and interviews for positions. During each Fall and Spring semester, four events were held, with an average of 25 students attending each event. The number of events was limited to four because students who attend classes on the Davie campus are predominantly non-traditional working students who travel from work to school, often with little time to get to class. Beginning with the Spring 2016 semester, the starting time of night classes changed from 7:10 p.m. to 6:30 p.m. This change resulted in lower attendance at the SOA PDW held on the Davie campus; attendance decreased to an average of 15-20 students attending the events. During the Fall of 2019 semester, the Davie campus Career Development Center (Davie-CDC) began hosting events with local firms for students attending the Davie campus, which further decreased student attendance at SOA PDW events. During the Spring 2020 semester, with the Davie-CDC now hosting events for students to attend, a continued decrease in attendance at the SOA PDW events, and the movement of classes online due to the COVID-19 pandemic, the decision was made to discontinue holding SOA PDW events. Starting with the Fall 2020 semester, students are encouraged to attend events held by the various SOA student organizations, as well as those hosted by the Davie and Boca campus Career Development Centers.

Research

The mission of the SOA includes publishing relevant accounting research. To accomplish this mission, the SOA subscribes to the following strategies:

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

A summary of the scholarly activity by SOA faculty is provided in Table 4747. As shown, virtually all tenured and tenure track faculty in the SOA have produced scholarly activity and are supporting the stated research goals.¹⁷ A complete listing of the SOA publications by year is included in Appendix L and by faculty member in Appendix M.

Table 47. Summary of Scholarly Activity by Faculty (August 2014 through August 2020)

Faculty Member		Rank	Peer-reviewed Journal Articles	Other Journal Articles	Books/ Chapters	Peer-reviewed Conference Presentations and Proceedings	Editorial Board Memberships for Academic Journal
Somnath	Bhattacharya	Full/Interim Dean					
Julia	Higgs	Full	11	7		5	3
Karen	Hooks	Full	1				
William	Hopwood	Full	4	1	1		1
Mark	Kohlbeck	Full	16		3	12	2
Kenneth	Orbach	Full	2	8	1		1
Gregory	Bushong	Associate					
Jian	Cao	Associate	8			10	2
Kim	Dunn	Associate	4	1			
Xiohua	Fang	Associate	6			6	
Robert	Pinsker	Associate	18	2		13	
Maya	Thevenot	Associate	6			4	
James	Wainberg	Associate	7			5	
George	Young	Associate / & Director	3	1			1
Yoel	Beniluz	Assistant					
Roy	Clemons	Assistant	1				
Rosemond	Desir	Assistant	6			5	1
Ondina	Felipe	Assistant					
Shirley	Hsieh	Assistant					
Clarece	Nash	Assistant	1				
Joseph	Rakestraw	Assistant	5			24	
Scott	Seavey	Assistant	4			8	
Li	Qu	Assistant					
Angela	Gaze	Sr. Instr.					
Sherry	Young	Sr. Instr.					
Lawrence	Brown	Instructor					
Michael	Crain	Instructor		2	3		
Joel	DiCicco	Instructor	2			1	
Gary	Gaffney	Instructor					
Michael	Gauci	Instructor					
Richard	Gendler	Instructor	1		1		

¹⁷ It is important to note that Ondina Felipe is a non-tenure track assistant professor and does not have a research assignment.

Faculty Member		Rank	Peer-reviewed Journal Articles	Other Journal Articles	Books/ Chapters	Peer-reviewed Conference Presentations and Proceedings	Editorial Board Memberships for Academic Journal
Anthony	Horky	Instructor					
Renee	Richardson	Instructor					
Georgi	Smatrakalev	Instructor	1				2
William	Urquhart	Instructor					
Mary	Walsh	Instructor				1	
Abdullah	Al-Moshaigeh	Visiting Instructor		3			

Table 48. Faculty Person Years and FTE Devoted to Research

			Accounting			COB	FAU
			2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
Departmental Research	Tenured & tenure-earning faculty	Person-Years	2.7	3.2	3.7	23.5	163.1
		FTE	3.7	4.2	4.9	31.3	217.4
	Non-tenure-earning faculty	Person-Years				0.7	2.7
		FTE				1.0	3.7
	Other personnel paid on faculty pay plan	Person-Years					6.0
		FTE					8.0
	Other	Person-Years				0.3	1.3
		FTE				0.3	1.8
	Total	Person-Years	2.8	3.2	3.7	24.5	173.1
		FTE	3.7	4.2	4.9	32.6	230.8
Sponsored Research	Tenured & tenure-earning faculty	Person-Years				0.6	26.9
		FTE				0.8	35.8
	Non-tenure-earning faculty	Person-Years				0.3	8.5
		FTE				0.4	11.3
	Other personnel paid on faculty pay plan	Person-Years					37.7
		FTE					50.2
	Other	Person-Years					0.9
		FTE					1.2
	Total	Person-Years	0	0	0	0.9	73.9
		FTE	0	0	0	1.2	98.6

Table 49. Research / Scholarly Productivity

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions)	1	0	0	3	95
2. Other peer-reviewed publications	24	16	14	137	1,376
3. All other publications	1	6	8	35	565
4. Presentations at professional meetings or conferences	26	29	14	168	1,676
5. Productions/Performances/Exhibitions	0	0	0	0	514
6. Grant Proposals Submitted	0	0	0	4	290

Table 50. Scholarly Output per Tenured and Tenure-earning Faculty Member

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Books (including monographs & compositions) per faculty member	0.08	0.00	0.00	0.02	0.09
2. Other peer-review publications per faculty member	2.00	1.33	1.00	0.94	1.32
3. All other publications per faculty member	0.08	0.50	0.57	0.24	0.54
4. Presentations at professional meetings or conferences per faculty member	2.17	2.42	1.00	1.15	1.61
5. Productions/Performances/Exhibitions per faculty member	0.00	0.00	0.00	0.00	0.49
6. Grant proposals submitted per faculty member	0.00	0.00	0.00	0.03	0.28

A review of the above indicators provides the following insights about the SOA's overall research productivity.

- Over the three-year period from 2016-2019, research productivity per tenured and tenure-earning faculty member has been decreasing although, as shown above, the SOA publications per tenured and tenure-earning faculty member (category 2) for the 2018-2019 year exceeded the COB faculty member rate. Presentations at professional meetings or conferences per faculty member (category 4 above) similarly has been decreasing. This decrease may be due to the increased emphasis placed on having publications in ABS 3 and ABS 4 journals¹⁸ and the Summer Research Grants, provided by the Dean of the COB which require publications in these higher-rated journals. In short, the quality may be increasing as the quantity decreases.
- Grant proposals are minimal/nonexistent in the SOA consistent with most accounting programs throughout the U.S.

Research Goals and Assessments

The research goals and assessments focus on the two AACSB classifications expected to be relevant to the full-time SOA faculty: Scholarly Academics and Scholarly Practitioners. Further, the nature of the academic research in accounting is concentrated in other peer-review publications (category 2), all other publications (category 3), and presentations at professional meetings or conferences (category 4). The following goals are therefore stated in this context.

¹⁸ ABS refer to the to the 2018 Academic Journal Guide Chartered Association of Business Schools ranking which ranks the quality of journals from 4* to 1 (4*, 4, 3, 2, 1) with 4* being the rating that indicates the highest quality and 1 being the lowest rating.

Scholarly Academic Goals

- Publish relevant and high-quality research in appropriate academic journals
- Maintain a high-quality journal list for faculty that is consistent with a doctoral-granting research-intensive institution
- Actively participate in prestigious academic meetings
- Encourage joint work among SOA junior faculty and PhD students to increase research productivity and quality
- Encourage joint work among SOA faculty and faculty at other institutions to increase overall research productivity and quality

Assessment of Scholarly Active Goals

- Compare other peer-reviewed publications per faculty member (category 2) to *Comparison Schools*
- Assess relevancy and quality of research by reference to SOA journals list
- Maintain a record of research activities
- Compare the number of presentations at professional meetings or conferences per faculty member (category 4) to *Comparison Schools*
- Provide competitive faculty support

Scholarly Practitioners Goals

- Publish relevant research in high-quality practitioner journals
- Publish teaching resources in education journals
- Establish close ties to the local business community and engage in business-specific research projects
- Actively participate in local community business events and professional meetings

Assessment of Professionally Active Goals

- Compare other publications per faculty member (category 3) to *Comparison Schools*
- Assess relevancy and quality of publications by reference to SOA journal list
- Maintain a record of business-related research activities
- Maintain a record of faculty members serving as officers for local business and professional organizations

Service and Community Engagement

The mission of the SOA includes actively engaging students and faculty in leadership and service activities. To accomplish this mission, the SOA subscribes to the following strategies:

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement¹⁹

Departmental Dashboard Indicators

The SOA faculty provides information on their service activities each year. As indicated in the table below, on average, faculty in the SOA served on more department, college or university committees than did the average faculty member in the COB and university for the academic year 2016-2017 and served on approximately the same number of committees as did COB and FAU faculty members for the 2017-2018 and 2018-2019 academic years. In addition, on average, SOA faculty served on roughly one or more community or professional committee each year. Finally, on average, each SOA faculty member served as an editor and/or referee of at least one journal article each year.

Table 51. Reported Service for SOA Faculty

	Accounting			COB	FAU
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019
1. Faculty memberships on department, college or university committees per faculty member	7.8	5.5	6.4	3.3	3.7
2. Faculty memberships on community or professional committees per faculty member	1.7	2.5	0.9	1.4	1.8
3. Faculty serving as editors or referees for professional publications per faculty member	0.9	2.8	0.9	1.6	0.9

Center for Forensic Accounting

Mission and purpose

The broad missions of the Center for Forensic Accounting (hereafter Center) are education and outreach to the business community and government, in addition to students; another is developing knowledge in forensic accounting and fraud detection and prevention. One way of accomplishing these objectives is by engaging with people working directly in this area who are responsible for regulating, detecting, and reducing financial fraud and misrepresentations.

Activities

Professional education

The Center co-produces a conference with the U.S. Department of Treasury. The U.S. Treasury and FAU's Center for Forensic Accounting have held joint conferences in South Florida on forensic accounting, cyber investigations, and the Bank Secrecy Act. Conference participants have included

¹⁹ Co-curricular activities are discussed in the section titled "Co-curricular Activities" above.

law enforcement from federal, state and local levels, bankers interested in regulatory compliance with federal laws of bank secrecy and detecting money laundering as well as forensic accountants and certified fraud examiners. At a recent conference, attendees included people from FBI, Secret Service, U.S. Treasury, Federal Reserve, U.S. Department of Agriculture, local police departments, Florida Attorney General's Office, bank security teams, and forensic accountants.

The Center has also produced and taught three-day forensic accounting seminars primarily to train less experienced forensic accountants at the request of their employer accounting firms. Our seminar series teaches a variety of areas needed by forensic accountants and follows the curriculum for the American Institute of Certified Public Accountants' (AICPA) Certified in Financial Forensics examination. The textbook for AICPA's prescribed examination study is authored by the Center's director, Dr. Michael Crain, and three other members of FAU School of Accounting faculty.

Research

The Center has produced annual research reports on internet crime. The research is the result of compiling FBI internet crime statistics over multiple years. This research includes fraud committed online through the internet on individuals and businesses. It shows trends in types of internet crime and U.S. states with the highest reported victim losses and number of victims.

Educating the public about fraud

Florida, and especially South Florida, is often called the fraud capital of America. The Center has developed and published on its website information about fraud schemes in multiple areas such as schemes directed at businesses and non-profit organizations, small businesses, and individuals. This material is intended to help educate members of the public on how to recognize and prevent fraud in their organizations and on themselves personally.

Consulting with US Department of Defense on money laundering

The Center was requested by SOUTHCOM²⁰, based on Miami, to help analyze voluminous data of money transfers between the United States and a foreign country. The Center's director organized current and former forensic accounting graduate students to analyze the money transfers with data analytic techniques and present summary information to DOD.

Media

The Center's director has had media coverage of work done by the Center and includes coverage in television, newspaper, internet media, and podcasts.

Goals

The goals of the Center are to focus on professional education, research, and educating the public about fraud.

Service Goals and Assessments

The service goals of the SOA include service to the institution and service to the academic and professional communities. Currently, there are no established benchmarks for these goals and faculty reporting is aggregated at the levels reported in Table.

²⁰ The U.S. Southern Command (SOUTHCOM), is located in Doral, Florida, and is one of 11 unified Combatant Commands (COCOMs) in the Department of Defense.

Other Program Goals

Another goal of the SOA is to help build an excellent College of Business. To achieve this goal, the following are required:

- Top-notch facilities – technology and physical spaces that support teaching, learning and research
- Outstanding programs – great content, innovative curriculum design, excellent student and faculty support, and a first-class service mentality
- Great people – faculty, staff and students

The facilities and infrastructure are primarily under the purview of the COB and other units at FAU. In late 2019, the Schmidt Family Complex was completed, an area of 166,000 square feet of classrooms, study rooms, and staff offices aimed primarily to support the COB Executive Programs (including the School of Accounting Executive Programs). The classrooms are also available for non-executive use, both by the COB and other colleges. Overall, the SOA is satisfied with the facilities and infrastructure as they adequately support the goals of the SOA.

The SOA has a tremendous number of high-quality undergraduate and graduate programs that are delivered at a low cost to students. To maintain and enhance the quality of its programs, the SOA regularly reviews its programs and makes changes as needed. The last study and the current self-study are the most comprehensively documented review of the SOA programs conducted to date, and the process has identified some areas for improvement. The proposed changes include curriculum modifications, additional student recruiting, increased faculty support and greater attention to student service. The proposed changes are discussed in the Resource Analysis and Future Direction section below.

The importance of great people in achieving program goals cannot be over emphasized. Faculty are the crux of the success of any academic program. Staff perform a variety of essential roles in supporting faculty and serving students. Students with the ability and motivation to succeed are the reason any academic program exists.

At present, the SOA is fortunate to employ an adequate number of dedicated faculty members with substantial academic and professional credentials. The faculty are efficiently deployed and provide an exceptional educational experience to accounting students at all levels - undergraduate, masters and doctoral. Given the importance of faculty to achieving the SOA mission, a primary goal of the SOA is to provide its faculty with competitive compensation, support, and assignments. Requirements to achieve this goal are further discussed in the Resource Analysis and Future Direction Section below.

Additional staff support is needed to achieve program goals. Staff dedicated to data collection and analysis are needed for program assessment and improvements. In addition, staff to facilitate student job placement and build stronger relationships with the business community are essential to achieve program goals.

SWOT Analysis

Strengths and Opportunities

Strengths and opportunities that support the mission of the SOA are as follows.

Strengths:

- Dedicated faculty with substantial academic and professional credentials
- Active involvement of research faculty (including assistant professors) in the accounting concentration of the PhD Program who are approachable and willing to work with PhD students
- Diverse students with significant minority representation
- Tremendous number of high-quality, low-cost undergraduate (1 major; 2 minors) and graduate (MAC, MAC-AIS, MAC-TAX, MAC-XFOR, MAC-XBV, MAC-XDFDA, MAC-XPRO, MBA-ACT, MTX, and PhD) programs
- Sufficient data and library resources
- Only honors program in the COB (starting Fall 2020, Economics will have an honors program) and largest honors program in the university
- Good reputation within the South Florida business community
- Public accounting firms of all sizes actively participate in on-campus recruiting
- Well-developed assessment of student learning in the undergraduate program
- Desirable geographic location
- Active student organizations
- Excellent classroom facilities
- Strong history of online instruction and seamless adaptation to COVID-19 environment
- Commitment by the Dean's office to support the Excel certification initiative to enhance data analytics skills
- Relatively unique AIS concentration in the MAC program
- One of the largest accounting programs in the country
- Recognized program for minority Ph.D. students (ranked #2 for most minority Ph.D. graduates in the US)
- Ranked 61 in BYU all-methods 6 rankings (ranked 2nd in AIS and 17th in auditing, 98th in financial, 15th in education)
- History of active recruiting for doctoral candidates at KPMG Project Conference
- Health insurance available to doctoral candidates, which increases our competitiveness
- Doctoral graduates are successfully earning tenure at their first placement institutions
- Only MTAX program in the state among state funded universities
- Excellent IT support for instructors in the School of Accounting Executive Education program
- Consistent enrollment in the doctoral program which promotes camaraderie among the Ph.D. students and promotes learning between cohorts
- FAU administration that appears to value the COB and SOA

Opportunities:

- FAU administration that appears open to change and alternative approaches
- Located in a large desirable metropolitan area with strong high schools coupled with increasing higher education costs which results in students attending a local school; COVID-19 has resulted in more high-quality local students attending FAU
- Business community interested in partnering with the SOA
- Most undergraduate and graduate alumni appear to remain in the area
- Recent doctoral graduates remain interested in the SOA and maintain contact with faculty

- Palm Beach and surrounding counties provide significant sources of charitable giving
- Limited number of accounting PhD Programs throughout the country
- Projected shortages of accounting faculty in the U.S., particularly in markets that FAU supplies
- Excellent programs in other departments which allows for specializations in the MAC program (e.g., data analytics)
- Potential to help students who are not electing not to get a MAC but who still attempt and fail to get licensed with an UG degree only

Weaknesses and Threats

Weaknesses and threats that impede program progress in the SOA are as follows.

Weaknesses:

- Salary inversion threatens the ability to retain faculty
- Inadequate communication skills and foundational knowledge among many accounting students
- Large number of students relative to full-time faculty
- Large number of academic programs relative to resources dedicated to manage the programs
- Lack of job placement and employment statistics available for use in program assessment
- Lack of data on participation and success in graduate studies available for use in undergraduate program assessment
- Lack of alumni information to maintain connections with our alumni to improve opportunities for our students; no ability to achieve process improvement based on alumni feedback
- Insufficient recruiting of students with the ability and motivation to succeed in accounting
- Lack of mentoring and career advising provided to students
- Low participation in student organizations
- Low participation in honors education
- Low number of students and alumni who take the CPA examination
- Lack of endowed chairs to support research activities and recruit / retain senior faculty
- Lack of separate accreditation reduces the likelihood the program is recognized in national rankings
- Large and outdated business core at the undergraduate level reduces the ability to be responsive to changes in the environment
- FAU foundation rules prevent the SOA from accepting an annual PCAOB \$10,000 undergraduate scholarship that other SUS universities are able to accept
- The FAU Foundation is territorial and thus does not work on initiatives that could lead to an improvement of our programs; examples include (1) unwillingness to work with the COB on accepting the PCAOB scholarship because of it doesn't like the award process imposed by the donor, (2) refusal to share alumni contact information so that we can track and assess the success of our graduates, and (3) poor process for thanking donors (the SOA is not notified so that we can send our own thank you letter)

Threats:

- Growing number of online programs and other schools in the same market area
- Possible decreased funding associated with changes in state funding models

- Decreased funding from state due to decrease in tourism
- Shortage of academically qualified accounting faculty in tax
- Increases in faculty salaries and support at other schools
- Inability to attract high quality students to apply to undergraduate, masters, and PhD programs
- Potential of lower undergraduate enrollments related to changing demographics (including a decline in the birth rate) could threaten the success and size of our program
- College funding cuts threaten travel which will undermine research success and the ability to stay current on professional issues in the field (auditing, tax, and accounting regulatory issues)
- COVID-19 could threaten the ability to place students in internships and jobs
- CPA firms suggest that their investment in technology will reduce the demand for accounting professionals in the future
- Increased class sizes
- Increased online resources available for students to cheat
- Lower required accounting hours (from 36 to 30) passed by the Florida Board of Accountancy may reduce demand for graduate programs
- Lower number of teaching assistants reduces resources for tutoring and grading
- Potential lack of funding available to replace faculty
- Economy-wide budget issues may make placing doctoral students difficult
- Beginning Spring 2021, FIU is offering a fully online MAC program that can be completed in 10 months
- FIU offers a CPA exam review course with their MAC program
- Ability to respond to the CPA Evolution exam changes within the undergraduate curriculum (many of our students do not pursue a MAC degree but do attempt to take the CPA exam)
- The proliferation of Advanced Placement credit courses in high school and dual enrollment credits reduce the need to earn a MAC degree to achieve the 150 hours necessary for CPA licensing because it allows more room in students' schedules to take credits that qualify them to obtain a license
- Significant budgetary issues experienced by the library threaten the collections needed for research and the doctoral program

Resource Issues

Concerns about resources:

- Funding cuts for faculty travel necessary to support research and to meet colleagues that might write promotion and tenure letters
- Ability to replace faculty in light of possible retirements
- Funding cuts for master's level teaching assistants
- Library funding
- Increased class sizes
- Reduction of scholarships and teaching assistant positions to fund health insurance for Ph.D. students²¹
- Funding to support behavioral research by Ph.D. candidates in light of COVID-19 related budgetary constraints
- No compensation for sitting on doctoral committees of Executive Ph.D. dissertations
- Possible cuts and changes in performance criteria for the Dean's Summer research support

²¹ Because no new monies were provided by the state to fund healthcare insurance for Ph.D. students, reductions in the number of teaching assistants were necessary.

