

Academic Program Review

Accountancy

August 2011

Program Review Panel:

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To: Matt Wagenheim, MBA, PhD, Chair, Academic Program Review Council,

From: Stephen Jakubowski

Date: 8/8/2011

Re: Academic Program Review - Accountancy

The Program Review Panel for the Accountancy Program at Ferris State University's College of Business, respectfully submits this report based on the findings of our Academic Program Review.

Sincerely,

A handwritten signature in cursive script that reads "Stephen T. Jakubowski".

Stephen T. Jakubowski

Accountancy Program, Panel Chair

Academic Program Review - Accountancy

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Section 1

Program Overview

Section 1 Program Overview



The Accounting Profession

Accountants have the responsibility of compiling, summarizing, analyzing, and communicating financial information. An accountant typically is employed in one of three major fields: public accounting, private accounting or governmental/nonprofit accounting. However, because of their technical skills, accounting graduates can access a wide range of career opportunities as they are among the most in-demand groups in the country. According to a recent study by Manpower, accounting jobs are among the top 10 occupations with the greatest demand for new recruits. As a result, accounting graduates can look forward to having a not only choice of potential career paths, but also the demand for qualified accountants means there are high-end salaries on offer (From <http://press.manpower.com/press/2011/manpowergroup-annual-survey-shows-more-than-half-of-u-s-employers-cannot-find-the-right-talent-for-open-positions/>).

The Accountancy program at Ferris State University has a long history with course offerings dating back to the start of our institution. Ferris State University's Accountancy program is designed to integrate a professional field of study with a liberal arts foundation. In addition to the students at the main campus in Big Rapids, the Accountancy Program serves students at two remote sites. The Accountancy Major is offered at Northern Michigan Community College in Traverse City, Michigan and at Southwest Michigan Community College in Dowagiac and Niles, Michigan.

A. Program Goals

The accountancy program goals as described in Table 1 were developed by the program faculty over the last four years. There were no explicitly stated program goals in the last Academic Program Review for the Accountancy Program. These goals are based on the accounting faculty's discussions with both internal and external stakeholders including other business faculty and staff, alumni, employers and advisory board members. They are intended to coincide with and compliment both the University's and the College's stated missions. The particular goals and student outcomes as described in Table 1 were developed by the program faculty because such skills and characteristics are considered essential for individuals to be successful in the accounting profession.

Program faculty also considered the abundant accounting and business literature that exists that describes important skills and abilities necessary for success in the accounting profession. Numerous professional accounting organizations have reported a similar set of characteristics. In a recent survey conducted by the American Institute of Certified Public Accountants, respondents identified analytical skills, detailed-oriented and ethical as essential traits for accountants (<http://www.aicpa.org/InterestAreas>). Similarly, the Association of Certified Chartered Accountants identifies Communication Skills, Team Player, Interpersonal Skills, Problem Solving, Commitment and Motivation, Reporting Skills, Attention to Detail, and Time Management as essential skills for individuals in the accounting profession (http://uk.accaglobal.com/uk/join/schoolleavers/why_accountancy/skills_required Association of Chartered Certified Accountants).

Table 1 Program Goals

Program Goals	Student will be able to:
<p>Technical Knowledge</p> <p>A fundamental goal of the accounting program is to ensure that graduates have the requisite background in accounting principles, theory and practice.</p>	<p>Record, summarize, communicate the economic consequences of business activities to inform strategic and tactical organizational decision makers in a wide range of environments (e.g. manufacturing, governmental, profit and non-profit, service)</p> <p>Make investment, financial, and managerial decisions supported by generally accepted accounting principles</p> <p>Prepare routine individual and business tax returns</p>
<p>Technology</p> <p>Technology is an inherent part of the accounting environment. Accounting graduates must have the ability to use technology to gather, summarize and communicate information to interested parties.</p>	<p>Communicate information electronically to both internal and external stakeholders</p> <p>Utilize accounting software to create and disseminate accounting based information</p>
<p>Communication</p> <p>Accounting graduates must be able to effectively communicate.</p>	<p>Listen effectively in order to gain information and understand opposing points of view.</p> <p>Present and defend their views through formal and informal, written and oral presentation</p>