Areas where resources are less concerning:

- Databases to support research
- Computer support
- Health insurance available to Ph.D. students

Questions for Reviewers:

1. Absent support from the alumni association, what could we do to create a system to stay in touch with alumni?
2. How does your school plan on responding to the CPA Evolution requirements? For example, do you plan to offer specialty classes at the undergraduate level?
3. What percentage of your undergraduate students seek a CPA license without earning a Master's degree?
4. Considering our current UG curriculum, do you have recommendations about how we can serve our students better?
5. Is the support and resources we provide to doctoral students adequate, given our program?
6. What software do you use in your data analytics courses? Does your program teach Python? Excel? ACL? IDEA? Power BI? Tableau? Alteryx? How much of data analytics is taught in the department relative to the college?
7. How does your program integrate research skills into accounting classes?
8. Do you think separate accounting accreditation is worth the cost and time? What benefits do you perceive it brings?
9. How does your school approach the teaching of accounting-related ethics? If your state Board of Accountancy were to adopt the 3-hour course requirement (or equivalent) for ethics, how would you implement this – by integration or by creating a new course?
10. Is there anything you would suggest we do to increase the diversity of our student body such as creating scholarships targeted specifically at minorities?
11. Is there anything you would suggest that we do to attract and retain a diverse group of faculty and staff?
12. Due to COVID-19, we converted all sections to online format during the Spring 2020 semester; employed a remote, synchronous mode of delivery during the Fall 2020 semester; and plan to modulate to a combination of hybrid (sections that are a mixture of remote synchronous/in-person sessions) and remote, synchronous sections during the Spring 2021 semester. Given our metropolitan setting and the seeming popularity of remote learning, what do you recommend we use as a mode of instruction for the non-COVID-19 future?

School of Accounting Executive Programs

NOTE: Hold Down the Ctrl key when clicking on the links below. You can also use the Word Navigation Menu to easily navigate through the document.

SWOT Analysis

The SOAEP's Strengths, Weaknesses, Threats, and Opportunities (SWOTs) briefly summarize this report. For those interested, clickable links to supporting details are provided.

Strengths

The [SOAEP](#)'s main strengths include highly experienced office staff, the reputation gained from nearly 20 years of operations, well-established policies and procedures, some degree of diversification due to multiple programs, and high-quality instructors.

Weaknesses

The SOAEP's main weaknesses include staff and resource shortages, the absence of the SOA Director's participation in development, the SOAEP's inability to continue programs, the lack of reserve funds, and the SOAEP's inability to implement planned projects and keep up with the evolving competition.

1. **The SOAEP is no longer able to implement innovative learning technologies.** One of the SOAEP's [key success factors](#) has been it [being first in the world to deliver innovative learning technologies](#) such as web-based interactive, live-video classes, virtual accounting laboratories, and virtual-reality class sessions. However, its [merger with the COB Executive Programs](#), [staff restrictions](#), and [critical resource](#) shortages have resulted in the [cancellation of all learning-technologies projects](#) in the areas of adaptive learning and artificial intelligence.
2. **The SOAEP is no longer able to develop new programs.** Ongoing [programs development](#) has been [essential](#) to the SOAEP's success. Accounting is a profession with [many constantly-changing niches](#). The SOAEP has always maintained its enrollments by creating new programs that parallel the popularity of emerging niches. [Declining enrollments in old niches have continuously been replaced by enrollments in new niche programs](#). Without the continual development of new programs, the SOAEP would have failed several times as older programs saw drops in popularity. There are three reasons why new program development is no longer possible: 1) The SOA Director, who has directed the programs and program development for the last 20 years, has been replaced by a non-accountant program manager at the COB level. 2) The primary staff used to implement new programs has been transferred to COB IT and no longer have any time for SOAEP development because they have taken over all the work previously done by their OPS²² assistants. 3) [Entrepreneurship and innovation](#) under the SOAEP-COBEP merger, in its present form, are either very limited or not viable. A good illustration of the consequences of these factors: the [staff restrictions](#), and the [shortages of resources](#) have resulted in the [cancellation of the scheduled offering of the SOAEP's newest program, the Concentration in Internal Auditing](#). This program is fully

²² OPS refer to Other Personnel Services. Employees who are classified as OPS are temporary personnel. These OPS employees can continue to work until their services are no longer needed.

approved and in the catalog but can't be offered for the reasons stated here.

3. The SOAEP is not able to keep up in the area of applied data analytics and artificial intelligence. All projects relating to applying AI to processes like admissions and retentions have been canceled due to a lack of resources. In 2017, the entire SOAEP team had devoted six months to implementing Salesforce. The goal was to follow-on with the implementation of Salesforce's Einstein AI module. But when the implementation was less than a week away from going live, the entire project was canceled by administration. Subsequently, through months of hard work, the SOAEP extended its existing capabilities to match those of Salesforce. There were also plans to apply AI to maximize retention of new students in Fall 2020. [This project was canceled along with all other types of development projects](#) due to the previously-described staff and resource restrictions.

Threats

The SOAEP's primary threats are declining enrollments due to the "[baby bust](#)," continued increased competition in the online education market, a [shift away from graduate degrees in favor of corporate retraining](#), and a general erosion of the SOAEP's traditional [competitive advantages](#) in the areas of innovative learning technologies and "personal touch."

1. Due to declining birth rates in Generation Z, *The Chronicle of Higher Education* and other respected publications [predict declining enrollments](#) across the entire spectrum of higher education. See the section "[The Baby Bust](#)." Many colleges were failing before COVID-19.
2. Because of COVID-19, most competing programs are now offered online. The SOAEP is rapidly losing its [key success factors](#) necessary to remain competitive.
3. A general "[Trend Away from Degrees and Towards Retraining](#)" threatens enrollments.
4. Shifting trends among [Accounting Niches](#) threaten to overtake enrollments in the SOAEP's niche programs (forensic accounting, taxation, and business valuation).

Opportunities

The SOAEP's primary opportunities lie in expanding its outreach to non-accounting majors and to the South Florida Hispanic Community, implementing innovative learning technologies, and applying AI and high-level data analytics to improve the efficiency and effectiveness of all SOAEP's functions that include marketing, recruiting, admissions, and retentions.

Diversify to include more non-Accounting majors. One way to counter the [baby bust](#) and the SOAEP's erosion of key [competitive factors](#) is to diversify the sources of accounting students. Accounting as a profession has morphed very much into an interdisciplinary industry of its own. There are not only many [Accounting niches](#), but the major accounting firms all hire many non-accounting students in areas like finance, marketing, and information technologies. Beta Alpha Psi, the traditional accounting student organization, has for many years accepted non-accounting students as members. This suggests adding new programs (like the recently postponed Internal Audit program) to better accommodate students without an undergraduate accounting background. It also suggests offering dual concentrations in association with other departments.

Capitalize on a strong positive demographic trend. Although the general supply of students is [expected to decline nationally](#), the one large exception is the [Hispanic population, for which strong growth is predicted](#). Especially with its classrooms in Broward County, the SOAEP is in a strong position to take advantage of this trend by adding bi-lingual components to its marketing and academic programs. For example, online discussion threads could be run by Spanish-speaking

assistants, and bilingual staff could be added.

Capitalize on the trend away from degrees [and towards retraining](#). This can be done through systems like Edx and Coursera. The SOAEP has already implemented an OpenEdx server, but the project is moving very slowly due to the previously mentioned resource issues. An excellent example of such programs includes the edX MicroMasters programs.

Begin to implement AI to optimize all business processes, including retentions. AI can make a big difference in the effectiveness and efficiency of all business processes. Two high-priority areas are lead scoring and retention. The SOAEP had developed a highly-successful functioning AI application that uses Random Forests combined with data from Banner (the FAU student information system) to score leads, predict the probability of success before students even start the program, and flag students for retentions issues. [Retentions is an enormous and costly problem in the SOAEP and nationwide](#). Traditional and existing retentions approaches aren't able to intervene until it's often too late to help. AI can use an array of signals to proactively prevent retentions losses.

Exploit the SOAEP's massive online video library. Search engine traffic is critical to providing the SOAEP with a constant supply of new students. But search engines only point people to web content that strongly matches people's interest and intent. Stated differently: search engines provide people with links to **content** that they view as highly relevant to their immediate interest and intent. In this respect, it's well known in the SEO industry that ["content is king" and that the "king of content is video."](#) For this reason, the SOAEP's extensive video lecture library is worth millions of dollars. The videos only need to be indexed, chopped up, and fed to YouTube. These activities represented an ongoing project among [those canceled](#) due to resources being lost in the SOAEP-COBEP merger. In the past, the SOAEP has had great success in this area.

Continue to implement innovative learning technologies. As previously discussed, SOAEP has been a [world leader in implementing innovative learning technologies](#). Much of this lead has been eroded due to competing schools catching up with SOAEP innovations. The SOAEP's most recent learning-[technology projects](#) were canceled due to the resource issues previously mentioned. These projects included using AI and the SOAEP video library to implement an innovative adaptive learning strategy. The massive SOAEP video-lectures library could be chopped up into pieces, indexed, and automatically fed to students based on their issues and interests. This approach could significantly improve the students' learning experience. The video clips could also be cataloged and indexed for students to use as reference and study aids. This approach would allow us to serve students with mini-lectures on specific topics, similar to how students view different sections within chapters in textbooks.

General Recommendations

1. **Keep the SOA Director involved in program development as has been done over the last 20 years.** He or she is intimately involved with the accounting profession and its rapidly evolving sub-areas. Professional relationships are critical not only for developing programs but also for related activities such as internships, local chapters for programs like Internal Auditing, and alumni relations. Accounting is a profession with many rapidly-changing sub-areas. Accounting programs are not like the MBA program in that they require knowledge, contacts, and experience with its many rapidly-changing sub-areas.

- 2. Provide adequate staff and budgets.** The SOAEP needs staff, development budgets, and proper IT support to continue developing. Existing COBEP IT cannot fill the role anymore because they have taken over their OPS assistants' work. The SOA Director and the SOAEP Associate Director need to have discretion in staffing plans and budgets.

IT support needs to be dedicated, blocked staff assignments in which the SOAEP has the ability to assign priorities to tasks. Development is impossible without the ability to assign priorities to tasks.

- 3. Approve budgets and staffing plans once a year with input from the SOA Director and the Dean's office.** The SOAEP most likely will not be successful by "flying by the seat of its pants."
- 4. Reignite SOAEP development.** The SOAEP has undergone a merger in which it has lost its critical resources. The merger has effectively happened over a several-year period. Regaining momentum will take a couple of years. The lack of continuing development will assure that the SOAEP continues to Fall behind its competition, which will ultimately lead to its collapse resulting from financial failure.

SOAEP History and Development

The SOAEP began on paper and in planning in the year 2000. It was the first FAU market-rate master's executive programs and then the only such group in the COB. In 2001 the SOAP began accepting its first students. The COB executive programs followed about a year or so later but not at market rates and off-budget.

Vegar Wiik became Director of the COB Executive Programs in 2007 after Mickey Moros suddenly passed away. When Vegar took over, the COB Executive Programs were bleeding red ink. Vegar turned things around quickly, beginning with signing up a group from Home Depot.

The SOAEP's financial record shows that the programs have made a profit every single year since the SOAEP's inception.

Sylwia Dziadziak was hired in 2006 and served as Assistant Director and for the last 11 years as Associate Director for SOAEP. Through her hard work and leadership from the SOA Director, the SOAEP grew from 200+ to 400+ students.

The Director of the School of Accounting has been in charge of the SOAEP since its inception. This responsibility was recently reassigned to Vegar Wiik, the current Director for the COB Executive Programs. Budgetary control over the SOAEP was passed to the College long before the directorship's official reassignment to Vegar.

General Development

The SOAEP began operations in 2001 as the first program of its kind worldwide, with the entire program being available via online video or on campus. This had never been done before. It was the first hybrid program of its kind, and probably the first hybrid program of any kind at FAU. To put this in perspective, this was six years before the iPhone, which first went on sale in June 2007. See [SOAEP Strategic Development History \(2000-2020\)](#) for a detailed chronology of SOAEP programs.

Not only did the SOAEP pioneer online video learning, it also implemented online graduate applications and online registrations in 2001 and 2002, years before these technologies were generally available in higher education. To further put these things in perspective, at the time, Amazon.com was just getting started with online publishing, and the idea of online shopping was only in the nascent stage.

Throughout the years, the SOAEP continued to lead online learning by delivering its lectures live and interactive. Students were able to stream online or download the lecture videos. We continued to evolve these technologies throughout the years by steadily increasing video quality, streaming reliability, and integration with our e-learning platforms. We also began to use the same technologies to offer the first in higher-education live-video open houses through multiple simultaneous interactive video feeds. Further, we built online servers that allowed all previous lecture videos to be available for professors who reuse them. We also made great use of our video recordings in social media, which has drawn many students to join our programs. For example, we published to YouTube one marketing video of a Jay Leiner²³ open house. To date, that video has garnered over 20,000 views. In recent years, we successfully added virtual reality live-video to Jay Leiner's interviewing class.

Another strategic application of technology created virtual laboratories in forensic accounting. They provided students the opportunity for hands-on experience working with computer forensics cases. The SOAEP was the first accounting program worldwide to implement virtual laboratories.

Recent Enrollments for SOAEP – Number of New Students by Semester

From 2014 BOG Report

	2010	2011	2012
Spring	71	60	55
Summer	51	41	45
Fall	69	64	65
Total	191	165	165

2020 BOG Report

	2018	2019	2020
Spring	89	78	68
Summer	54	57	43
Fall	102	107	89
Total	245	244	200

See [SOAEP Strategic Development History \(2000-2020\)](#) for new SOAEP programs created since the 2014 BOG report.

Programs Development

The SOAEP initially began with the Master of Taxation program. When it started, the entire population of all master's students in the SOA was around 85, with many being part-time. The first

²³ Jay Leiner has taught, as an adjunct, for the SOAEP since its inception. He was in charge of white-collar crime at the Broward Sheriff's Office for many years.

class of SOAEP Taxation admitted about 45 full-time students. Much of the initial funding was provided out-of-pocket by Dr. William Hopwood, with some money “borrowed” from the SOA used to run a newspaper ad.

The year after the Master of Taxation program was offered, The SOAEP created the Master of Accounting program. In subsequent years the SOAEP created new MAC program concentrations in anticipation of changing demand. These new concentrations included the forensic accounting, the digital forensics and data analytics, the business valuation, and, finally, the professional accounting concentration, as shown below. As each new program concentration was added, the earlier program concentrations began to fade so that new-program enrollments replaced those lost from older programs. A strategic consideration in adding the new concentrations included achieving diversification of revenue sources.

Master of Taxation (Fall 2002)

Master of Accounting with a concentration in Forensic Accounting (Fall 2003)

Master of Accounting with a concentration in Business Valuation (Fall 2013)

Master of Accounting with a concentration in Digital Forensics and Data Analytics (Fall 2016)

Master of Accounting with a concentration in Professional Accounting (Fall 2016)

Master of Accounting with a concentration in Tax (Fall 2019)

Master of Accounting with a concentration in Internal Auditing (previously planned for Fall 2021)

Importance of Ongoing Development

1. The SOAEP programs operate in a very competitive environment. Online Master of Accounting programs are offered nearly everywhere. Staying ahead of the competition requires constant development and innovation.
2. SOAEP programs compete in a rapidly-changing, technology-driven accounting profession that contains many constantly-changing specialty areas. Unlike MBA programs, the SOAEP Key success factors are relatively not very generic and must be linked to the accounting profession and its specific specialties. Change in the accounting profession is rapid and unrelenting. See the section below titled “*The Accounting Profession Specialties and Niches*”.

Resources Used for Development

Administrative Staff

In recent years, the SOAEP has been severely hampered by its inability to replace departing administrative and IT staff. See the section below titled “*Staff Resources (2014-2020)*.” Staff resources were downsized from 21 to 8 full-time employees.

New programs and technologies require extensive staff involvement. Staff are participants in the development process and not merely consumers of developments. Hence, development becomes practically impossible without adequate staffing.

IT Staff

IT staff have historically played several roles: delivery of lectures, helpdesk support, maintaining ongoing systems, and development. The development has been done in conjunction with the SOAEP Director’s priorities and support for new and evolving programs and technologies.

OPS assistants have played a key role in support of the development work. They have freed up IT and administrative staff to focus on development. All IT and administrative staff have participated in development efforts.

Recently, development is at a near standstill: 1) IT staff have been shifted to doing work previously done by OPS assistants. 2) There are no provisions for a development budget as there have been in all previous years. See the section below titled “*Staff Resources (2014-2020).*”

Examples of IT Skills Used in Development

Some examples of activities and skills related to development include the following: Programming and scripting (e.g., PHP), working with application programming interfaces (APIs), Linux operating system development, security management (e.g., installing SSLs), systems analysis, use-case-analysis, database administration, maintaining normal form, server management, network engineering, software development using middleware and connectors, software and data implementation of new business processes, data warehousing, ETLing data (extract, transform, and loading), data fusion, working with multiple virtualization technologies (e.g., Vsphere, Cpanel, and VirtualBox), creating complex reports, working with workflow-automation software (e.g., Workato and Zapier), programming multi-step forms with external integrations, working with reporting systems, large-dataset data cleaning, advanced video engineering, researching evolving technologies, updating knowledge and skills.

SOAEP Strategic Development History (2000-2020)

Phase 1

Challenge: Launch the SOAEP

Strategy: Start the Master of Taxation program (Fall 2002)

Status: Complete

Phase 2

Challenge: Generate Growth

Strategy: Start the Master of Accounting (Forensic Accounting concentration) Program (Fall 2003)

Status: Complete and no longer a help

Phase 3

Challenge: Survival due to a substantial increase in competition for the forensic program

Strategy: Diversify by offering the Master of Accounting (Business Valuation concentration) (Fall 2013), Master of Accounting (Digital Forensics and Data Analytics concentration) (Fall 2016), and Master of Accounting (Professional Accounting concentration) (Fall 2019) programs, Master of Accounting (Internal Auditing concentration) (previously planned for Fall 2021 but now on hold)

Status: Nearly complete but will not be sufficient help in dealing with Phase 4

Phase 4

Challenge: Strong pressure for declining enrollments in all areas due to declining numbers of students entering college (i.e., the baby bust). Intense competition from online and quality discount programs.

Strategy: Diversify our sources of students, improve retentions and efficiencies via robotic process automation, AI, and data analytics

Status: The following needs to be done:

Acquire sources of students that can help us survive Phase 4:

- Hispanics. The supply of Hispanic students is increasing and is projected to continue to increase
- Non-business students. Internal auditing can help attract these students. Better recruiting of non-business students can help.
- Corporate Skills-based Retraining Market

Phase 3 was essential for survival. Forensic enrollments have precipitously dropped in the last couple of years while at the same time being picked up by other students, especially those in the MAC (Professional Accounting concentration) program. If we hadn't moved from Phase 1 to Phase 2 and then Phase 3, we would now be out of business.

Phase 4 is just as essential for survival. We will be facing a terrible disaster if we don't successfully navigate the coming baby bust.

The time to start action is now. It will be too late if we wait until the full force of the baby bust hits us.

Here are specific things that should be done to get started: 1) Hire a bilingual person. Move toward a Hispanic-friendly program. 2) Start the Internal Audit program. It's hot, with virtually no competition, and it can accommodate non-business students. Also, start planning campus-outreach programs. 3) Drastically improve retentions and all our business processes through robotic business process automation, AI, and data analytics.

Key Success Factors

Six Key Competitive Advantages and Success Factors

Historically SOAEP development has supported six key competitive advantages and success factors:

1. Innovative and new learning technologies. Examples: adaptive learning, indexed video segments, AI-based retention analysis, virtual accounting labs. We were the first worldwide to deliver a live video master's program.
2. Innovative and new education delivery methods such as 360-degree virtual immersion, automated delivery with personalized segments from previous lectures, and virtual mixing in accounting professionals.
3. Business process optimization: Examples include robotic process automation and multi-process integration.
4. Program development: Examples: constant development of new programs (e.g., Internal Auditing), development of new program structures (e.g., like EdX), acquisition of new types of audiences.
5. Data Analytics and Artificial Intelligence. Examples: applied to all business processes, including IT, marketing, recruiting, admissions, onboarding, and retention.
6. The human element: Examples: front-line feedback, relationship building, and personal touch. Historically, administrative staff, IT staff, and OPS assistants have all played an important role in relationship building.
7. Superior marketing strategies adapted to match program development and the types of rapidly-changing trends in the Accounting profession and its niche areas.

All six key success factors require constant development and innovation to stay ahead of the competition. We charge higher fees than conventional programs charge; we can't survive simply by

delivering what is delivered everywhere else at a lower cost. We have to be better. However, our advantages are eroding over time because development has been stifled over the last few years. We are also facing serious demographic challenges, as discussed below.

Accounting Profession Specialties and Niches

Accounting is not a monolithic profession or discipline. Instead, it is a discipline with many niches and with new niches constantly emerging in importance. Most of these niches are associated with related professional certifications. Some of these niches are as follows:

1. External auditing
2. Internal Auditing
3. IT auditing
4. Forensic Auditing
5. Business Valuation
6. Management Accounting
7. Not-for-Profit Accounting
8. Governmental Accounting
9. Accounting Information Systems
10. Compliance and Regulations
11. Ecommerce Accounting
12. Taxation (with various subspecialties)
13. Financial Reporting (with subspecialties such as valuation)
14. Fraud Examination

The Accounting area is in constant flux, as is reflected in updates to the various professional certification exams and credentials requirements.

Here is a partial list of some of the certification applicable to different accounting niches:

Accredited Business Accountant	Certified Fraud Specialist
Accredited in Business Valuation	Certified Government Auditing Professional
Accredited Financial Examiner	Certified Government Financial Manager
Accredited Senior Appraiser	Certified Healthcare Financial Professional
Accredited Tax Advisor	Certified Information Systems Auditor
Accredited Tax Preparer	Certified Information Security Manager

Accredited Valuation Analyst	Certified Information Technology Professional
Certified Bank Auditor	Certified Insolvency and Restructuring Advisor
Certified Divorce Financial Analyst	Certified Internal Auditor
Chartered Financial Analyst	Certified Management Accountant
Certified Financial Examiner	Certified Public Accountant
Certified Financial Services Auditor	Certified Public Finance Officer
Certified in Financial Management	Certified Quality Auditor
Certified Financial Planner	Certified Risk Professional
Certified Forensic Accountant	Certified Valuation Analyst
Certified Forensic Consultant	Elder Care Specialist
Certified Forensic Financial Analyst	Enrolled Agent (IRS)
Certified Fraud Deterrence Analyst	Forensic Certified Public Accountant
Certified Fraud Examiner	Personal Financial Specialist
Certified in Financial Forensics	Chartered Global Management Accountant

Market Trends and Challenges

The Baby Bust

The “baby bust” represents a shortage of incoming students resulting from lower birth rates among Generation Z era babies.

A sampling of the literature immediately **before COVID-19** occurred explains the baby bust.

The Great Enrollment Crash

Inside Higher Education

September 6, 2019

“Students aren’t showing up. And it’s only going to get worse.”

How America’s College-Closure Crisis Leaves Families Devastated

The Chronicle of Higher Education

April 4, 2019

“All across the United States, colleges are disappearing.”

College Enrollment Declines Continue

Inside Higher Education

May 30, 2019

“College enrollment in the U.S. has decreased for the eighth consecutive year, according to new data released Thursday by the National Student Clearinghouse Research Center. The report covers 97 percent of enrollments at degree-granting postsecondary institutions that are eligible to receive federal financial aid.”

Where Did All the Students Go: Five Views on the great enrollments Crash

The Chronicle of Higher Education

October 2, 2019

“We are facing a crisis in enrollment, but it’s not just an enrollment challenge. Instead, it requires the attention of every member of every university community coming together to think less about our own self-interest and more about the common good of our institutions and society.”

A Merger Won’t Save Your College

The Chronicle of Higher Education

September 22, 2019

“Conservative estimates say that hundreds of institutions are in peril, and discouraging enrollment numbers are likely to only get worse.”

Enrollment Shortfalls Spread to More Colleges

The Chronicle of Higher Education

May 20, 2019

“A broad swath of private colleges across the Northeast and mid-Atlantic regions are expected to miss their enrollment goals for the Fall semester. That growing trend now includes some institutions that have rarely, if ever, had to worry about filling classes.”

The College Dropout/Retentions Problem

The Enrollment Crash Goes Deeper than Demographics

The Chronicle of Higher Education

November 1, 2019

“Colleges can’t stop what’s coming...”

“For example, David Kirp’s 2019 book, *The College Dropout Scandal*, makes an impassioned argument for serious improvements in low retention rates.”

The College Dropout Scandal

The Chronicle of Higher Education

July 26, 2019

"Forty percent of students don't graduate."

The End of College is Near

Zerohedge.com

January 8, 2020

<https://www.zerohedge.com/personal-finance/end-college-near>

"My suspicion is that universities—allegedly with very smart people in charge—have done pretty much zero to prepare for the coming bust. Many schools have lots of debt, not much cash, and a lot of fixed costs.

Almost nobody has prepared for what is about to come next. And this is operating under the assumption that the Department of Education continues to be as willing to lend money as it has been in the past.

As an investor who came of age in a bear market, I tend to look for bear markets. We have had some wingdingers in the last 20 years. This one will be up there, with pretty profound economic effects.

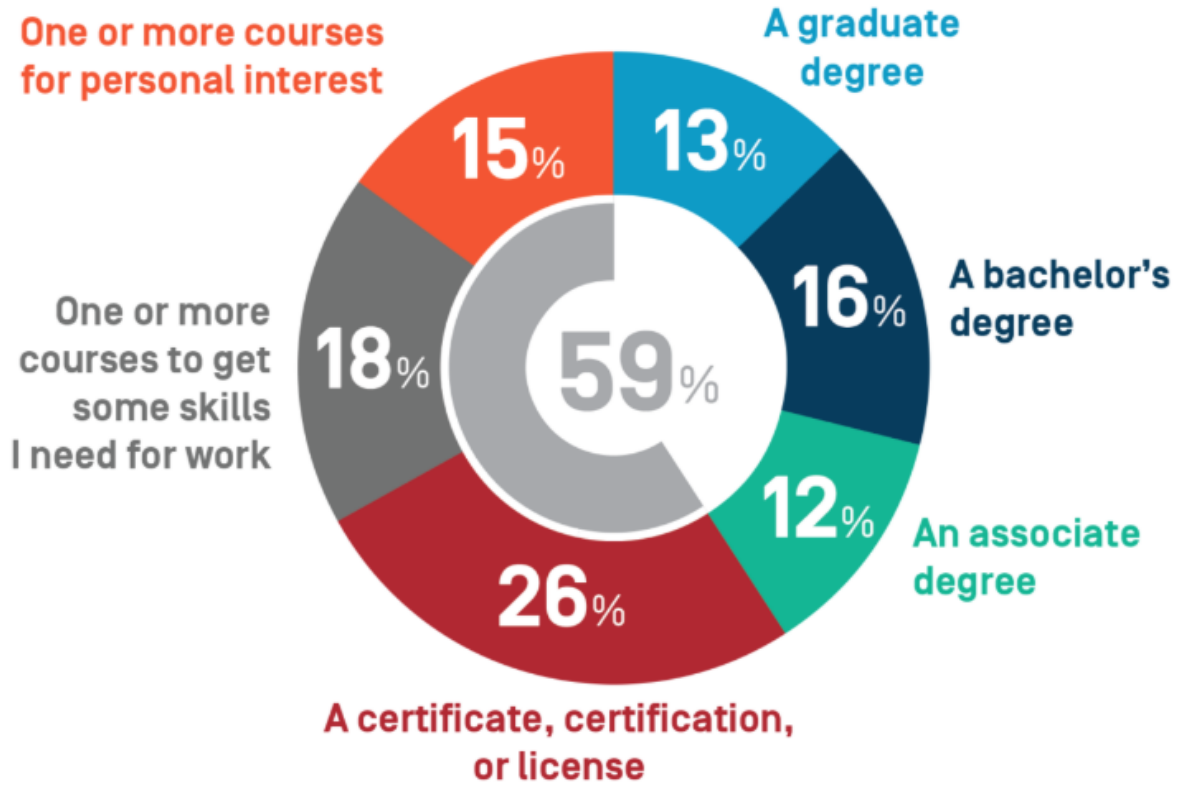
Colleges and universities employ a lot of people and in many cases are the lifeblood of a single town. You've probably noticed that the nicest buildings in your town are the academic buildings. **Wait until they are all empty"**

Trend Away from Degrees and Towards Retraining

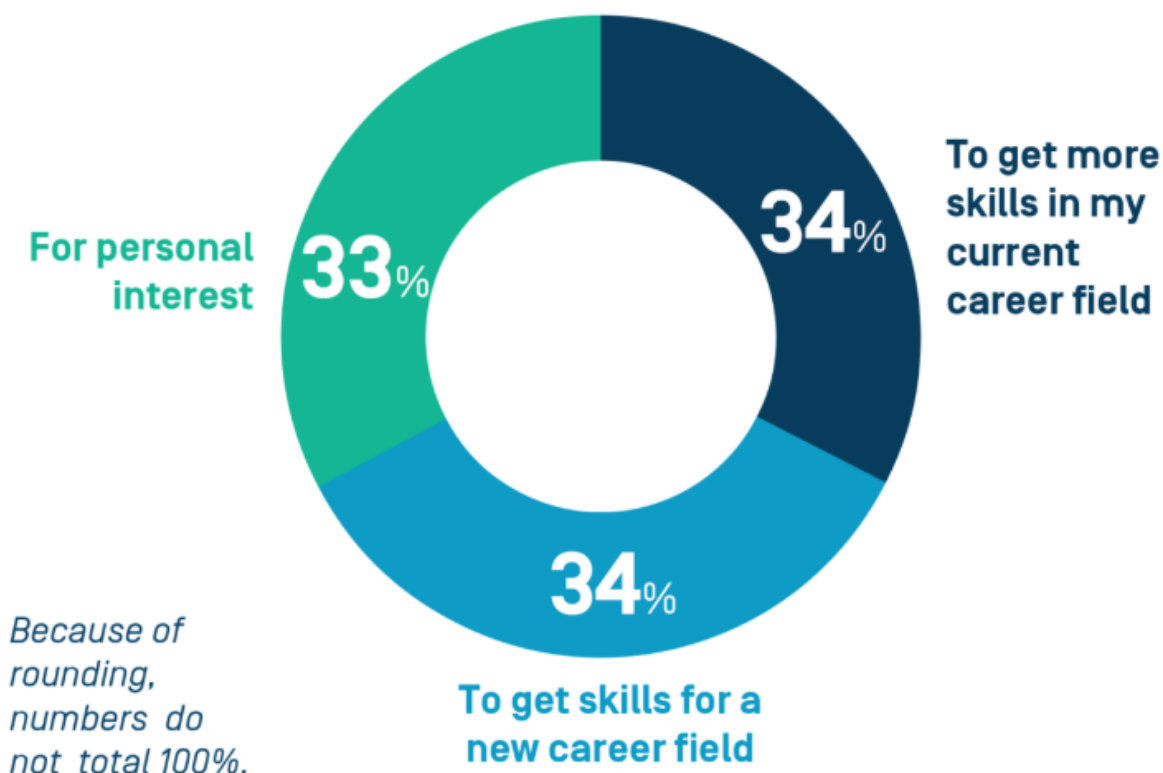
<https://www.stradaeducation.org/publicviewpoint/>

Early surveys show that 11% of the students canceled their enrollment plans. But especially noteworthy is that about 60% of adults prefer non-degree programs. Further, 68% of those individuals preferring non-degree education are doing so in support of their careers. See the visuals below.

The trend in higher education is towards "verified packages of skills" rather than degrees and grades. Reaching this market is a critical strategy for dealing with the negative demographic trends in higher education. Recent surveys demonstrate the demand for skills-based training and retraining.



The majority of adults considering enrolling in an education or training program in the next six months **prefer nondegree programs**.



Hispanic Enrollments on Upswing

"Between 2000 and 2015, the college-going rate among Hispanic high school graduates grew from 22 to 37 percent, according to the U.S. Department of Education. Hispanic undergraduate enrollment more than doubled, to 3 million. More than a quarter of young Hispanics — 28 percent — now have at least an associate degree, up from 15 percent in 2000. "

<https://hechingerreport.org/rising-college-rates-spur-hispanic-progress-in-higher-education/>

Web Trends

Video is King

The SOAEP's study supply of new students is heavily dependent on search engine traffic. Prospective students use search engines to locate content that interests them. They don't search for advertisements; instead, they search for content that engages them.

The vast majority of search engine traffic flows through Google, which seeks to match its clients with relevant content. For this reason, a common saying in the search industry is, "content is king." Google's entire value proposition is based on this matching. People would quickly stop using Google

search if it directed them to sites with anything less than relevant content. See <https://www.readerdigital.com/content-king-quality-content-essential-part-seo/>.

In the content realm, the preference is distinctly towards video. For this reason, it is often said that “video is the king of content”. See <https://www.criticalmention.com/blog/marketing/why-video-content-is-king-in-2019/> and <https://shootsta.com/blog/3-reasons-video-is-the-king-of-content-marketing/>.

Content-generated web traffic is especially important because it comes without paying advertising fees, which in today’s higher-ed market can cost \$100 per click or higher. Excellent content can generate large volumes of traffic.

Resources Issues

Projects Affected by Resource Shortages

1. Data Analytics and Artificial Intelligence. The SOAEP has had a 7-year project relating to applying Artificial Intelligence to better inform and support all SOAEP functions. Our original implementation plan was with Salesforce and with Einstein, its companion product. This project was canceled by administration when it was only seven days away from implementation. And that was after years of hard planning and six months of intensive implementation work by the entire IT team.

We spent a couple of years making up for the lost time, but through innovative development methods, we have managed to build out all the functionality of Salesforce. For the Fall 2020 semester, we had planned on applying AI random forests to a combination of Canvas and Banner data for purposes of early identification of retention risks. Retentions losses are every bit as significant as new admissions. Historically, higher-ed retention systems focus on identifying problems only after they reach the point of failure. See the section titled *“The College Dropout/Retentions Problem.”*

For the Fall 2020 semester, we had also planned on using Banner, graduate applications, and other data for lead scoring.

These projects have been put on hold for lack of resources. Related projects have slowed to an ant’s pace.

2. New Internal Audit Master’s Program. Adding a new program requires considerable IT support for business process automation, marketing, analytics, and reporting. This project has been on hold for many months due to a lack of IT and office-staff resources. The program is already approved in the FAU Catalog, but it’s on hold for lack of resources.
3. Edx platform. There is a growing demand in accounting for short courses that yield certifications of verifiable skills. We planned to develop a short course environment with the OpenEdx (<https://www.edx.org/>) platform consistent with suggestions from the Dean and others. This project has moved at an ant’s pace due to a shortage of resources. See the section titled *“Trend Away from Degrees + Transcripts Towards Retraining.”*

4. Video and Image content delivery system optimized for building organic search traffic. This project is necessary to remain competitive for search traffic but is on hold due to a shortage of resources. Since content is king, and video is a type of premier content, our existing video library hosted on our servers is worth many millions of dollars. See the section titled *"Video is King."*
5. Segmented video delivery for adaptive learning and marketing. The trend is towards shorter lectures. The project seeks to use AI technologies to index the thousands of hours of our past lectures. Segments of those lectures would then be delivered to individual classes in an adaptive fashion. The segments would also be sent through our video content delivery system to attract more prospective students. When it comes to the Internet, content is king, and video is the king of content. Content produces traffic, which monetizes in the form of more students.
6. Adapting to changing demographics. It's well known in higher education that a massive wave of a "baby bust" is coming our way and is already here in part. The exception is the Hispanic community, which is growing at a brisk rate despite the baby bust. One adaptive strategy is remodeling our infrastructure to attract Hispanics. Another way to adapt is to begin to reach out more to non-accounting majors. The new Internal Audit program would help with that objective. But OPS resources are needed to do the on-campus recruiting. See the attached report, *"The Baby Bust."*

Generally, adaptation will require reaching out to more non-accounting majors, to the Hispanic community, and will require a much stronger emphasis (including through AI) to retentions. See the section titled *"Hispanic Enrollments on the Upswing."*

COB SOAEP Merger Chronology

In July 2019, we were told that the SOAEP would merge with the COB Executive Programs.

The objective of the merger was to achieve efficiency. The SOAEP has not gained in efficiency. Instead, the SOAEP has ended up short-staffed and without adequate IT and staff resources to continue developing its programs.

Part of the efficiency plan has been transferring authority over the programs from the SOA Director to the non-accountant Director of the COB Executive Programs. A concern is that the Director of the COB Executive Programs doesn't have sufficient knowledge of, and experience with, the accounting profession to properly manage the development of the SOA Executive Programs. The management of the SOA Executive Programs, which began before the COB programs began, has been successfully run by the SOA Director for the 20 years since their inception.

General concerns about the Merger

August 4, 2019. The comment was made: "We are doomed to fail if we lose sight of entrepreneurship and innovation." The single biggest threat to the SOAEP has always been a tendency to replace entrepreneurship and innovation with the overconfidence of "routine management," "plucking the golden goose," and institutional conformity.

Chronology (July 16, 2019 to November 5, 2019)

July 16, 2019 Email from George Young to Bill Hopwood and Sylwia Dziadziak. "I wanted to mention a few things to you so that you are aware of what is happening with respect to the School

of Accounting Executive Programs. Recently, Dean Gropper, Ken Johnson, Don DeAquino, and I met in the Dean's office to discuss the SOAEP with respect to the completion of the building across the street from the COB in Boca and what it will mean to SOAEP operations. (The building is to be completed at the end of this year.) My understanding is that all executive groups will be moved across the street to the new building. “

...

“The other topic discussed is the Dean's office desire to achieve greater efficiencies of the two programs (the SOAEP and the COB Executive Programs). The proposal is to consolidate certain tasks and one that was mentioned as an example is the processing of faculty contracts.”

...

“Another area that is being considered for consolidation is IT. Although the details are not yet known (by anyone, I think), the idea is to bring the SOAEP IT team up to Boca while still delivering the lectures from the HEC (my understanding is that President Kelly wants us to maintain a presence in Ft. Lauderdale). The objective is the same as the objectives mentioned above: To create efficiencies.”

July 19, 2019. We were told to start working with Henry Dominguez. Assistant Director of Technology Services for executive education in the COB.

October 2019. A meeting was held to discuss new offices.

November 5, 2019. A discussion took place that involved the move to new offices.

Staffing History, Development, and Issues

Staff Resources (2014-2020)

On a consistent basis over a period of years, the SOAEP has not been allowed to hire and maintain a sufficient number of staff. Specifically, the SOAEP did not receive permission to hire new academic advisors after new program concentrations were introduced in Fall 2016, and it did not receive permission to hire replacements for employees who had left the SOAEP. As described below, losses of employees (in whole or in part) included Mike Hammer, Jeff Knox, Kathi DaSilva, and Denise Gravatt, and five full-time IT persons (along with their seven OPS assistants). The cumulative effect of these staffing losses has made it exceedingly difficult to maintain existing enrollments, let alone continue growing. The impact of these losses has also brought all development work to a near standstill, not only due to the loss of IT staff but due to the inability of the non-IT staff to cooperate in development due to their overloaded workloads that result from not hiring replacements.

Staff situation between 2014 and 2020

In 2014, SOAEP had 21 full-time and OPS staff members and offered two MAC concentrations (Forensic Accounting and Business Valuation) and a MTX program. Out of 21 staff members, nine worked in Boca Raton and 12 in Fort Lauderdale. Below are the lists of employees for both offices.

Nine employees in Boca Raton:

Denise Gravatt	Majory Moise
Jeff Knox	Berlinda Juste
Kathryn DaSilva	Anamika Agarwal
Michael Hammer	Sylwia Dziadziak
Malinda Greer	

Five IT (full-time) and seven IT OPS (part-time) employees in Fort Lauderdale:

IT Full-Time	IT OPS
Cesar Cepeda	Ricardo Reyes
Jameel Chin	Rita Acosta
Michael Frantzi Hyacinthe	Karina Bermudez
Jacques Jeanty	Prakash Supan
Richard Singer	Mario Rueda
	Philip Readon
	Steven Delizin

Current staff situation

By 2020, the total number of SOAEP staff had decreased from 21 to 8 staff members.

Currently, the group comprises five program coordinators, one student development consultant, one secretary, and an Associate Director. The SOAEP total program offering consists of five different MAC concentrations, a MTX program, and a certificate for non-degree seeking students.

The primary responsibilities of SOAEP staff members working in the Boca Raton office include, but are not limited to, the following: student recruiting, admission, retention, financial aid advising, marketing, professional development for both students and alumni, financial reporting to the SOA Director and the COB Dean's Office. The same group also fosters communication between SOAEP students and professors and assists all professors who teach SOAEP courses.

Between 2017 and 2020, the SOAEP office in Boca Raton lost three full-time staff members with 7, 11, and 17 years of experience, respectively.