<p>Critical Thinking</p> <p>Accounting graduates must have the ability to understand and solve problems in a complex environment.</p>	<p>Evaluate structured, unstructured, and ambiguous accounting related situations and provide relevant business alternatives Research accounting and tax issues (locating, obtaining, and organizing information from both human and electronic sources) and provide interpretations of the results</p> <p>Formulate opinions and arguments derived from correct logic and inference</p> <p>Identify assumptions and extraneous information and reasoning and evaluation of arguments.</p>
<p>Ethical Issues</p> <p>Accounting graduates must understand their professional responsibilities when faced with ethical dilemmas.</p>	<p>Adhere to the ethical requirements of the profession and be able to make value-based judgments</p> <p>Identify ethical issues and make well founded ethical judgments and decisions in the practice of accounting</p>
<p>Professional Examination Preparation</p>	<p>Pass relevant professional accounting certification examinations</p>

Accountancy Program Goals as They Relate to the University and College Mission

The Ferris State University and the College of Business missions are stated in Table 2. Just as the College of Business mission is intended to compliment the University's mission, the Accountancy Program's goals are intended to compliment and provide a mechanism to facilitate the University's and College's movement toward mission accomplishment. As in many other professions, a successful career in accounting depends on an individual's refinement of many skills across many disciplines. Success in the field of accounting is also dependent on an individual's ability to adapt and to solve problems in to an ever-changing complex business environment. Ferris State's mission refers to the importance of multi-disciplinary skills and providing specialized innovative career- and life- enhancing education. Furthermore, the college mission statement refers to the importance placed on ethical conduct, responsiveness to workforce needs and the ability to adapt to a changing environment. The Accountancy Program's goals were developed to compliment both the University and College missions. The Accountancy Program goals reflect the importance placed on not only technical skills but also good communication, critical thinking and problem solving, ethics and responsibility and the ability to adapt to a changing environment.

Table 2 University and College of Business Mission Statements

Ferris State University Mission	College of Business Mission
<p>Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:</p> <p>The preferred choice for students who seek specialized, innovative, career- and life-enhancing education</p> <p>The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures</p> <p>A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development</p> <p>A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity</p>	<p>We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.</p>

B. Program Visibility and Distinctiveness

Unique Features or Components of the Accountancy Program

Accounting Program Concentrations

The accountancy degree offers two different tracks to students: the Public Accounting Concentration and the Professionally Directed Concentration. The Public Accounting track is designed for those students who intend to become Certified Public Accountants (CPA). This track is intended to provide students with the topical coverage necessary for an individual considering taking the Uniform Certified Public Accountant Examination. The courses are designed to meet the State of Michigan requirements for the CPA certification. The Professionally Directed track allows students some flexibility in the selection of their upper level accounting and business electives. This track is intended to give students the ability to select certain upper level courses that would complement their accounting course work, given their desired career path in accounting. Graduating students in both concentration areas are awarded a Bachelor of Science degree in Business, with a major in Accountancy.

Associate Degree in Accountancy

The associate degree is designed to allow students to take advantage of those employment opportunities in accounting that do not require a bachelor degree. One of the main objectives in establishing this program was to allow students to continue into the bachelor's degree program if they so desired. The associate degree's course requirements are embedded in the course requirements for the bachelor's degree in accounting. There have been numerous instances over the years of students coming to Ferris State University with the intention of earning the associate degree and who subsequently matriculated into the bachelor's degree program in accounting.

Forensic Accounting

A relatively new and expanding area of accounting is in the area of forensics. Forensic accounting is a specialty area within the field of accountancy describes engagements that result from actual or anticipated litigation. Forensic accountants or forensic auditors often have to give expert evidence at trials. Most large accounting firms, as well as many small and medium-sized and firms, have specialist in this area of accounting. In order to prepare accounting students who are considering entering this new and expanding field, the Ferris State Accountancy Program now offers a course in Forensic Accounting. Few colleges have the expertise required to offer such a course.