- In 2017, after 11 years of working for SOAEP, Michael Hammer was transferred to the Dean's Office, where he continued processing contracts for SOAEP professors and assistants. The SOAEP was not allowed to hire a replacement, and his many non-financial responsibilities were shifted to existing SOAEP staff.
- At the beginning of 2020, Jeffrey Knox, the SOAEP's leading recruiter for seven years, left Florida for another job. All his responsibilities were reassigned to Kathi and Marjory, who were already overloaded with work. The SOAEP has recently hired his replacement.
- Kathi DaSilva has recently retired, and the SOAEP has not been allowed to hire her replacement.
- Denise Gravatt began assisting other groups, including the Dean's Office. As a result, she could no longer devote as much of her time to the SOAEP as she had previously devoted.

The SOAEP had started in 2002-2003, carefully built, trained, and developed its IT group over the last 17-18 years. The OPS staff had always supported the IT group.

In 2020, all contracts for IT OPS members who worked in Fort Lauderdale were canceled. The remaining five full-time IT employees were added to a centralized COB IT group. This group is serving three different units in our College; the SOAEP is one of them. As a result, the IT group was no longer able to support SOAEP development due to its new duties in the COB and due to it having to take over the work that had been previously done by the discharged OPS employees.

Resource Analysis and Future Direction

The SOA has achieved success in many areas, and is poised for even greater success in the future. The programmatic modifications and resources necessary for continued undergraduate, master, and doctoral accounting student success are identified and justified in the sub-sections below. Faculty are critical to success of all programs and are separately discussed in the final section.

Enhance Undergraduate Student Success

Florida Atlantic University is one of 11 public universities in the state of Florida. The University was founded in 1961 as an upper division school. The initial model for Florida Universities was that of the University of Florida (UF) and Florida State University (FSU), which offered a complete program beginning in the freshman year. Other universities initially were started as upper division schools and were fed by the local community colleges.

FAU was eventually allowed to add freshmen and sophomore courses but even today over 50% of our students transfer from community colleges. Our primary feeder schools are Broward College, Palm Beach State Community College, and Indian River Community College. Thus, our curriculum cannot be modified at the sophomore and freshman levels. This means that any necessary skills must be taught in upper division courses.

We offer a full slate of UG courses at both the FAU Broward County campus (Davie) and the Boca Raton campus. Also, about $\frac{1}{3}$ of FAU students are part time, and the college offers an online BBA (OBBA). These demographics drive the way our courses are designed and delivered. We limit the UG offerings because all courses have to be offered in Davie, Boca Raton, online, and at night and during the day in Boca.

The Metropolitan Statistical Area for South Florida comprises about six million people. Our most direct competition for students comes from Florida International University which is located in the western part of Dade County. Many students from Palm Beach and Broward County also attend UF and FSU with considerable enrollments from our home counties also at the University of Central Florida in Orlando and the University of South Florida in Tampa.

Many of our students live and work in Broward and Palm Beach County and return to school to improve their financial futures. The average age of our students is higher than other more traditional schools.

Around 2012, we instituted a competency exam that students must pass with a score of at least 70 percent to enroll in upper division accounting courses. The implementation of the exam has improved the quality of accounting majors and prevented students rejected by other programs from enrolling in upper division accounting courses at FAU.

In 2007, the FAU School of Accounting began an Honors Program, the Accounting Scholars Program, to promote our daytime offerings (graduate accounting and tax classes were not offered during the day until this program was initiated). Originally, the Honors program included admission to the MAC program; however, when the program became part of the University Honors program, it was amended to include only undergraduate students. For these honors students, the biggest benefit seems to be the individualized attention/advising from our honors coordinator and participation in the cohort experience.

E&Y and Deloitte have offices within two miles of the FAU Boca Raton campus. There is a robust demand for our accounting students with three of the Big 4 recruiting at FAU (KPMG has not historically recruited here). We also have a large number of middle and small market firms who hire our graduates.

About 25% of our UG students earn a CPA license although over 50% signal intent to become licensed by registering with the Florida Board of Accountancy. About 25% of our undergraduates later earn another degree, most typically the MAC or MTAX at FAU.

Based on the number of 2018-2019 degrees conferred, FAU has the 4th largest accounting program in the country. While FAU has enrollment of slightly less than 25,000, the enrollment numbers at other universities that have large accounting programs are about twice the total enrolment of FAU.

In terms of program improvement, we considered separate AACSB accreditation this year. We have historically been reticent to do this because of the perceived benefits vs. costs. However, FAU's School of Accounting is often not considered for inclusion in public rankings because we lack separate accreditation. Budgetary concerns require that we postpone the application.

In this self-assessment process, we have identified five major areas (plus some miscellaneous issues) that merit attention. Each of these is described below:

- 1. Develop processes to attract high quality students and retain interest in the honors program.** We have identified several new initiatives we would like to explore:
 - a. Direct admission to the accounting major for exceptional high school students.
 - b. Honors sections of sophomore accounting courses. We currently offer ACG 2021 and 2071 in large sections or in sections taught by Ph.D. students. We would like to create in-person day honors sections. Depending on the number of business students in the Honors College, we may consider offering this class in Jupiter at the honors campus and provide live, remote transmission to other campuses. Alternatively, we may offer the class in Boca Raton to all exceptional students in the College of Business and/or the Honors College. This would also facilitate recruiting for our honors program.
 - c. Sections for of accounting sophomore courses for accounting majors only. This strategy would allow for a greater focus as only students with an interest in accounting would be enrolled.
 - d. Require a minimum grade of "B" in the sophomore level courses, passage of the competency exam, and a 3.0 GPA for accounting majors.
- 2. Increase and improve the data analytics program.** We have already implemented several initiatives to integrate data analytics into the UG curriculum. For example, we recently created a data analytics course (ACG 3842, Accounting Applications of Data Analytics) and now require accounting majors to take another course (ISM 3011, Management Information Systems) from another department that focuses on Excel skills.
 - a. Support the program for Excel Basic Certification with the goal of adding Excel Advanced Certification
 - b. Consider adding Tableau certification
 - c. Integrating Excel, Tableau and data analytics assignments throughout the curriculum.
 - d. Assess the need for another course (such as data wrangling or cleaning) as a requirement for accounting majors
- 3. Revising the Curriculum.** There are many issues on the horizon that necessitate the need to further examine the curriculum:

- a. National Association of State Boards of Accountancy (NASBA)'s proposal to amend the Uniform Accountancy Act to include research skills and an ethics course in accounting curricula.
 - b. The need to revise the COB core, which has not been updated in over 25 years.
 - c. New CPA Evolution exam format that provides for specialty areas.
 - d. Consideration of the need to offer additional data analytics courses.
 - e. Developing a teaching certificate program in business education.
 - f. Creation of space in the curriculum to allow students to take courses in a 9-hour specialty area. The following areas are potential specialty areas:
 - i. finance
 - ii. cybersecurity
 - iii. computer programming
 - iv. data analytics
 - v. secondary education
 - vi. real estate
 - vii. healthcare
 - viii. entrepreneurship
 - g. Consider creating a graduate course, or changing a course, to promote consideration of pursuing a Ph.D. similar to the approach taken by Brigham Young University in its pre-Ph.D. program.
- 4. Improve Communication.** There are several areas in which overall communication should be improved.
- a. We need to develop a system whereby announcements, such as those pertaining to as scholarships, student meetings, and employment opportunities can be made to all accounting majors without having to rely on faculty to post each announcement. While we have a newsletter,²⁴ a specific email would be useful.
 - b. We propose sponsoring a panel each semester to inform students about various career issues. Because about 25% of our students are first time college students, it is important that we have discussions about choices students should consider in meeting their career goals. Many of our students don't pursue a MAC (about 75%) or attend student organization meetings. We believe that counseling through the panel could help students understand the benefits and detriments of alternatives available to them.
 - c. We propose setting up a LinkedIn group for FAU accounting majors so that we can follow them after graduation. This would necessitate requiring each student to set up an individual LinkedIn account.
 - d. Advertising our Ph.D. program to the FICPA Young CPA organization.
- 5. Improve our response to academic integrity.** There is a feeling among some faculty that our response to academic integrity is weak and that faculty are not supported in pursuing allegations of academic dishonesty. We make the following recommendations:
- a. Create a committee within the department to form departmental policies on academic integrity within the department, recognizing the importance of this concept for a profession built on a code of professional conduct.
 - i. The committee shall develop a process to give faculty feedback on cases of academic integrity to signal whether the accounting faculty as represented by the committee supports the individual faculty member in their pursuit to report violations of integrity. This may be particularly important in cases in which the primary evidence is circumstantial.

²⁴ The SOA Newsletter is sent every Monday during the Fall and Spring semesters.

- ii. Develop a process to ensure that accounting students are not awarded scholarships or other benefits if they violate the academic integrity policy.
 - iii. Create a culture in which students know there are swift and serious consequences for violations of academic integrity.
 - iv. Develop a monitoring system to determine if FAU accounting courses have been compromised by websites that post cheating tools.
 - v. Develop a process for removing from those websites any material for FAU accounting faculty.
 - vi. Develop a system to monitor social media for indicators that students perceive some courses as having abnormal opportunities for cheating and work with the faculty for a solution.
 - vii. Work with faculty to ensure that all violations of academic integrity are reported.
 - viii. Work with faculty to ensure that there are appropriate visible consequences (F's in a class) for violations of academic integrity.
 - b. Require faculty in the annual self-evaluation to report what is done in the faculty members' class to deter and prevent cheating.²⁵
 - c. Develop best practices for deterring cheating so that faculty are aware of these practices.
 - d. Have significant consequences within the department for violations of the academic integrity policy
- 6. Miscellaneous**
- a. Revise the SOA journal list
 - b. Work with the university to determine why we are unable to accept the \$10,000 PCAOB scholarship when other SUS schools are able to accept this scholarship.
 - c. Develop suggested guidelines that can be offered to the College on class size; specially, to assess at what point academic quality is compromised (this, of course, depends on the course content). Some classes may be more amenable to larger sizes so there is definitely not a "one size fits all" approach that should be used. Further, the faculty is the most knowledgeable constituent in the College regarding the point at which pedagogical integrity is at risk of failure due to class size.

Enhance Master Student Success

The evaluation of the master's programs resulted in five areas in need of changes to enhance the success of students in the SOA master's programs. In addition to existing efforts, the SOA proposes to enhance the success of masters accounting students through the following initiatives:

- Collect and evaluate data to inform admission policies and program improvements
- Revise program policies for consistency across programs and consistency with the Graduate College
- Enhance the academic assessment plans for MAC and MTX to include the SOAEP sections and use similar assessment instruments for different sections of the same course
- Further evaluate and revise curriculum as needed
- Collect and evaluate data on student success to inform future program improvements

²⁵ Such a requirement is not to be used in a punitive manner. Rather, it provides information on the status of faculty efforts in this area.

First, admission policies result in master's programs which include students with a variety of undergraduate backgrounds.

- Students who enroll after completing the undergraduate (UG) accounting degree
- Students who enroll after completing the UG business (not accounting) degree ^[1]
- Students who enroll after completing the UG degree outside of business ^[2]
- Students who enroll after another graduate degree

Students lacking specified foundation courses or their equivalents are required to complete the foundation courses very early in their program of study, typically before taking non-foundation coursework. While the success of students requiring foundation coursework is not currently tracked or evaluated, anecdotal evidence suggests that they may not be as successful as students entering masters programs with undergraduate business and/or accounting degrees. Further, students starting master's programs without undergraduate business and/or accounting degrees may require up to eight foundation courses in addition to the ten required for degree completion. Thus, the foundation requirements could virtually double the degree requirements and result in skewed statistics related to time to degree completion.

In addition to concerns related to admission of students lacking undergraduate accounting and business degrees, the admission requirements for SOA master's programs are not as rigorous as those at some of the *Comparison Schools* selected for this self-study. The SOA does not currently evaluate student progression based on admission data to determine student attributes most likely to support or compromise success. Further, the SOA does not limit admission to the master's programs and any applicants achieving the minimum stated requirements are admitted. ^[3]

To address the concerns related to admission policies, additional data collection and analysis is required. Based on results of the analysis, policies related to admission to accounting graduate programs may be modified. Further, as the changes discussed in the previous section (Enhance Undergraduate Student Success) are implemented, a stronger applicant pool for accounting master's programs is expected. An increase in the applicant pool will allow an increase in the quality of students admitted without a reduction in program size. ^[4]

Second, two policies result in inconsistencies among accounting master's programs and/or Graduate College policies. Specifically, foundation courses may be taken for degree credit in the MBA-ACC Program, but not in the MAC or MTX Programs. This policy allows MBA-ACC students to receive degree credit for undergraduate equivalent coursework.

In addition, Graduate College policies require a grade of "C" or better in all courses and an overall GPA of 3.0/4.0 for degree completion. MAC students are required to make a grade of "B" or better in accounting foundation courses (ACG 6137, ACG 6347, and ACG 6635). And, MBA-ACC students are required to make a grade of "B-" or better in all concentration courses. The grade requirements for select courses require manual tracking and result in inconsistent application. Further, a grade of "B-" in one class may result in a delayed progression in a program when a student is otherwise performing above Graduate College standards (overall GPA of 3.0/4.0). Modifications to these policies to require a grade of "C" or better would result in consistent policies, more efficient utilization of resources, and avoid unnecessary delays in program completion.

Third, the academic program assessment plans for the MAC Program and MTX Program were revised based on the last review and are still being enhanced. The assessment no longer includes performance on the CPA examination, which proved to be inappropriate as mentioned in the last review. The scope of assessment has been expanded from writing and critical thinking skills to

include content knowledge, applied research, and oral communication skills. An additional enhancement in progress is the inclusion of all SOAEP sections of assessed courses. Previously, assessment results were reported for some SOAEP sections, but not all. Furthermore, efforts are being made to ensure that all sections of assessed courses use similar assessment instruments.

Fourth, the curriculum in the master's programs relative to *Comparison Schools* suggests that curriculum revisions should be considered. The MAC Program might benefit from a financial analysis course and the MTX Program might benefit from requiring additional tax courses and offering a course on accounting periods and methods. However, additional review and analysis is needed before making these curriculum changes. In particular, an analysis of the MTX enrollment and graduation rates should be considered before making programmatic changes that would make degree completion more difficult. Availability of faculty resources and the impact of concentration areas on the degree requirements should be evaluated before adding a new course to the MAC Program curriculum.

One option to consider for the MTX program is to utilize "Tax Topics" courses to enable curriculum timeliness and flexibility. These are 6000-level courses made available to offer topics of an instructor's choosing. Offering these courses does not require a major curriculum change, procuring new course numbers, or new resources.

Currently, our curriculum requires seven designated courses, two electives and GEB 6215. One required course is TAX 6405 (Estates and Trusts, Planning and Taxation). Given the legislative changes over the last ten years, very few taxpayers are subject to estate and gift taxes. Whether this should be a required course is debatable, given the need for Accounting Methods and Data Analytics. An option that we will be considering is dropping TAX 6405 from the required course list and making the curriculum six (6) required courses and three (3) electives. We could then use the available Tax Topics courses to cover topics that the faculty deem as most important.

Finally, collecting and evaluating data on student success is essential for master's programs assessment. Additional data needed include the following:

- Student educational goals and objectives ^[5]
- Retention and graduation rates
- Reasons for lack of retention and failure to graduate
- Professional goals and objectives
- Participation and performance on professional licensure exams
- Job placement at graduation relative to professional goals
- Alumni career paths

Table 52. Summary of Recommendations for Master Student Success

Recommendation	Justification	Required Action	Incremental Cost
Collect and evaluate student success based on undergraduate degree, GPA, and entrance exam scores	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst	Undetermined – economies of scale may be obtained by a COB initiative
Evaluate the effectiveness of foundation classes, review implications, and make curriculum changes as needed	Collect and evaluate success data to inform admission policies and revise curriculum	Budgetary approval for data analyst and curriculum change approved by all levels	Undetermined – economies of scale may be obtained by a COB initiative
Require a grade of “C” or better in all graduate coursework	Change in policy for consistency with Graduate College policies, more efficient utilization of resources, and unnecessary delays in program completion	Curriculum change approved by all levels	None
Foundation courses (ACG 6137, ACG 6347, and ACG 6635) may not be taken for degree credit in the MBA-ACC Program	Change in policy for consistency across programs as accounting foundation courses may be taken for degree credit in the MBA-ACC Program, but not the MAC or MTX Programs. Prevents students from earning graduate credit for undergraduate equivalent coursework	Curriculum change approved by all levels	None
Enhance MAC and MTX Program assessment plans	Current assessment practices could be more inclusive of all sections and more comparable across sections	Process facilitated by the SOA Assessment Coordinator	None
Evaluate the addition of a new TAX course and increasing the number of required TAX courses in the MTX curriculum	Comparison schools require 10 TAX courses	MTX Curriculum Committee recommendation and approval at all levels and consider the use of the Tax Topics courses.	None
Evaluate the need for and appropriateness of a financial analysis course in the MAC Program	Financial analysis included in curriculum of <i>Comparison Schools</i>	MAC Curriculum Committee recommendation and approval at all levels	None
Collect and evaluate data related to student success	Program assessment and improvement	Budgetary approval	Undetermined – economies of scale may be obtained by a COB initiative

[1] Applicants to the MAC Program with an undergraduate business (non-accounting) degree or equivalent coursework are required to take up to three foundation courses. Applicants to the MTX program with an undergraduate business (non-accounting) degree or equivalent coursework are required to take one foundation course.

[2] Applicants to the MAC Program without an undergraduate business degree or equivalent coursework are required to take up to eight foundation courses. Applicants to the MTX program without an undergraduate business degree or equivalent coursework are required to take up to five foundation courses. Applicants to the MBA-Accounting program without an undergraduate business degree or equivalent coursework are required to take up to four foundation courses in business, but may include accounting foundation coursework as part of their degree program (i.e., MBA-Accounting students are awarded degree credit for undergraduate equivalent coursework).

[3] Changes to admission policies currently in the approval process remove the stated minimum criteria from the published material and allows the SOA to internally specify minimum requirements. This change makes analysis of the factors compromising student success even more critical.

[4] The changes discussed here do not necessarily result in sufficient changes in the quality of the applicant pools and students admitted to master's programs. As data are collected and analyzed, reductions in program size or initiatives to attract higher quality applicants (e.g. scholarships, assistantships, etc.) may be required.

[5] Similar to undergraduate students, anecdotal evidence suggests that graduate students obtain accounting credits for professional advancement and/or for professional licensure requirements without intending to earn a degree. To gain registration privileges, these students enter a master's program and may adversely affect retention and graduation rates. Additional data are needed to evaluate and address this potential problem. This issue has been mitigated in the last few years by expanding the number of 5000-level courses that non-degree seeking students can take to meet licensure requirements.

Enhance Doctoral Student Success

Doctoral student success depends in part on the students' ability to successfully matriculate through coursework in a timely fashion, establish essential research skills, develop a portfolio of research projects and demonstrate proficiency in teaching. To enhance the success of students in the Accounting PhD concentration, changes related to recruiting and admission, curriculum, student support and assessment of student teaching are needed. Each of the changes is discussed in more detail below.

First, recruiting and admitting qualified students is essential for enhancing doctoral student success. While the SOA has established practices to attract a qualified applicant pool, additional initiatives could prove beneficial. For example, continuous active participation in and attending the KPMG Project Fair in the Fall would increase program visibility and potentially increase the quality of the applicant pool. Further, being able to support campus visits of prospective students will allow us to attract high quality students to our program. Finally, engaging and maintaining good relations with our alumni, such as sponsoring an alumni workshop or conference at FAU to present their research and attend events on campus would further enhance the reputation of the program. Doctoral alumni are more likely to refer potential students to FAU if they maintain a strong connection.

Second, curriculum changes to allow students to successfully matriculate through coursework and develop a robust research portfolio would tremendously enhance doctoral student success. First, rotating the research seminars over three semesters rather than four would allow students to complete subject area coursework within two years and take the comprehensive exam during their second Summer semester. Second, a more rigorous periodic evaluation of students' performance in subject area coursework, the timeliness and quality of their work on required assignments, and providing detailed feedback on how to improve would ensure that they stay on track and complete their studies successfully and on time. Third, providing a more comprehensive SAS and STATA workshops over four half-days at the beginning of their first year in the Ph.D. program would provide students with early data analysis training, which is essential for doctoral research.

Third, with the increased importance on student learning at all institutions of higher education, providing doctoral students with a solid foundation in pedagogy is essential. Currently doctoral students are required to teach a minimum of two years and satisfactorily complete a doctoral seminar in pedagogy. In addition, doctoral students' teaching is evaluated by a member of the Accounting PhD Committee. However, future budgetary constraints may lead to a decrease in course sections that are offered every year, which may result in fewer opportunities for students to practice and improve their pedagogical skills. Further, this process is not formalized as a component of the degree requirements and is not included in the doctoral students' overall evaluation. A more formal process would identify deficiencies, allow for improvements, and provide a documented record of teaching performance.

Fourth, a PhD Program is faculty intensive as faculty members teach research seminars, provide advice to students on required Summer projects, and chair / participate in dissertations. Two important issues are raised. First, a critical mass of research-active faculty is required. Currently, the sufficiency of SOA faculty in this respect is adequate, but the loss of one or two key faculty members may jeopardize the accounting concentration. Second, a substantial number of faculty hours are required to supervise PhD students and their research, much of it during the summer. This activity is generally outside of their normal teaching loads. Since the number of students in the Accounting PhD concentration is fairly large, both of these issues are of critical importance to success of the program. These issues are addressed below in the faculty retention section.

Enhance Student Success through Faculty Retention

The success of all students is inherently linked to dedicated faculty with the appropriate credentials and experience. One of the greatest threats to the success of the SOA is a shortage of qualified faculty. Accordingly, efforts to retain qualified faculty and be in a position to attract faculty in the future is essential to the ongoing success of any academic unit.

While a complete competitive analysis is beyond the scope of this self-study, limited data included throughout this report suggest that the SOA is vulnerable to the loss of faculty to schools offering higher salaries, greater support and lower teaching assignments. Given the vulnerabilities and the importance of faculty, the SOA proposes a comprehensive analysis to benchmark the SOA to peer schools based on the following criteria:

- Salaries at all ranks
- Teaching load
- Graduate assistant (masters and doctoral level) support
- Summer support

- Average class size (undergraduate and master)
- Compensation for doctoral work (teaching seminars, supervising dissertations, etc.)
- Research expectations
- Service expectations

The results of the study should be used to inform faculty compensation, teaching load, support, research expectations and service expectations. In addition, how faculty assignments and rewards across teaching, service and research align with the individuals' personal goals and organizational goals should be considered. A commitment from the COB and FAU administration to make changes in these areas if the need for change is indicated by the analysis is essential to retain and attract the quality faculty needed for continued program success.

Recommendation	Justification	Required Action	Incremental Cost
Perform benchmarking study and modify faculty compensation, support and assignments as needed	Retain and attract qualified faculty	Budgetary approval	Undetermined-based on results of benchmarking study

Appendix A: Undergraduate Accounting and Taxation Courses

Principles of Accounting 1 (ACG 2021) 3 credits

Prerequisite: Sophomore standing

Introduction to financial accounting concepts. Emphasis is placed on the accounting cycle.

Principles of Accounting 2 (ACG 2071) 3 credits

Prerequisite: ACG 2021 with a grade of "C" or better

Introduction to managerial accounting concepts. Emphasis is placed on use of accounting information in decision-making.

Intermediate Theory 1 (ACG 3131) 3 credits

Prerequisite: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam

Prerequisite or Corequisite: FIN 3403 with a grade of "C" or better

An overview of financial reporting and practice in the United States and internationally with a focus on how management decisions impact financial statements.

Intermediate Theory 2 (ACG 3141) 3 credits

Prerequisite: ACG 3131

Prerequisite or Corequisite: GEB 3213

A continuation of ACG 3131. An in-depth study of accounting transactions, their effect on financial statements and the impact that management decisions have on financial statements.

Cost Accounting (ACG 3341) 3 credits

Prerequisite: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam

Designed to establish a working knowledge of two areas: 1) cost accounting techniques, including job costing, process costing, cost analysis, cost volume profit analysis, cost allocation, activity-based costing, budgeting, variance analysis, and transfer pricing, and 2) application of costing techniques to management decision making.

Cost Accounting Practice (ACG 3351) 3 credits

Prerequisite: ACG 3341

A continuation of ACG 3341, this course expands the understanding of behavioral concepts and applied processes in decision making within an organization.

Accounting Applications of Data Analytics (ACG 3842) 3 credits

Prerequisites: ACG 2071 with a grade of "C" or better and satisfactory performance on Principles of Accounting Competency Exam Applications of data analytics in auditing, managerial accounting and financial statement analysis.

Financial Analysis (ACG 4173) 3 credits

Prerequisite: ACG 3131 or FIN 3403

Analysis of business and financial information using published annual reports and other external information sources.

Accounting Information Systems 1 (ACG 4401) 3 credits

Prerequisite: ACG 3131

Prerequisite or Corequisite: ENC 3213 or GEB 3213

An examination of business process documentation, transaction cycles and applicable internal controls. Emphasis is placed upon expansive use of technology in business and understanding the nature of fraud.

Government Accounting (ACG 4501) 3 credits

Prerequisites: ACG 3141 and ACG 3341 with minimum grades of "C"

An advanced-level study of accounting and financial reporting for state and local governments. Provides a detailed review of the accounting and financial reporting standards promulgated by the authoritative body (GASB) influencing the accounting and reporting for state and local governmental entities. Covers fund accounting concepts and practices as well as government-wide financial reporting similar to private business consolidated reporting and the relationships between the two. Studies budgeting, accounting and reporting standards and practices for other not-for-profit entities.

Auditing and Assurance Services 1 (ACG 4651) 3 credits

Prerequisite: ACG 3141 and ACG 4401

An introduction to and overview of auditing concepts and techniques. Emphasis is placed on concepts and techniques applicable to the integrated audits of financial statements and internal controls over financial reporting performed by independent certified public accountants.

Fraud Examination (ACG 4682) 3 credits

Prerequisite: ACG 4651

An introduction to fraud examination from an accounting viewpoint. Designed to develop analytical skills that can be utilized by professionals responsible for the prevention, detection and investigation of fraud.

Federal Taxation 1 (TAX 4001) 3 credits

Prerequisite: ACG 3131

Prerequisite or Corequisite: GEB 3213

A study of the taxation of business entities is stressed. Also, significant classroom time is devoted to the federal income taxation of individuals.

Federal Taxation 2 (TAX 4011) 3 credits

Prerequisites: TAX 4001

A study of the income taxation of corporations and their shareholders; partnerships and their partners; and estates and trusts and their beneficiaries. Includes a study of the rights and obligations of the taxpayers in dealing with the Internal Revenue Service.

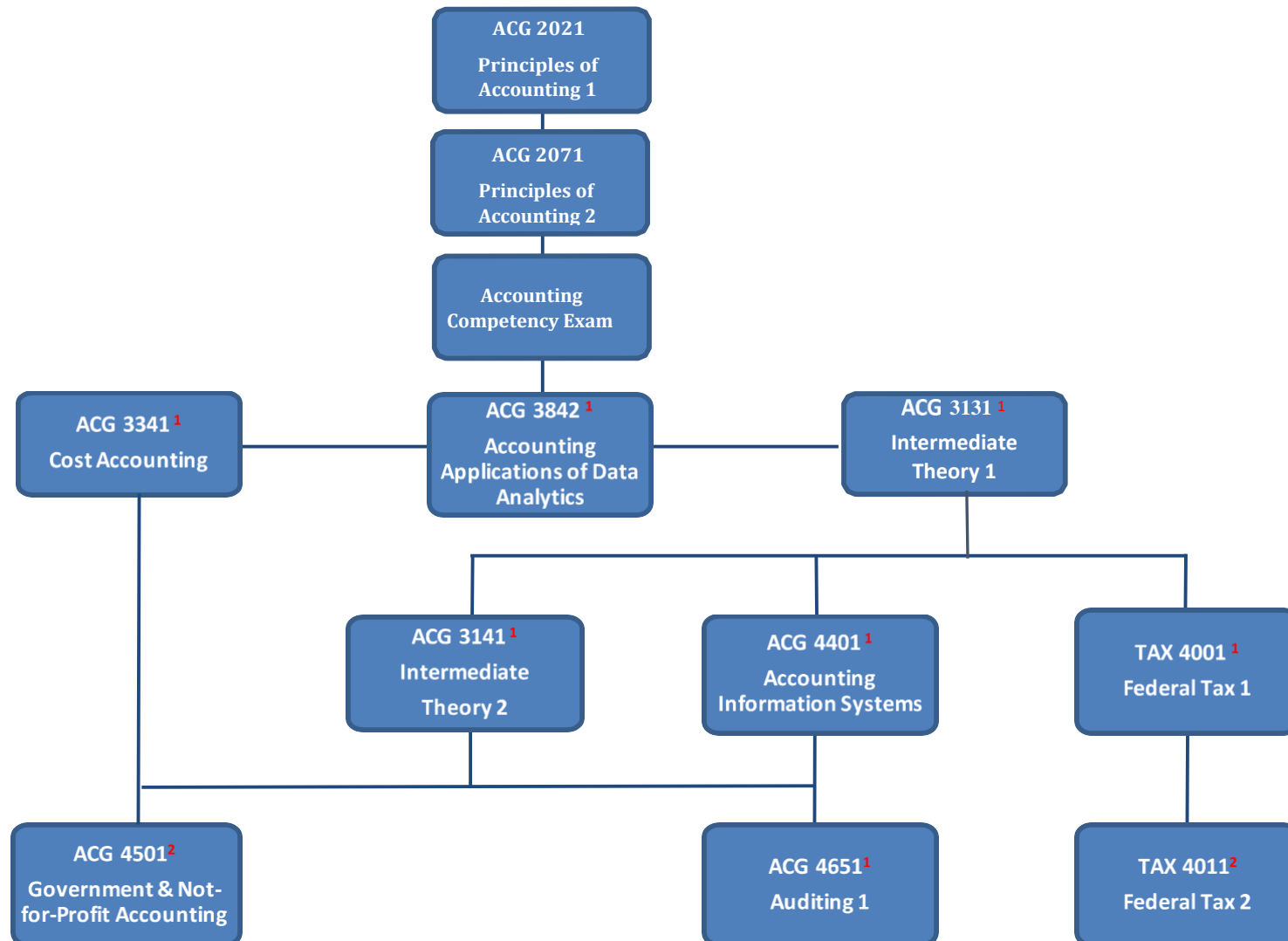
Tax Practice (TAX 4871) 3 credits

Prerequisite: TAX 4001

This course covers the elements of tax practice, including planning and accepting client engagements, ensuring quality service, researching technical matters, and addressing technical issues. Students learn how to prepare and file electronic tax returns, and they participate in the Volunteer Income Tax Assistance Program.

Appendix B: Undergraduate Course Flowchart

School of Accounting Undergraduate Flowchart



Appendix C: Undergraduate Program Student Learning Summaries

Table C-1. Financial Accounting

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Conceptual Framework • Generally Accepted Accounting Principles (U.S. GAAP) • Financial statement presentation • Elements and items in the financial statements and disclosure notes • Financial statement effects of accounting transactions • Articulation of financial statements • International Financial Reporting Standards • Analyzing accounting transactions and their effects on the financial statements • Solving complex accounting calculations 	<ul style="list-style-type: none"> • ACG 3131 • ACG 3141 	<ul style="list-style-type: none"> • Lectures • Handouts • Assigned exercises and problems from common textbook • Excel assignment • Online IFRS assignments 	<ul style="list-style-type: none"> • Exams • Excel Assignment • Online IFRS assignments • Case analysis with written memo (until 2018) • Comprehensive final exam 	<ul style="list-style-type: none"> • Common exam questions (ACG 3141) • Case analysis and memo (until 2018)
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Write a professional memo in response to a case analysis 	<ul style="list-style-type: none"> • ACG 3141 (until 2018) 	<ul style="list-style-type: none"> • Case analysis and written memo 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and memo (until 2018)
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Correctly identify and apply authoritative literature (U.S. GAAP), to economic events and or accounting transactions. • Determine the income statement and balance sheet treatment of economic events and or accounting transactions per U.S. GAAP. In addition, address how the proper application of U.S. GAAP impacts the income statement and balance sheet. 	<ul style="list-style-type: none"> • ACG 3141 (until 2018) 	<ul style="list-style-type: none"> • Case analysis and written memo 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and memo (until 2018)
<ul style="list-style-type: none"> • Applied Research 	<ul style="list-style-type: none"> • Search the Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) for answers on how to properly apply U.S. GAAP to economic events and or accounting 	<ul style="list-style-type: none"> • ACG 3141 (until 2018) 	<ul style="list-style-type: none"> • Case analysis and written memo 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and memo (until 2018)

	transactions.				
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Table C-2. Cost Accounting

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Cost accounting terminology and concepts • Cost structure • Cost behavior • Planning and control • Cost accounting techniques in the decision-making process • Apply cost accounting concepts and techniques to management decision-making scenarios 	<ul style="list-style-type: none"> • ACG 3341 	<ul style="list-style-type: none"> • Lectures • In-class and out of class exercises • Handouts 	<ul style="list-style-type: none"> • In-class exercises completed by students • Online quizzes • Exams directly related to the course learning objectives 	<ul style="list-style-type: none"> • Common exam questions

Table C-3. Data Analytics (beginning Fall 2020)

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Developing a data analytics mindset • Crafting questions that can be answered using data analytics • Data types and data sources • Big Data • Descriptive analytics • Diagnostic analytics • Predictive analytics 	<ul style="list-style-type: none"> • ACG 3842 (beginning Fall 2020) 	<ul style="list-style-type: none"> • Lectures • Video tutorials • In-class and out of class exercises 	<ul style="list-style-type: none"> • SmartBook reading tool • In-class and out of class exercises • In-class discussions • Video discussion boards • Labs • Capstone • Team projects 	<ul style="list-style-type: none"> • To be determined during 2020-2021

	<ul style="list-style-type: none"> • Prescriptive analytics • Data visualization • Excel • Tableau 			<ul style="list-style-type: none"> • Team presentation • Self and Peer evaluations 	
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Developing a data analytics mindset • Crafting questions that can be answered using data analytics • Data types and data sources • Big Data • Descriptive analytics • Diagnostic analytics • Predictive analytics • Prescriptive analytics • Data visualization • Excel • Tableau 	<ul style="list-style-type: none"> • ACG 3842 (beginning Fall 2020) 	<ul style="list-style-type: none"> • Lectures • Video tutorials • In-class and out of class exercises 	<ul style="list-style-type: none"> • In-class discussions • Video discussion boards • Screencasts recorded to explain Labs • Capstone • Team presentation 	<ul style="list-style-type: none"> • To be determined during 2020-2021

Table C-4. Accounting Information Systems

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
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<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Fraud overview, fraud triangle, and ways to prevent or detect fraud • Internal control objectives and COSO frameworks • Threats, risks, and internal controls for revenue cycle • Threats, risks, and internal controls for expenditure cycle • Threats, risks, and internal controls for production cycle • Threats, risks, and internal controls for human resources/payroll cycle • Threats, risks, and internal controls for the overall accounting information system • Business Process Diagrams • Data Flow Diagrams • Document Flowcharts 	<ul style="list-style-type: none"> • ACG 4401 	<ul style="list-style-type: none"> • Lectures • In-class and out of class exercises • YouTube videos • Handouts • Articles • Internet research • Cases 	<ul style="list-style-type: none"> • Systems Documentation assignments • In-class and out of class exercises • In-class discussions and out of class discussion boards • Quizzes • Exams directly related to the course learning objectives. • Cases requiring internet research • Group presentation of internet case topics 	<ul style="list-style-type: none"> • Comprehensive exam
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Threats, risks, and internal controls for revenue cycle • Threats, risks, and internal controls for expenditure cycle • Threats, risks, and internal controls for production cycle • Threats, risks, and internal controls for human resources/payroll cycle • Threats, risks, and internal controls for the overall accounting information system 	<ul style="list-style-type: none"> • ACG 4401 	<ul style="list-style-type: none"> • Lectures • YouTube videos • Articles • Internet research • Cases 	<ul style="list-style-type: none"> • In-class discussions and out of class discussion boards • Cases requiring internet research • Group presentation of internet case topics 	<ul style="list-style-type: none"> • Not part of the program assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Intermediate and advanced Excel skills 	<ul style="list-style-type: none"> • ACG 4401 (until 2020) 	<ul style="list-style-type: none"> • Internet tutorials 	<ul style="list-style-type: none"> • Excel projects based on accounting scenarios 	<ul style="list-style-type: none"> • Excel projects based on accounting scenarios (until 2020)

Table C-5. Auditing

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Auditing terminology, concepts, and techniques • Audit planning • Audit evidence • Risk assessment • Effective internal control over financial reporting • Audit procedures • Audit reports • Differences between the clarified auditing standards and the PCAOB auditing standard • Legal liability of auditors • Code of professional conduct • Standard setting bodies • Audits of revenue 	<ul style="list-style-type: none"> • ACG 4651 	<ul style="list-style-type: none"> • Lectures • In-class discussions of audit scenarios • Handouts and videos posted to Canvas • Online learning system • Practice quizzes using past Certified Public Accountant (CPA) examination problems 	<ul style="list-style-type: none"> • In-class participation • Professional memorandum on ethics in auditing applying the guidance from the 2013 COSO framework, Statement of Auditing Standards 99 (Consideration of Fraud in a Financial Statement Audit), and other sources of information. • Writing assignments • Examinations directly related to the course learning objectives 	<ul style="list-style-type: none"> • Case analysis and report
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Write a professional report in response to a cases analysis 	<ul style="list-style-type: none"> • ACG 4651 	<ul style="list-style-type: none"> • Case analysis and written report 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and report
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Identify recommendations that resolve an ethics related issue faced by management and the board of directors. 	<ul style="list-style-type: none"> • ACG 4651 	<ul style="list-style-type: none"> • Case analysis and written report 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and report
<ul style="list-style-type: none"> • Applied Research 	<ul style="list-style-type: none"> • Properly apply authoritative literature to a task that is salient to auditing. 	<ul style="list-style-type: none"> • ACG 4651 	<ul style="list-style-type: none"> • Case analysis and written report 	<ul style="list-style-type: none"> • Graded through the use of a rubric 	<ul style="list-style-type: none"> • Case analysis and report

Table C-6. Taxation

Student Learning Goals	Content	Courses	Method	Assessment of Learning	Program Assessment
<ul style="list-style-type: none"> • Content Knowledge • Critical Thinking 	<ul style="list-style-type: none"> • Introduction to taxes and tax policy • Fundamentals of tax planning • Measurement of taxable income • Introduction to the taxation of business income • Taxation of individual taxpayers • Corporations • Pass-through entities • The Gift Tax • Estates and Trusts • IRS Administration 	<ul style="list-style-type: none"> • TAX 4001 • TAX 4011 	<ul style="list-style-type: none"> • Lectures • Worksheets and handouts available on Canvas • Problems assigned from common textbook • Excel assignment • Practice quizzes & homework on Canvas • Academic research on tax policy is integrated in class lectures 	<ul style="list-style-type: none"> • Exams directly related to the course learning objectives • Online tax concepts exam • Excel assignment • In-class chapter quizzes • Problems submitted via Canvas with grades and feedback given to students on Canvas 	<ul style="list-style-type: none"> • Common exam questions

Appendix D: Undergraduate Program Academic Assessment Plan

Introduction

The undergraduate accounting major provides students with an educational foundation appropriate for the pursuit of advanced education and professional careers in accounting and related areas of business and government. Undergraduate accounting majors participate in innovative programs designed to develop technical, analytical, communication, interpersonal, and lifelong learning skills.

The undergraduate degree with a major in accounting requires students to complete the following:

1. All College of Business Degree Requirements
2. Intermediate Theory 1 (ACG 3131)
3. Intermediate Theory 2 (ACG 3141)
4. Cost Accounting (ACG 3341)
5. Accounting Applications of Data Analytics (ACG 3842) - beginning in Fall 2020
6. Accounting Information Systems 1 (ACG 4401)
7. Auditing and Assurance Services 1 (ACG 4651)
8. Federal Taxation 1 (TAX 4001)
9. Six (6) hours of ACG/TAX/Law Upper-Division (3000+) Electives

The student learning outcomes for the undergraduate accounting major are derived from the objectives of the degree and include content knowledge, critical thinking, applied research and communication. The content knowledge is assessed across five major areas of accounting: financial, cost, accounting information systems, audit, and taxation. The data analytics course will be added to the program assessment during 2020-2021.

Assessment Cycle

Month	Activity
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean's report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term

January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

Student Learning Outcomes and Curriculum Map

Outcome Description	Student Learning Goals				Assessment	
	Content Knowledge	Critical Thinking	Applied Research	Communication	Where	How
Students will demonstrate knowledge of basic concepts in financial accounting (the Conceptual Framework, accounting transactions and financial statement effects, financial statement presentation, and the articulation of financial statements). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 3131 until 2018	Exam
Students will demonstrate their ability to properly apply authoritative literature (US GAAP) to the recording of economic events, including their correct presentation on the income statement and balance sheet, by writing a professional memo.	x	x	x	x	ACG 3141 until 2018	Case
Students will demonstrate knowledge of basic concepts in financial accounting (articulation and presentation of financial	x	x			ACG 3141 beginning	Exam

statements, analyze accounting transactions and their effects on financial statements, and solve complex accounting calculations, such as, earnings per share). Students will also demonstrate their ability to think critically about accounting problems and issues.					2018	
Students will demonstrate knowledge of basic concepts in cost accounting (transaction flow, cost behavior and relationships, product costing, and budget concepts). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 3341	Exam
Students will demonstrate an understanding of accounting processes and controls in a computerized environment. Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			ACG 4401	Exam
Students will demonstrate proficiency in formatting, filtering, and calculating data in Excel, as well as creating advanced formulas and PivotTables.	x	x			ACG 4401 until 2020	Excel
Students will write a memo that requires them to summarize technical content and to identify applications of that content. Further, they need to explain to persons outside the profession why these applications are appropriate to achieve stated goals.	x	x	x	x	ACG 4651	Case
Students will demonstrate knowledge of basic concepts in tax accounting (major inclusions and exclusions, timing of income and deductions, cost recovery calculation, non-taxable exchanges, and taxation of flow-through entities). Students will also demonstrate their ability to think critically about accounting problems and issues.	x	x			TAX 4001	Exam
Students will demonstrate all the competencies necessary to pass the CPA exam.	x	x	x	x	External until 2017	CPA Exam Pass Rate
Students will demonstrate all competencies required to pursue graduate or advanced professional education in accounting, tax, and related fields.	x	x	x	x	External until 2017	Graduate Admissions

Financial Accounting Program Assessment – Common Exam Questions in ACG 3131 (until 2018)	
<p><u>Student Learning Goals</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking <p><u>Assessment Method</u> Common multiple-choice questions directly related to the learning objectives identified on the ACG 3131 syllabus.</p> <p><u>Outcome Description</u> Students will demonstrate knowledge of basic concepts in financial accounting (the Conceptual Framework, accounting transactions and financial statement effects, financial statement presentation, and the articulation of financial statements). Students will also demonstrate their ability to think critically about accounting problems and issues.</p> <p><u>Criteria for Success</u> 75% of undergraduate students will successfully answer at least 75% of the multiple-choice questions on content knowledge and critical thinking skills.</p>	<p><u>Percentage Competent</u></p> <p>2014-2015: 68% 2015-2016: 63% 2016-2017: 69% 2017-2018: 76%* 2018-2019: N/A 2019-2020: N/A</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: The course will change to align more closely with the goals and requirements of Part 1 of an intermediate financial accounting course. Material on cash and receivables will be moved from ACG 3141 to ACG 3131 and information covered in other courses, such as the time value of money, will be eliminated from ACG 3131. The assessment questions will be modified to reflect the change in the course coverage. These changes will be implemented beginning in 2017-18.</p> <p>2016-2017: Beginning in 2017-18, change content coverage to reflect changes in accounting standards in regards to the subsequent measurement of inventory to the lower of cost or net realizable value. Assessment questions will be modified to reflect the change in course coverage. In addition, to decrease the number of students who are not prepared for upper-division accounting coursework, students will only be permitted to take the Accounting Competency Exam a maximum of three times.</p> <p>2017-2018: Faculty decided to discontinue assessment in ACG 3131 beginning in 2018-19. Instead, students will be assessed on financial accounting concepts in ACG 3141. This will be more appropriate because it will allow students to demonstrate the knowledge retained from ACG 3131 in addition to knowledge acquired in ACG 3141.</p> <p>2018-2019: N/A</p> <p>2019-2020: N/A</p>

Financial Accounting Program Assessment – Case Analysis and Memo in ACG 3141 (2014 until 2018)	
<p><u>Student Learning Goals</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication <p><u>Assessment Method</u> Case analysis and written memo. Graded with a standardized rubric.</p> <p><u>Outcome Description</u> Students will demonstrate their ability to properly apply authoritative literature (U.S. GAAP) to the recording of economic events, including their correct presentation on the income statement and balance sheet, by writing a professional memo.</p> <p><u>Criteria for Success</u></p> <ol style="list-style-type: none"> 1. Content Knowledge and Critical Thinking: At least 75% of students will correctly identify the correct US GAAP standards. 2. Critical Thinking and Applied Research: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to properly apply authoritative literature (US GAAP) in determining how to properly report the economic events on the income statement and balance sheet. 3. Communication: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to successfully communicate accounting matters. 	<p><u>Percentage Competent</u></p> <p>2014-2015: Content Knowledge: 90%* Critical Thinking and Applied Research: 93%* Communication: 91%*</p> <p>2015-2016: Content Knowledge: 86%* Critical Thinking and Applied Research: 88%* Communication: 92%*</p> <p>2016-2017: Content Knowledge: 92%* Critical Thinking and Applied Research: 93%* Communication: 94%*</p> <p>2017-2018: Content Knowledge: 91%* Critical Thinking and Applied Research: 85%* Communication: 91%*</p> <p>2018-2019: N/A</p> <p>2019-2020: N/A</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: Writing assignment case and rubric revised to coincide with the topic assigned.</p> <p>2015-2016: Writing assignment case and rubric revised to coincide with the topic assigned.</p> <p>2016-2017: Writing assignment case and rubric revised to coincide with the topic assigned.</p> <p>2017-2018: The faculty have decided to assess financial accounting knowledge in ACG 3141 rather than in ACG 3131. As a result of this change, communication</p>

	<p>and research skills will no longer be assessed in ACG 3141, but will continue to be assessed in ACG 4651.</p> <p>2018-2019: N/A</p> <p>2019-2020: N/A</p>
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Financial Accounting Program Assessment – Common Exam Questions in ACG 3141 (2018 to present)	
<p><u>Student Learning Goals</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking <p><u>Assessment Method</u> Common multiple-choice questions directly related to the learning objectives identified on the ACG 3131 and ACG 3141 syllabi.</p> <p><u>Outcome Description</u> Students will demonstrate knowledge of basic concepts in financial accounting (articulation and presentation of financial statements, analyze accounting transactions and their effects on financial statements, and solve complex accounting calculations, such as, earnings per share). Students will also demonstrate their ability to think critically about accounting problems and issues.</p> <p><u>Criteria for Success</u> 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.</p>	<p><u>Percentage Competent</u> 2018-2019: 85%* 2019-2020: 80%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u> 2018-2019: None 2019-2020: None</p>

Cost Accounting Program Assessment – Common Exam Questions in ACG 3341	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Critical Thinking</p> <p><u>Assessment Method</u> Common multiple-choice questions directly related to the learning objectives identified on the ACG 3341 syllabus.</p> <p><u>Outcome Description</u> Students will demonstrate knowledge of basic concepts in cost accounting (transaction flow, cost behavior and relationships, product costing, and budget concepts). Students will also demonstrate their ability to think critically about accounting problems and issues.</p> <p><u>Criteria for Success</u> 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.</p>	<p><u>Percentage Competent</u> 2014-2015: 85%* 2015-2016: 67% 2016-2017: 76%* 2017-2018: 60% 2018-2019: 73% 2019-2020: 78%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u> 2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: Revise course coverage to be more comprehensive and consistent with learning objectives. Expand the set of common multiple-choice questions to be used from 20 to 60 to provide a better overall assessment. Provide assessment in connection with each exam to improve the connection with the corresponding lecture. In addition, to decrease the number of students who are not prepared for upper-division accounting coursework, students will only be permitted to take the Accounting Competency Exam a maximum of three times.</p> <p>2017-2018: None</p> <p>2018-2019: None</p> <p>2019-2020: Because of the switch to all online courses during the COVID-19 pandemic, the assessment will be administered via a cumulative final exam instead of three separate exams beginning in Fall 2020.</p>

Accounting Information Systems Program Assessment – Comprehensive Exam in ACG 4401	
<p>Student Learning Goals</p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking <p>Assessment Method Students will be assessed on AIS content knowledge and critical thinking skills by completing a comprehensive exam near the end of the course.</p> <p>Outcome Description Students will demonstrate an understanding of accounting processes and controls in a computerized environment. Students will also demonstrate their ability to think critically about accounting problems and issues.</p> <p>Criteria for Success 75% of undergraduate students will successfully answer at least 70% of the exam questions correctly to achieve competency.</p>	<p>Percentage Competent</p> <p>2014-2015: 65% 2015-2016: 74% 2016-2017: 74% 2017-2018: 77%* 2018-2019: 83%* 2019-2020: 87%*</p> <p>*Criteria for success met.</p> <p>Program Improvements</p> <p>2014-2015: The program improvements for 2014-15 that were suggested during the 2013-14 assessment process were to increase the difficulty of the comprehensive exam for all sections that were not part of the Accounting Scholars Program. This was done during 2014-15; however, the changes were too dramatic, resulting in the drastically reduced competency rate (down from 96%). For 2015-16, students in the non-Scholar sections will be required to complete a full-length practice exam with a passing grade (using multiple attempts) before being allowed to access the comprehensive exam to encourage students to be better prepared. Full-length practice exams were provided during 2014-15, but only about one-third of the students completed them because they were not a required assignment.</p> <p>2015-2016: The competency rate has improved to within 1% of the target rate. Course content will be modified during 2016-17 to help students better understand the most significant AIS concepts in the course.</p> <p>2016-2017: The competency rate remains within 1% of the target rate. During 2016-17, course materials and quizzes were revised; however, many students did not take advantage of the materials and quizzes. In Spring 2018, a new interactive digital textbook tool will be used in online sections to improve reading comprehension and student participation.</p> <p>2017-2018: None</p> <p>2018-2019: None</p> <p>2019-2020: None</p>

Accounting Information Systems Program Assessment – Excel Skills in ACG 4401 (until 2020)	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Critical Thinking</p> <p><u>Assessment Method</u> Students will be assessed on Excel skills by completing multiple Excel projects that simulate business scenarios.</p> <p><u>Outcome Description</u> Students will demonstrate proficiency in formatting, filtering, and calculating data in Excel, as well as creating advanced formulas and PivotTables.</p> <p><u>Criteria for Success</u> 75% of undergraduate students will score at least 70% on the Excel projects to achieve competency. The assignments are structured with multiple attempts for students to achieve mastery, not just competence.</p>	<p><u>Percentage Competent</u> 2014-2015: 99%* 2015-2016: 94%* 2016-2017: 93%* 2017-2018: 90%* 2018-2019: 94%* 2019-2020: 93%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u> 2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: None</p> <p>2017-2018: Evaluate external assessment tools for Excel.</p> <p>2018-2019: None</p> <p>2019-2020: The Excel assessment will be moved to ISM 3011 Management Information Systems, which is a required course for accounting majors beginning in Fall 2020.</p>

Auditing Program Assessment – Case Analysis and Report in ACG 4651	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication</p> <p><u>Assessment Method</u> Case analysis and written report. Graded with a standardized rubric.</p> <p><u>Outcome Description</u> Students will write a memo that requires them to summarize technical content and to identify applications of that</p>	<p><u>Percentage Competent</u> 2014-2015: Content Knowledge, Critical Thinking, and Research: 45% Communication: 50% 2015-2016: Content Knowledge, Critical Thinking, and Research: 86%* Communication: 88%* 2016-2017: Content Knowledge, Critical Thinking,</p>

<p>content. Further, they need to explain to persons outside the profession why these applications are appropriate to achieve stated goals.</p> <p><u>Criteria for Success</u></p> <ol style="list-style-type: none"> 1. Content Knowledge, Applied Research and Critical Thinking: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to properly apply authoritative literature and Identify appropriate solutions to management and the board on an ethics related issue. 2. Communication: At least 75% of students will perform at the competent level (3 or better on a 5-point scale) in overall ability to successfully communicate the recommendations. 	<p>and Research: 85%* Communication: 88%* 2017-2018: Content Knowledge, Critical Thinking, and Research: 82%* Communication: 85%* 2018-2019: Content Knowledge, Critical Thinking, and Research: 98%* Communication: 98%* 2019-2020: Content Knowledge, Critical Thinking, and Research: 99%* Communication: 97%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: None</p> <p>2017-2018: None</p> <p>2018-2019: None</p> <p>2019-2020: The grading process will be reviewed by the Course Coordinator.</p>
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Taxation Program Assessment – Common Exam Questions in TAX 4001	
<p><u>Student Learning Goals</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking <p><u>Assessment Method</u> Common multiple-choice questions directly related to the learning objectives identified on the TAX 4001 syllabus.</p> <p><u>Outcome Description</u> Students will demonstrate knowledge of basic concepts in tax accounting (major inclusions and exclusions, timing of income and deductions, cost recovery calculation, non-taxable exchanges, and taxation of flow-through entities). Students will also demonstrate their ability to think critically about accounting problems and issues.</p> <p><u>Criteria for Success</u> 75% of undergraduate students will successfully answer at least 70% of the multiple-choice questions on content knowledge and critical thinking skills.</p>	<p><u>Percentage Competent</u></p> <p>2014-2015: 24% 2015-2016: 32% 2016-2017: 57% 2017-2018: 68% 2018-2019: 62% 2019-2020: 67%</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: Revise assessment to better align with course coverage. The percentage of TAX 4401 sections taught by full-time faculty will be increased beginning in 2017-18.</p> <p>2017-2018: None</p> <p>2018-2019: None</p> <p>2019-2020: Improving TAX 4001 competency is an ongoing effort by all faculty teaching this course.</p>

External Program Assessment - CPA Exam Pass Rate (until 2017)	
<p><u>Student Learning Goals</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication <p><u>Assessment Method</u> Analysis of performance on the CPA exam provided by the National Association of State Boards of Accountancy (NASBA).</p> <p><u>Outcome Description</u> Students will demonstrate all the competencies necessary to pass the CPA exam.</p> <p><u>Criteria for Success</u> Students' average pass rate will be equal to or greater than the national average.</p>	<p><u>Percentage of First-Time Candidates Passing</u> (National Average in parentheses).</p> <p>2014-2015: ALL 45.5 (55.0) - AUD 56.3*, BEC 46.7, FAR 37.5, REG 45.5</p> <p>2015-2016: AUD 60.0* (50.7), BEC 72.2* (61.1), FAR 47.1 (51.6), REG 55.6* (53.0)</p> <p>2016-2017: AUD 38.9 (50.0), BEC 47.4 (63.8), FAR 31.3 (50.6), REG 61.5* (52.3)</p> <p>2017-2018: N/A 2018-2019: N/A 2019-2020: N/A</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: Roughly 10% of FAU accounting undergraduates pursue CPA licensure. The SOA Director charged the Undergraduate Curriculum Committee with evaluating the appropriateness of using the CPA exam metric for program assessment.</p> <p>2017-2018: N/A 2018-2019: N/A 2019-2020: N/A</p>

External Program Assessment - Graduate School Admission (until 2017)	
<p><u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication <p><u>Assessment Method</u> Acceptance rate for School of Accounting students applying to FAU College of Business graduate programs.</p> <p><u>Outcome Description</u> Students will demonstrate all competencies required to pursue graduate or advanced professional education in accounting, tax, and related fields.</p> <p><u>Criteria for Success</u> 75% or more of FAU accounting undergraduates who apply to FAU College of Business graduate programs will be accepted.</p>	<p><u>Percentage Accepted</u></p> <p>2014-2015: 80%* 2015-2016: N/A 2016-2017: 53% 2017-2018: N/A 2018-2019: N/A 2019-2020: N/A</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: N/A</p> <p>2016-2017: Roughly 10% of FAU accounting undergraduates apply to graduate school at FAU. The SOA Director charged the Undergraduate Curriculum Committee with evaluating the appropriateness of using the graduate school admissions metric for program assessment.</p> <p>2017-2018: N/A 2018-2019: N/A 2019-2020: N/A</p>

Appendix E: Accounting Scholars Program Student Learning Summaries

Student Learning Goals	Content	Courses	Assessment
Content Knowledge	Advanced content knowledge in financial, cost, accounting information systems, audit, governmental and tax	Compacts for ACG 3131, ACG 3341, ACG 3141, ACG 4401, ACG 4501, ACG 4651, and TAX 4001 and Capstone Experience	Graded through the use of a rubric.
Communication	Write a professional memo, letter, resume, and technical report. Deliver a professional oral presentation.	Compacts for ACG 3131, ACG 3341, ACG 3141, ACG 4401, ACG 4501, ACG 4651, and TAX 4001 and Capstone Experience	Graded through the use of a rubric.
Critical Thinking	Analyzing internal control weakness	Compact for ACG 4401	Graded through the use of a rubric.
	Analyzing alternative accounting treatments of a transaction	Compact for ACG 3141	Graded through the use of a rubric.
	Analyzing new accounting pronouncements	Compact for ACG 4501	Graded through the use of a rubric.
	Analyzing public records for client acceptance	Compact for ACG 4651	Graded through the use of a rubric.
	Case analysis	Capstone Experience	Graded through the use of a rubric and judged by SOA faculty.
Applied Research	Using authoritative literature to identify and solve contemporary accounting issues.	Compacts for ACG 3141 ACG 4651, ACG 4501, TAX 4001, TAX 4011, and Capstone Experience	Graded through the use of a rubric. The Capstone Experience is judged by SOA faculty.

Appendix F: Master of Accounting Program Student Learning Summaries

Areas	Student Learning Goals	Content	Courses	Methods	Assessment
Financial	Content Knowledge	Coverage includes accounting theories, select topics of intermediate and advanced accounting, and more recent standards concerning topics such as the consolidation of VIE, fair value measurements, and accounting for derivatives and hedging.	ACG 6135 & 6138; also, ACG 6137 for MBA-ACC	Lectures, readings from textbooks, codification, or professional publications, completion of in-class or take-home class activities.	Exams, quizzes, graded class activities, and a graded case assignment.
	Communication	Students are required to write a research paper and present their work as an advocate or an opponent for ACG 6135 in a group or individual setting. In ACG 6138, students prepare a business memo and present their recommendation individually. In ACG 6137 (a core class for MBA-ACC), students are also required to complete a writing assignment and to make discussion board posts.	ACG 6135 & 6138	Completion of a research paper on a FASB project, along with a group or individual presentation in ACG 6135. Completion of a case analysis, along with an individual presentation in ACG 6138.	Grading rubrics.
	Critical Thinking	The research paper for ACG6135 requires students to critically evaluate the proposed standard updates under a FASB project as an advocate or as an opponent. The case assignment in ACG 6138 requires students to form a recommendation for a transaction based on their interpretations and applications of the standard guidance and their business knowledge.	ACG 6135 & 6138	Completion of a research paper on a FASB project or current accounting issue in ACG 6135. Completion of a case analysis on one of the topics covered in ACG 6138.	Critical thinking score for case analysis.
	Applied Research	Students are expected to research a FASB project that involves a complicated topic about which they may have little prior knowledge. The case assignment in ACG 6138 requires students to research the FASB Accounting Standards Codification (ASC) to identify applicable standards.	ACG 6135 & 6138	Completion of a research paper on a FASB project or current accounting issue in ACG 6135. Completion of a case analysis on one of the topics covered in ACG 6138.	Grading rubrics and case analysis score for case analysis.
Accounting Information	Content Knowledge	Coverage includes 1) identify advanced applications in AIS	ACG 6475	Lectures, an XBRL assignment, and Data	Exams, a published

Systems		design and implementation, including the systems life cycle, information technology, and computerized systems; 2) create comprehensive sets of internal controls, including those under the COSO and COBIT frameworks; 3) perform analytical tasks (e.g., using Tableau); and 4) match XBRL and its importance to society.		Analytics homework.	XBRL case, and Tableau training manual.
	Communication	Students are required to present their findings for their group project and author a research memo on an individual basis.	ACG 6475	Completion of an individual research memo and a group presentation.	Grading rubrics.
	Critical Thinking	Students are required to resolve case-based issues for their group project in addition to completing a real-life, challenging XBRL problem and a Tableau project.	ACG 6475	Completion of cases, an XBRL assignment, and Tableau project.	Textbook solution and a grading rubric for assignment.
	Applied Research	Students are required to complete a research memo related to an AIS topic.	ACG 6475	Completion of a research memo	Grading rubric.
Audit	Content Knowledge	From cases based on real companies and events as well as hypothetical situations and thought experiments, students learn to recognize, describe and integrate professional audit regulations and guidance related to auditing and assurance services, and apply their knowledge of specific audit and assurance standards.	ACG 6655	Cases written by the professor and from textbooks.	Quizzes, case write-ups and participation.
	Communication	Student participation is monitored and evaluated.	ACG 6655	Class participation and discussion of cases.	Based on professor's assessment of student participation.
	Critical Thinking	Students analyze facts in the cases and apply their judgment skills pertaining to audit issues, including ethical considerations.	ACG 6655	Cases written by the professor and from textbooks.	Based on professor's assessment of case write-ups and participation
Taxation	Content Knowledge	Using authoritative sources, students learn to identify, describe, and analyze the concepts of gross income and exclusions, dealings in property, assignment of income, deductions, timing, character, and deferral.	TAX 6025	Lectures conducted using a case-based approach.	Exams.

	Communication	Student participations in class discussions are monitored and evaluated.	TAX 6025	Case-based textbook chapters	Based on professor's assessment of student participation in discussions.
	Critical Thinking	Students are required to evaluate various rulings pertaining to a topic.	TAX 6025	Cases in textbooks.	Exams and professor's assessment of students' comments in class.
	Applied Research	Access and analyze tax case law, code and regulation to respond to case book assignments and real-life client issues,	All	Case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues	Exams; assignments; class participation.
Business Communications	Communication	Students learn about various aspects of both written and spoken communication in a business setting.	GEB 6215	Completion of general assignments required in GEB 6215; examples of these assignments include an executive summary, a short paper, an analytical and persuasive presentation, self-evaluation memos, and a team intercultural project. Students then complete integrated assignments in core accounting/tax courses, along with presentations in both classes.	Grading rubrics.
	Critical Thinking	Students are required to identify a problem, develop and analyze alternatives, determine the best alternative, and present a logical recommendation. They then make a well-reasoned, substantially supported presentation to describe their analysis and to win support for their ideas.	GEB 6215	Completion of a persuasive outline in preparation for a boardroom-style oral presentation.	Grading rubrics and student self- and peer-evaluations.

Appendix G: Master of Accounting Program Academic Assessment Plan

Introduction

The MAC Program lays the educational foundation for professional and career goals, including but not limited to the CPA exam. It is designed to prepare graduates for careers in public accounting, industry and government. The program is committed to providing academic and cultural diversity as well as a progressive learning experience. It emphasizes the building of skills necessary to succeed in the business community including teamwork, leadership and the ability to communicate effectively.

The MAC Program requires a minimum of 30 semester hours. The following are required courses:

- Advanced Accounting Theory (ACG 6135)
- Advanced Financial Reporting and Accounting Concepts (ACG 6138)
- Advanced Accounting Information Systems (ACG 6475)
- Advanced Auditing Theory and Practice (ACG 6655)
- Concepts of Federal Income Tax (TAX 6025)
- Communication Strategies for Business Professionals and Core-Course Follow-Up (GEB 6215)

In addition to the above required courses, students must complete the following:

- One accounting elective (approved 6000-level ACG or TAX course)
- Three program electives (approved 5000 or 6000-level ACG or TAX course or 6000-level business course)

Students without an accounting undergraduate degree, or those who did not perform at a satisfactory level in their undergraduate courses, will be required to complete additional foundation courses.

MAC Program assessment consists of three outcomes. These outcomes focus on the following: (1) advanced accounting, (2) advanced auditing, and (3) communication skills. There are communication components in the advanced accounting and advanced auditing assessments; however, there is a separate communication skills outcome administered by the college-wide Business Communications Program. The COB Business Communications Program is being evaluated in a separate self-study. Accordingly, only the communication components of the advanced accounting and advanced auditing assessments will be included in this analysis.

Assessment Cycle

Month	Activity
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean's report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term
January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

MAC Program Assessment - Student Learning Outcomes

Outcome Description	Student Learning Goals					Assessment	
	Content Knowledge	Declarative Knowledge	Critical Thinking	Applied Research	Communication	Where	How
Students will demonstrate advanced financial accounting theory content knowledge, critical thinking, applied research and communication skills.	x		x	x	x	ACG 6135	Paper and Presentation
Students will demonstrate advanced auditing content knowledge, declarative knowledge, critical thinking, and communication skills.	x	x	x		x	ACG 6655	Case Discussion
Administered by the COB Business Communications Program: Students will demonstrate effective writing and speaking skills. Business Communication Program faculty will assess a paper and presentation based on rubrics designed specifically for assessment rather than for course grading. The paper's					x	GEB 6215	Paper and Presentation

<p>rubric will assess format, content, organization, and writing. The presentation's rubric will assess content, organization, delivery, and visuals. In the written communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, organization, format, and writing. In the oral communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, structure, visuals, and delivery.</p>							
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MAC Program Assessment - Advanced Accounting in ACG 6135	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication</p> <p><u>Assessment Method</u> A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, and communication skills as they pertain to the curriculum in Advanced Accounting Theory (ACG 6135).</p> <p><u>Outcome Description</u> Students will demonstrate advanced financial accounting theory content knowledge, critical thinking, applied research, and communication skills.</p> <p><u>Criteria for Success</u> At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research and communication skills.</p>	<p><u>Percentage Competent</u></p> <p>2014-2015: Content Knowledge: 100%* Critical Thinking: 96%* Applied Research: 93%* Written Communication: 93%* Presentation Communication: 82%*</p> <p>2015-2016: Content Knowledge: 100%* Critical Thinking: 97%* Applied Research: 93%* Written Communication: 90%* Presentation Communication: 89%*</p> <p>2016-2017: Content Knowledge: 100%* Critical Thinking: 94%* Applied Research: 94%* Written Communication: 97%* Presentation Communication: 79%*</p> <p>2017-2018: As a result of staffing changes in the course, assessment was put on hiatus for one year.</p> <p>2018-2019: Content Knowledge: 100%* Critical Thinking: 98%* Applied Research: 100%*</p>

	<p>Communication: 100%*</p> <p>2019-2020: Content Knowledge: 86%* Critical Thinking: 88%* Applied Research: 89%* Communication: 96%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u> 2014-2015: While the students do fairly well on the writing component, there is room for improvement on the presentation component. Project instructions will be revised to better assist students with the presentation expectations.</p> <p>2015-2016: The presentation and paper will be separated into two assignments so that students have two opportunities for feedback.</p> <p>2016-2017: The writing assignment for this course will be shortened to reflect the writing responsibilities that students will face in practice after graduation.</p> <p>2017-2018: Revise assessment and rubric.</p> <p>2018-2019: None</p> <p>2019-2020: The SOAEP sections are being offered in different terms to determine the most appropriate time to offer these sections during the academic year. After this is determined, the SOAEP sections will be included in the assessment process.</p>
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MAC Program Assessment - Advanced Auditing in ACG 6655	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Declarative Knowledge 3. Critical Thinking 4. Communication</p> <p><u>Assessment Method</u> A standardized rubric was developed to assess students' content knowledge, declarative knowledge, critical thinking, and communication skills as they pertain to the curriculum in Advanced Auditing Theory and Practice (ACG 6655).</p> <p><u>Outcome Description</u> Students will demonstrate advanced auditing content knowledge, declarative knowledge, critical thinking, and communication skills.</p> <p><u>Criteria for Success</u> At least 75% of students will perform at the competent level or better in content knowledge, declarative knowledge, critical thinking, and communication skills.</p>	<p><u>Percentage Competent</u> 2014-2015: Content Knowledge: 83%* Declarative Knowledge: 85%* Critical Thinking: 79%* Communication: 83%*</p> <p>2015-2016: Content Knowledge: 99%* Declarative Knowledge: 98%* Critical Thinking: 92%* Communication: 59%</p> <p>2016-2017: Content Knowledge: 94%* Declarative Knowledge: 94%* Critical Thinking: 93%* Communication: 94%*</p> <p>2017-2018: Content Knowledge: 97%* Declarative Knowledge: 93%* Critical Thinking: 83%* Communication: 83%*</p>

	<p>2018-2019: Content Knowledge: 91%* Declarative Knowledge: 92%* Critical Thinking - Reasoning: 89%* Critical Thinking - Conclusion: 88%* Communication - Structure: 93%* Communication - Tone: 94%* Communication - Debate: 91%* Communication - Grammar: 96%*</p> <p>2019-2020: Content Knowledge: 92%* Declarative Knowledge: 95%* Critical Thinking - Reasoning: 90%* Critical Thinking - Conclusion: 89%* Communication - Structure: 92%* Communication - Tone: 94%* Communication - Debate: 92%* Communication - Grammar: 92%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u></p> <p>2014-2015: None</p> <p>2015-2016: None</p> <p>2016-2017: None</p> <p>2017-2018: Revise rubric to better capture attributes being assessed.</p> <p>2018-2019: New professor is revising the course for the non-Executive Program sections to include an instrument for assessment.</p> <p>2019-2020: None</p>
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Appendix H: Master of Accounting – Accounting Information Systems Concentration

MAC students who successfully complete five specified courses, in addition to five core MAC courses, will be awarded a Master of Accounting – Accounting Information Systems (MAC-AIS).

In order to obtain the concentration, students are required to complete the following courses:

- Advanced Accounting Information Systems (ACG 6475)
- Information Technology Auditing (ACG 6625)

Students will also choose three of the eight ISM courses listed below:

- Data Mining and Predictive Analytics (ISM 6136)
- Database Management Systems (ISM 6217)
- Information Technology Project and Change Management (ISM 6316)
- Management of Information Assurance and Security (ISM 6328)
- Enterprise Information Technology Service Management (ISM 6368)
- Introduction to Business Analytics and Big Data (ISM 6404)
- Advanced Business Analytics (ISM 6405)
- Data Management and Analysis with Excel (QMB 6303)

Of the *Peer Schools* (Georgia State and FIU), only FIU offers a concentration program (in Data Analytics). Of the *Aspirant Schools* (George Mason and Arkansas), Arkansas offers a concentration program in Assurance and Analytics, while GMU only offers a certificate program in Accounting Analytics (not identified below). For Arkansas, I included the internship as one of the 10 required courses.

	FAU	GSU¹	FIU	GMU	ARK
Number of Required Courses	5	8	10	5	10
Advanced Accounting Information Systems	Required		Required		Required
Information Technology Auditing	Required		Required		
Database Management Systems	Elective				Elective
Management of Information Assurance and Security	Elective				
Data Mining and Predictive Analytics	Elective	Required			
Enterprise Information Technology Service Management	Elective				Elective
Advanced Business Analytics	Elective	Required			
Information Technology Project and Change Management	Elective				Elective
Introduction to Business Analytics and Big Data	Elective	Required	Required		Elective
Data Management and Analysis with Excel	Elective	Required			Elective
Machine Learning for Analytics		Required			
Fraud Examination			Required	Required	Elective
Statistical Foundations for Analytics		Required			
Deep Learning Analytics		Required			
Math/Programming requirement		Required			
Business Data Visualization			Required		
ERP Fundamentals					Elective
Seminar in ERP Development					Elective

¹This program is not a Master of Accounting program, rather, it is a MS. in Data Analytics. There are also 3 elective courses that must be taken. The GSU Master of Professional Accountancy is not comparable.

Appendix I: Master of Accounting – Taxation Concentration

The Master of Accounting – Taxation Concentration (MAC-TAX) reflects the focus of MAC students who successfully complete a sufficient number of elective graduate tax courses. Beginning in Fall 2013, MAC students who successfully complete the following tax courses will be awarded a MAC-TAX.

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- International Tax (TAX 6525)

The minimum number of courses required by FAU's MAC-TAX is similar to the minimum required by the *Comparison Schools*. Although there is some variance in the requirements, the concentration programs (including FAU) focus on entity taxation. This is appropriate given that the primary degree is a MAC and these degrees are entity-focused. It is also important to note that FAU is the *only* school included in the analysis to offer a Master (or MS) of Taxation and a Master (or MS) of Accounting with Tax Major or Concentration.

Required Tax Courses and Tax Topics Covered for Tax Major or Concentrations

	FAU	GSU	FIU	GMU	ARK
Number of Required Tax Courses	5	NA	4	NA	6
Tax Concepts / Principles	Required				
Tax Research	Required		Required (½)		
Corporate Tax	Required				Required
Partnership Tax	Required				Required
Estate & Gift Tax /Estate Planning					Required
International Tax	Required		Required		Required
Tax Practice & Procedure			Required (½)		
Current Tax Topics / Seminar			Required		
State and Local Taxation			Required		Required

Appendix J: Master of Taxation Program Student Learning Summary

Areas	Student Learning Goals	Content	Courses	Methods	Assessment
Taxation	Content Knowledge	Tax 6025 and Tax 6065 provide basic tax knowledge and research techniques. The other courses provide detailed information about particular areas in taxation. The intent of all the courses is to provide a firm understanding and appreciation of the tax law, so that a student graduates with the foundation to become a tax partner or a director of tax after eight or ten years of experience and learning in the tax profession.	All	Lectures conducted using a case-based approach, assignments and exams.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Communication	Student participation in class discussions is monitored and evaluated. Many classes utilize the Socratic method. Oral presentations and written assignments (except in Tax 6025 and 6205) are required.	All	Case-based textbook chapters, professional literature; papers and presentations (except Tax 6025 and 6205).	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Critical Thinking	Using their knowledge and experience, students are required to identify tax issues and provide (possibly several) resolutions to client issues that are consistent with the organization's (client's) overall goals.	All	Cases in textbooks, case materials, student and instructor real world experiences.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.
	Applied Research	Access and analyze tax case law, code and regulation to respond to case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues,	All	Case book assignments, IRS protest letters, simulated audit proceedings, and real-life client issues.	Exams; papers and oral presentations (except Tax 6025 and 6205); class participation.

Appendix K: Master of Taxation Program Academic Assessment Plan

Introduction

The Master of Taxation (MTX) program is designed to meet the demand for tax specialists in public accounting, private industry and government. The objectives of the program include the rigorous development of technical competence; an appreciation of tax policy; a conceptual understanding of taxation; and an awareness of the responsibilities of tax professionals in today's society. MTX courses may satisfy the education requirements of the CPA and other professional licenses.

The MTX Program requires a minimum of 30 semester hours. The following are required courses:

- Concepts of Federal Income Tax (TAX 6025)
- Tax Research (TAX 6065)
- Corporate Taxation (TAX 6105)
- Partnership Taxation (TAX 6205)
- Estates and Trusts: Planning and Taxation (TAX 6405)
- International Tax (TAX 6525)
- Communication Strategies for Business Professionals and Core-Course Follow-Up (GEB 6215)

In addition to the above required courses, students must complete the following:

- Two taxation electives (approved 6000-level TAX course)
- One program elective (approved 5000 or 6000-level ACG or TAX course or 6000-level business course)

Students without an accounting undergraduate degree, or those who did not perform at a satisfactory level in their undergraduate courses, will be required to complete additional foundation courses.

MTAX program assessment consists of three outcomes. These outcomes focus on the following: (1) tax research, (2) corporate taxation, and (3) communication skills. There are communication components in the tax research and corporate taxation assessments; however, there is a separate communication skills outcome administered by the college-wide Business Communications Program. The COB Business Communications Program is being evaluated in a separate self-study. Accordingly, only the communication components of the tax research and corporate taxation assessments will be included in this analysis.

Assessment Cycle

Month	Activity
August	Data summaries of prior year results sent to course coordinators
September	Closing the Loop activity occurs involving all faculty
October	Action items and feedback submitted for the Dean's report to the Provost
November	Data reporting forms sent to all faculty teaching assessed courses
December	Assessment results submitted by faculty for the Fall term
January	Current plans sent to course coordinators to revise for next year
February	Plans for next year entered in the assessment database
April	Data reporting forms sent to all faculty teaching assessed courses
May	Assessment results submitted by faculty for the Spring term

MTX Program Assessment - Student Learning Outcomes

Outcome Description	Student Learning Goals					Assessment	
	Content Knowledge	Critical Thinking	Applied Research	Communication	Improvement	Where	How
Students will demonstrate tax research content knowledge, critical thinking, applied research, communication skills, and improvement shown during the course.	x	x	x	x	x	TAX 6065	Paper
Students will demonstrate corporate taxation content knowledge, critical thinking, applied research, and communication skills.	x	x	x	x		TAX 6105	Paper
Administered by the COB Business Communications Program: Students will demonstrate effective writing and speaking skills. Business Communication Program faculty will assess a paper and presentation based on rubrics				x		GEB 6215	Paper and Presentation

<p>designed specifically for assessment rather than for course grading. The paper's rubric will assess format, content, organization, and writing. The presentation's rubric will assess content, organization, delivery, and visuals. In the written communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, organization, format, and writing. In the oral communication assessments, at least 72% of students will be rated as "acceptable" or "accomplished" in 4 key areas: content, structure, visuals, and delivery.</p>							
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MTX Program Assessment - Tax Research in TAX 6065	
<p><u>Student Learning Goals</u> 1. Content Knowledge 2. Critical Thinking 3. Applied Research 4. Communication 5. Improvement</p> <p><u>Assessment Method</u> A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, communication skills, and improvement as they pertain to the curriculum in Tax Research (TAX 6065).</p> <p><u>Outcome Description</u> Students will demonstrate tax research content knowledge, critical thinking, applied research,</p>	<p><u>Percentage Competent</u> 2014-2015: Content Knowledge: 79%* Critical Thinking: 100%* Applied Research: 93%* Communication: 86%* Overall Improvement: 79%*</p> <p>2015-2016: Content Knowledge: 100%* Critical Thinking: 100%* Applied Research: 100%* Communication: 100%*</p> <p>2016-2017: Content Knowledge: 91%* Critical Thinking: 84%*</p>

<p>communication skills, and improvement shown during the course.</p> <p><u>Criteria for Success</u> At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research, communication skills, and improvement.</p>	<p>Applied Research: 91%* Communication: 84%*</p> <p>2017-2018: Content Knowledge: 87%* Critical Thinking: 80%* Applied Research: 87%* Communication: 87%* Skills Improvement: 82%*</p> <p>2018-2019: Content Knowledge: 83%* Critical Thinking: 83%* Applied Research: 83%* Communication: 85%* Skills Improvement: 80%*</p> <p>2019-2020: Content Knowledge: 86%* Critical Thinking: 86%* Applied Research: 86%* Communication: 86%* Skills Improvement: 80%*</p> <p>*Criteria for success met.</p> <p><u>Program Improvements</u> 2014-2015: Assessment of overall improvement was introduced as a program improvement during the 2013-2014 assessment year and involved determining whether student improvement between Research papers 1 and 2 occurred. This aspect of assessment did not provide information on student success over and above the assessment performed in other areas, so will not be used in the future.</p> <p>2015-2016: None</p> <p>2016-2017: None</p> <p>2017-2018: Revise curriculum to reflect changes in tax law.</p> <p>2018-2019: None</p> <p>2019-2020: None</p>
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MTX Program Assessment - Corporate Taxation in TAX 6105

Student Learning Goals

1. Content Knowledge
2. Critical Thinking
3. Applied Research
4. Communication

Assessment Method

A standardized rubric will be used to assess students' content knowledge, critical thinking, applied research, and communication skills as they pertain to the curriculum in Corporate Taxation (TAX 6105).

Outcome Description

Students will demonstrate corporate taxation content knowledge, critical thinking, applied research, and communication skills.

Criteria for Success

At least 75% of students will perform at the competent level or better in content knowledge, critical thinking, applied research and communication skills.

Percentage Competent

2014-2015:

Content Knowledge and Applied Research: 93%*
Critical Thinking: 83%*
Communication: 83%*

2015-2016:

Content Knowledge and Applied Research: 81%*
Critical Thinking: 94%*
Communication: 88%*

2016-2017:

Content Knowledge and Applied Research: 89%*
Critical Thinking: 93%*
Communication: 86%*

2017-2018:

Content Knowledge and Applied Research: 81%*
Critical Thinking: 94%*
Communication: 88%*

2018-2019:

Content Knowledge and Applied Research: 100%*
Critical Thinking: 92%*
Communication: 100%*

2019-2020:

Content Knowledge and Applied Research: 100%*
Critical Thinking: 88%*
Communication: 100%*

*Criteria for success met.

Program Improvements

2014-2015: None

2015-2016: A new edition of the text will be adopted due to fairly significant changes in the law. These changes will be incorporated in the lectures, class discussions, etc. We will reduce detail to better emphasize concepts that are important from a legal, accounting, or policy perspective.

2016-2017: None

2017-2018: Revise curriculum to reflect changes in tax law.

2018-2019: None

2019-2020: The School of Accounting Executive Program (SOAEP) sections of Corporate Taxation (TAX 6105) are being revised to include an assessment instrument.

Appendix L: SOA Faculty Publications (2014 – Current)

Forthcoming

Almer, E., K. Harris, J. Higgs, and J. Rakestraw. Partner Gender Differences in Prestige of Clients Served at the Largest U.S. Audit Firms. *Journal of Business Ethics*.

Al-Moshaigeh, A., D. Dickins, and J. Higgs. Understanding and avoiding auditing-related enforcement actions. *Today's CPA Journal*.

Bauer, A., X. Fang, and J. Pittman. 2020. The Importance of IRS Enforcement to Stock Price Crash Risk: The Role of CEO Power and Incentives. *The Accounting Review*. This paper has been published early online at <https://doi.org/10.2308/TAR-2018-0375>.

Callen, J., X. Fang, B. Xin, and W. Zhang. Capital Market Consequence of Audit Office Size: Evidence from the Stock Price Crash Risk. *Auditing: A Journal of Practice & Theory*.

Fang, X., J. Pittman, and Y. Zhao. The Importance of Director External Social Networks to Stock Price Crash Risk. *Contemporary Accounting Research*. This paper has been published early online at <https://doi.org/10.1111/1911-3846.12647>.

Haislip, J., J. Lim, and R. Pinsker. The Impact of Executives' IT Expertise on Reported Data Security Breaches. *Information Systems Research*.

Imhof, M., S. Seavey, and O. Watanabe. Competition, Proprietary Costs of Financial Reporting, and Financial Statement Comparability. *Journal of Auditing, Accounting & Finance*.

Lauck, J., J. Rakestraw, and S. Stein. 2020. Do Audit Fees Reflect Unique Characteristics of Individual Executives? *Accounting Horizons*.

Pinsker, R. and E. Taylor. Leveling the Playing Field: How Assurance Mitigates the Negative Effect of Unfamiliarity Among Nonprofessional Investors. *Advances in Accounting Behavioral Research*.

2020

Barron, O., J. Cao, X. Sheng, M. Thevenot, and B. Xin. 2020. Chapter 2: Do Managers Use Earnings Forecasts to Fill a Demand They Perceive From Analysts? In Handbook of Financial Econometrics, Mathematics, Statistics, and Technology, edited by Lee, C.F. Published by World Scientific: Hackensack, NJ.

Bhandari, A., J. Golden, and M. Thevenot. 2020. CEO Political Ideologies and Auditor-Client Contracting. *Journal of Accounting and Public Policy* 39:5.

Callen, J. and X. Fang. 2020. Local Gambling Norms and Audit Pricing. *Journal of Business Ethics*. 164(1): 151-173.

Cao, J., S. Luo, and J. Zhang. 2020. Corporate Employment, Red Flags, and Audit Effort. *Journal of Accounting and Public Policy* 39(1): 1-21.

Casterella, J. R. Desir, M. Stallings and J. Wainberg. 2020. Information Transfer of Bankruptcy Announcements: Examining the Impact of Auditor Opinions. *Accounting Horizons* 34 (1): 45-66.

- Desir, R., R. Pfeiffer, and F. Roberts. 2020. Should Government Assistance be reflected in Financial Reports? *Accounting Horizons* 34(1): 93-110.
- Desir, R., R. Cazier, R. Pfeiffer, and L. Albert. 2020. Intra-industry Information Transfer Effects of Leading Firms' Earnings Narratives. *Review of Quantitative Finance and Accounting* 54: 29-49.
- DiCicco, J., R. Gendler, and U. Filatova. 2020. Personal Goodwill and the Courts: An Analysis. *Journal of Medical Practice Management*. pp. 41-46.
- Haislip, J., K. Karim, K. Lin, and R. Pinsker. 2020. The Influences of CEO IT Expertise and Board-Level Technology Committees on Form 8-K Disclosure Timeliness. *Journal of Information Systems* 34(2): 167–185.
- He, Z., T. Frost, and R. Pinsker. 2020. The Impact of Reported Cybersecurity Breaches on Firm Innovation. *Journal of Information Systems* 34(2): 187–209.
- Hopwood, W., D. Hulstrom, and A. Staley. 2020. Donor-Advised Funds: Optimizing Charitable Contribution Deductions under the TCJA, *Practical Tax Strategies* 104(5): 23-31.
- Jamison, R., B. Keith, R. Keller, L. MacDonough, T. Nyman, K. Orbach, and H. Sobol. 2020. Current developments in S corporations. *The Tax Advisor*. May: <https://www.thetaxadviser.com/issues/2020/may/current-developments-s-corporations.html>.
- Lauck, J., S. Perreault, J. Rakestraw, and J. Wainberg. 2020. Strategic Audit Inquiry: The Impact of Timing and Statutory Protection Promotion on Client Fraud Disclosures. *Accounting Horizons* 34(3): 153-167.
- Mousa, R. and R. Pinsker. 2020. A Case Study of XBRL Implementation and Development at the Federal Deposit Insurance Corporation (FDIC). *Qualitative Research in Accounting and Management* 17(2): 263-291.
- Rakestraw, J. 2020. Investor Protection and the Substitution Effect of Corporate Governance and Product Market Competition on Firm Value. *Journal of Accounting, Auditing, and Finance*. Published online July 4, 2020: <https://doi.org/10.1177%2F0148558X20936792>.
- Vincent, N. and R. Pinsker. 2020. IT Risk Management: Interrelationships Based on Strategy Implementation. *International Journal of Accounting and Information Management* 28(3): 553-575.

2019

- Al-Moshagei, A., D. Dickins, and J. Higgs. 2019. Cybersecurity Risks and Regulations – Is SOC for Cybersecurity a Solution? *CPA Journal*. June.
- Al-Moshaegei, A., D. Dickins and J. Higgs. 2019. Environmental and Social Disclosures. Can Accountants Add Value? *Tennessee CPA Journal*. January/February: 20-23.
- Black, E., M. Kohlbeck, and M. Zyla. 2019. Goodwill and Other Intangible Assets. BNA Tax and Accounting Portfolio 5115 – 5th edition (Accounting Policy and Practice Series).
- Cao, J., K. Ellis, and M. Li. 2019. Inside the Boardroom: Culture Diversity and Cross-border Merger Decisions. *Review of Quantitative Finance and Accounting* 53(4): 1031-1068.
- Cao, J., Y. Cheng, J. Golden, and J. Zhang. 2019. Managerial Ability, Forecasting Quality, and Open-market Repurchase Program Completion. *Review of Quantitative Finance and Accounting* 53(3): 871-894.

Crain, M., W. Hopwood, R. Gendler, and G. Young. 2019. Essentials of Forensic Accounting. John Wiley & Sons (2nd edition).

Crain, M. April/May 2019. Transparency in Cost of Capital Data. Financial Valuation and Litigation Expert.

Desir, R., R. Gallagher, and L. Albert. 2019. To Do or Not to Do: Stratasys considers HP's partnership offer. *The Case Journal* 15(2): 131-155.

Dunn, K., M. Kohlbeck, and B. Mayhew. 2019. The Impact of Market Inequality on Audit Price. *Managerial Auditing Journal* 34(9): 1149-1172.

Golden, J. and M. Kohlbeck. 2019. The Unintended Effect of Financial Accounting Standard 123R on Stock Repurchase and Dividend Activity. *Journal of Accounting, Auditing and Finance* 34(3): 411-433.

Higgs, J., R. Pinsker, and N. Vincent. 2019. Board and Management-Level Factors Affecting the Maturity of IT Risk Management Practices. *Journal of Information Systems* 33 (3): 117-135.

Karim, K., K. Lin, R. Pinsker, and H. Zhu. 2019. Using Linguistics to Mine Unstructured Data from FASB Exposure Drafts. *Journal of Information Systems* 33 (1): 67-83.

Keinan, Y. and M. Kohlbeck. 2019. Accounting for Debt Instruments (Liabilities). BNA Tax and Accounting Portfolio 5105 – 3rd edition (Accounting Policy and Practice Series).

Kohlbeck, M. 2019. Accounting for Investments in Debt Securities. BNA Tax and Accounting Portfolio 5106 – 3rd edition (Accounting Policy and Practice Series).

Kohlbeck, M. and X. Luo. 2019. Are CFO Debt-like Compensation Incentive Associated with Financial Reporting Quality? *Advances in Accounting* 45: 100413.

Orbach, K. 2019. S Corporation Post-Termination Transition Period Redemptions. 164 *Tax Notes Federal* 1221 (8/19/2019), reprinted, 2019 TNTF 171-9 (9/4/2019).

Rakestraw, J., R. Kumar, and J. Maher. 2019. Industry-Average Earnings Management and IPO Pricing. *Review of Pacific Basin Financial Markets and Policies* 22(4).

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Walsh, M. 2019. Land Grant University Tax Education Foundation 2019 Income Tax Workbook. Associate Editor and Contributing Author.

Xu, H., S. Guo, J. Haislip, and R. Pinsker. 2019. Earnings Management in Firms with Data Security Breaches. *Journal of Information Systems* 33(3): 267-284.

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Almer, E., M. Bertolini, J. Higgs and K. Hooks. 2018. The Impact of Publication Outlet and Research Reputation on Accounting Faculty Salaries. *Journal of Theoretical Accounting Research*. 13(2).

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Cao, J., S. Hsieh, and M. Kohlbeck. 2018. CEO Turnover and Major Business Restructurings. *Advances in Management Accounting* 30: 61-97.

Crain, M. 2018. (Contributing author): Chapter 1, Professional Standards for Experts; Chapter 14, Discounting Lost Profits in Damage Measurements; and Chapter 25, Intellectual Property Overview, Business Valuation Resources. In The Comprehensive Guide to Economic Damages, Business Valuation Resources, LLC (5th edition).

Imhof, M., S. Seavey, and O. Watanabe. 2018. Competition, Proprietary Costs of Financial Reporting, and Financial Statement Comparability. *Journal of Accounting, Auditing & Finance*, published at <https://doi.org/10.1177/0148558X18814599>.

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Pacini, C., W. Hopwood, G. Young, and J. Crain. 2018. The role of Shell Entities in Fraud and Other Financial Crimes. *Managerial Auditing Journal* 34(3): 247-267.

Wadlinger, N., C. Pacini, N. Stowell, W. Hopwood, and D. Sinclair. 2018. Domestic Asset Tracing and Recovery of Hidden Assets and the Spoils of Financial Crime. *St. Mary's Law Journal* 49(3): 609-664.

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Whiteman, A., J. DiCicco, R. Knight, Moran, R., and S. Jorge. 2018. A Critical Analysis of the Costs-Benefits of Utilizing Students in a Psychiatric Facility: A Case Study. *Journal of Medical Practice Management*. 33 (4), 221-230.

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Berger, L., S. Perreault, and J. Wainberg. 2017. Hijacking the Moral Imperative: How Financial Incentives can Discourage Whistleblower Reporting. *Auditing: A Journal of Practice & Theory* 36 (3): 1-14.

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Cao, J., T. Kubick, and A. Masli. 2017. Do Corporate Payouts Signal Going-concern Risk for Auditors? Evidence from Audit Reports for Companies in Financial Distress. *Review of Quantitative Finance and Accounting* 49(3): 599-631.

Crain, M. 2017. (Contributing co-author): Chapter 9, Statistics in Lost Profits Measurements. In Lost Profits Damages: Principles, Methods & Applications: VPS (1st edition).

Desir, R., Z. Byrne, L. Albert, S. Manning. 2017. Relational Models and Engagement: An Attachment Theory Perspective. *Journal of Managerial Psychology* 32(1): 30-44.

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Greiner, A., M. Kohlbeck, and T. Smith. 2017. The Relationship Between Aggressive Real Earnings Management and Current and Future Audit Fees. *Auditing: A Journal of Practice and Theory* 36(1): 85-107.

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Vincent, N. J. Higgs, and R. Pinsker. 2017. IT Governance and the Maturity of IT Risk Management Practices. *Journal of Information Systems*. 31(1): 59–77.

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Cao, J., F. Chen, and J. Higgs. 2016. Late for a Very Important Date: Financial Reporting and Audit Implications of Late 10-K Filings. *Review of Accounting Studies* 21(2): 633-671.

Crain, M. 2016. (Contributing co-author): Chapter 1, Professional Standards for Experts; Chapter 15, Discounting Lost Profits in Damage Measurements; and Chapter 25, Intellectual Property Overview. In The Comprehensive Guide to Economic Damages, Business Valuation Resources, LLC (4th edition).

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Dunn, K., K. Hooks, and M. Kohlbeck. 2016. Preparing Future Accounting Faculty Members to Teach. *Issues in Accounting Education* 31: 155-170.

Higgs, J., R. Pinsker, T. Smith, and G. Young. 2016. The Relationship between Board-Level Technology Committees and Reported Security Breaches. *Journal of Information Systems*. 30(3): 79-98.

Holder, A., K. Karim, K. Lin, and R. Pinsker. 2016. Do Material Weaknesses in Information Technology-Related Internal Controls Affect Firms' 8-K Filing Timeliness and Compliance? *International Journal of Accounting Information Systems* 22: 26-43.

Daugherty, B., C. Dee, D. Dickins and J. Higgs. 2016. The Terminology of Going Concern Standards: How Subtle Differences in Wording Can Have a Big Impact. *CPA Journal*. January: 35-39.

Orbach, K. and G. Seago. 2016. Transfers of Intangibles to an Existing Partnership 151 *Tax Notes* 77 (4/4/2016), reprinted, 2016 TNT 66-11 (4/6/2016).

Pacini, C., W. Hopwood, and D. Sinclair. 2016. Domestic Asset Tracing: Identifying, Locating, and Freezing Stolen and Hidden Assets. *Journal of Forensic Accounting Research* 1(1): A42-A65.

Pinsker, R. and C. Felden. 2016. Professional Role and Normative Pressure: The Case of Voluntary XBRL Adoption in Germany. *Journal of Emerging Technologies in Accounting* 13 (1): 95-118.

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Vincent, N. and J. Higgs, 2016. The Role of the Internal Auditor in IT Risk Management. *Internal Auditing*. 31(2): 10-18.

Wainberg, J. and S. Perreault. 2016. Whistleblowing in Audit Firms: Do Explicit Protections from Retaliation Activate Implicit Threats of Reprisal? *Behavioral Research in Accounting* 28 (1): 83-93.

2015

- Bozanic, Z. and M. Thevenot. 2015. The Qualitative Side of Changes in Sell-Side Financial Analysts' Information Environment. *Contemporary Accounting Research* 32 (2): 1595-1616.
- Crain, M., W. Hopwood, C. Pacini, and G. Young. 2015. Essentials of Forensic Accounting. John Wiley & Sons (1st edition).
- Dunn, K. and K. Hooks. 2015. Comparison of Accounting Student Performance in Different Class Settings. *Global Perspectives on Accounting Education* 12: 73-95.
- Farewell, S. and R. Pinsker. 2015. Does Assurance on XBRL-Derived Financial Statements Impact the Decisions of Nonprofessional Investors? *Management Accountant Quarterly* 16 (3).
- Kang, T., M. Kohlbeck, and Y. Yoo. 2015. The Relation between Accounting Information-Based Firm Risk Proxies and Cost of Equity Capital Across Countries. *Pacific Accounting Review* 27(1): 69-94.
- Kohlbeck, M. and T. Smith. 2015. A Gain by Any Other Name: Accounting for a Bargain Purchase Gain. *Issues in Accounting Education* 30(3): 233-248.
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- Orbach, K., E. Schnee, and G. Seago. 2015. 'Real' Partner Inside and Outside Basis. *Partnership Tax Practice Series 2015* (Practising Law Institute 2015).
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- Xuguang, S. and M. Thevenot. 2015. Quantifying Differential Interpretation of Public Information Using Financial Analysts' Earnings Forecasts. *International Journal of Forecasting*, 31(2): 515-530.

2014

- Brown, V., B. Daugherty, D. Dickins and J. Higgs. 2014. Insights on Auditor Rotation. *Management Accounting Quarterly*. 15(4): 27-37.
- Cao, J., Y. Chen, R. Clemons, and M. Kinney. 2014. Political Scrutiny and Tax Law Compliance: Evidence from the American Jobs Creation Act of 2004. *The Journal of the American Taxation Association* 36 (Fall): 1-26.
- Chamely-Wiik, D., K. Dunn, P. Heydet-Kirsch, M. Holman, D. Meeroff, and J. Peluso. 2014. Scaffolding the Development of Students' Research Skills for Capstone Experiences: A Multi-disciplinary Approach. *CUR Quarterly* 34: 18-25.
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Johnson, S. and G. Young. 2014. Visual Sizzle: Student-made videos in the classroom. *Fraud Magazine* 29(2): 8-9.

Kannan, Y., T. Skantz and J. Higgs. 2014. The Impact of CEO and CFO Equity Incentives on Audit Scope and Perceived Risks as Revealed Through Audit Fees. *Auditing: A Journal of Practice and Theory*. 33(2): 111-139.

Kohlbeck, M., M. Zyla, and P. Pierson. 2014. Auditing Fair Values of Non-Issuers. *BNA Tax and Accounting Portfolio 5404* (Accounting Policy and Practice Series).

Orbach, K. and C. Nash. 2014. Guidance for Treasury in Drafting Regulations Interpreting Section 469(g). *Journal of Legal Tax Research* 12(2): 54-73.

Appendix M: SOA Faculty Publications by Faculty Member (2014 – Current)

Abdullah Al-Moshaigeh

Al-Moshaigeh, A., D. Dickins, and J. Higgs. Understanding and avoiding auditing-related enforcement actions. Forthcoming at *Today's CPA Journal*.

Al-Moshaigeh, A., D. Dickins, and J. Higgs. 2019 Cybersecurity Risks and Regulations – Is SOC for Cybersecurity a Solution? *CPA Journal*. June.

Al-Moshaigeh, A., D. Dickins and J. Higgs. 2019. Environmental and Social Disclosures. Can Accountants Add Value? *Tennessee CPA Journal*. January/February: 20-23.

Jian Cao

Barron, O., J. Cao, X. Sheng, M. Thevenot, and B. Xin. 2020. Chapter 2: Do Managers Use Earnings Forecasts to Fill a Demand They Perceive From Analysts? In Handbook of Financial Econometrics, Mathematics, Statistics, and Technology, edited by Lee, C.F. Published by World Scientific: Hackensack, NJ.

Cao, J., S. Luo, and J. Zhang. 2020. Corporate Employment, Red Flags, and Audit Effort. *Journal of Accounting and Public Policy* 39(1): 1-21.

Cao, J., K. Ellis, and M. Li. 2019. Inside the Boardroom: Culture Diversity and Cross-border Merger Decisions. *Review of Quantitative Finance and Accounting* 53(4): 1031-1068.

Cao, J., Y. Cheng, J. Golden, and J. Zhang. 2019. Managerial Ability, Forecasting Quality, and Open-market Repurchase Program Completion. *Review of Quantitative Finance and Accounting* 53(3): 871-894.

Cao, J., S. Hsieh, and M. Kohlbeck. 2018. CEO Turnover and Major Business Restructurings. *Advances in Management Accounting* 30: 61–97.

Cao, J., T. Kubick, and A. Masli. 2017. Do Corporate Payouts Signal Going-concern Risk for Auditors? Evidence from Audit Reports for Companies in Financial Distress. *Review of Quantitative Finance and Accounting* 49(3): 599–631.

Cao, J., Y. Chen, R. Clemons, and M. Kinney. 2014. Political Scrutiny and Tax Law Compliance: Evidence from the American Jobs Creation Act of 2004. *The Journal of the American Taxation Association* 36 (Fall): 1-26.

Roy Clemmons

Cao, J., Y. Chen, R. Clemons, and M. Kinney. 2014. Political Scrutiny and Tax Law Compliance: Evidence from the American Jobs Creation Act of 2004. *The Journal of the American Taxation Association* 36 (Fall): 1-26.

Mike Crain

Crain, M., W. Hopwood, R. Gendler, and G. Young. 2019. Essentials of Forensic Accounting. John Wiley & Sons (2nd edition).

Crain, M. April/May 2019. Transparency in Cost of Capital Data. Financial Valuation and Litigation Expert.

Crain, M. 2018. (Contributing author): Chapter 1, Professional Standards for Experts; Chapter 14, Discounting Lost Profits in Damage Measurements; and Chapter 25, Intellectual Property Overview, Business Valuation Resources. In The Comprehensive Guide to Economic Damages, Business Valuation Resources, LLC (5th edition).

Crain, M. 2017. (Contributing co-author): Chapter 9, Statistics in Lost Profits Measurements. In Lost Profits Damages: Principles, Methods & Applications: VPS (1st edition).

Crain, M. 2016. (Contributing co-author): Chapter 1, Professional Standards for Experts; Chapter 15, Discounting Lost Profits in Damage Measurements; and Chapter 25, Intellectual Property Overview. In The Comprehensive Guide to Economic Damages, Business Valuation Resources, LLC (4th edition).

Rosemond Desir

Casterella, J. R. Desir, M. Stallings and J. Wainberg. 2020. Information Transfer of Bankruptcy Announcements: Examining the Impact of Auditor Opinions. *Accounting Horizons* 34 (1): 45-66.

Desir, R., R. Pfeiffer, and F. Roberts. 2020. Should Government Assistance be reflected in Financial Reports? *Accounting Horizons*. 34(1): 93-110.

Desir, R., R. Cazier, R. Pfeiffer, and L. Albert. 2020. Intra-industry Information Transfer Effects of Leading Firms' Earnings Narratives. *Review of Quantitative Finance and Accounting* 54: 29-49.

Desir, R., R. Gallagher, and L. Albert. 2019. To Do or Not to Do: Stratasys considers HP's partnership offer. *The Case Journal* 15(2): 131-155.

Desir, R., Z. Byrne, L. Albert, S. Manning. 2017. Relational Models and Engagement: An Attachment Theory Perspective. *Journal of Managerial Psychology* 32(1): 30-44.

Desir, R., R. Pfeiffer, J. Casterella, and J. Kokina. 2017. Causes and Consequences of "Discretionary" Goodwill Impairments. *Advances in Quantitative Analysis of Finance & Accounting*. 15: 1-29.

Joel DiCicco

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