Attracting Quality Students

The Accountancy program faculty participate in numerous activities intended to identify quality students and to make our program visible to our various constituents. These activities include:

1. All accounting faculty who teach our common business core accounting classes (ACCT 201 & ACCT202) tract successful, highly motivated students who do well in these classes. We praise them on their success in accounting and encourage them to consider accounting as a career.
2. Accounting faculty have worked with the high school DECA program as judges and panelists.
3. Accounting faculty, as well and the department chair, have participated in several Ferris Dog Day activities.
4. Accounting professors have made numerous conference presentations at professional organizations such as the American Accounting Association and educational conferences such as the Lilley conference. Community service presentations on tax law and tax preparation have also been made at the Muskegon Community College.
5. A Ferris accounting faculty member is active with the Michigan Business Education Association (MBEA). The MBEA is the state high school business association. These activities include membership with the association as well as attendance at and presentations made at their state and regional conferences.

6. For the past several years the Ferris Accountancy program has sponsored a special program in coordination with the Internal Revenue Service special agent division and the MBEA. The program is called Adrian Jr. and is an IRS fraud case study. Participation in this program is steadily increasing.
7. The accounting faculty professor is part of the core of faculty who teach the COB capstone course, BUSN 499. This course uses a business simulation program (CapSim; capstone simulation). This professor along with the cooperation of two other BUSN 499 professors has initiated a high school competition using a junior version of the software called Foundations. Several area high schools have participated in this high school competition. The Ferris professors have been working closely with the related high school teachers and students in addition to having several Ferris students serving as mentors in this program.
8. The Accountancy program sponsors a two day summer business camp called "BIZ Camp" using the Foundations business software mentioned

Furthermore, program faculty teaching the introductory accounting courses often discover students who are undecided as to their major. Instructors in these circumstances have the opportunity to recommend accounting as a major to those students that appear to have some of the basic skills required of an accountant. Professors in other business disciplines, particularly law, also advise students of the career opportunities in accounting when they are undecided as to a major and when the student has a perceived knack for accounting.

Competitor Institutions

Ferris State University's accounting program competes with the other mid-size Michigan universities for quality students but primarily Grand Valley State University, Western Michigan University and Central Michigan University. To a lesser extent, Ferris also competes with the larger Michigan universities and the smaller Michigan colleges. Like Ferris State University, the business programs at these competitor institutions are accredited by the AACSB (Association to Advance Collegiate Schools of Business) or the ACBSP (Accreditation Council for Business Schools and Programs).

While most of the accounting curriculum across different universities must be comparable because of the uniformity of accounting standards, there are some distinctions. The unique features of Ferris State's accountancy program and the various faculty activities as described above make Ferris State a very attractive program for many Michigan residents considering accountancy as a career.

The State of Michigan requires a CPA candidate to have completed 150 semester hours of course work to become certified. State law, however, allows a candidate to sit for the exam prior to earning 150 semester hours. In an effort to accommodate students interested in becoming CPAs, the Accounting Program offers a double major in both Accountancy/Finance and Accounting/Computer Information Systems. These programs are intended to not only compliment the students chosen field of study, but to also facilitate the students' earning the required number of hours needed to sit for the CPA exam. Most of our competitor institutions

offer only graduate programs to accommodate the State's 150 credit hour requirements. While College of Business at Ferris also offers a graduate business degree that can be used to satisfy the 150 credit hour requirements, few schools offer the double majors. Furthermore, the Public Accounting is intended to provide students with the topical coverage necessary for an individual considering taking the CPA examination. The courses are designed to meet the State of Michigan requirements for the CPA certification.

Many of our competitor institutions have developed very strong placement services and internship programs for accounting students. These are areas that Ferris State's Accounting Program must continue to develop. A consistent criticism of both current students and alumni relates to internships and placement. Improvement will require the University, the College and the Accounting Program faculty to develop and maintain ties to the business community and accounting alumni. Many competitor institutions use Program Newsletters as a mechanism for maintaining these relationships. The University and the College of Business must allocate more resources to develop and strengthen the University's placement office and the Colleges internship programs.

C. Program Relevance

Labor Market Demand Analysis

According to the Bureau of Labor Statistics (Occupation Outlook handbook, 2010 – 2011 Edition), "accountants and auditors are expected to experience much faster than average employment growth from 2008-18. Job opportunities should be favorable; accountants and auditors who have a professional certification, especially CPAs, should have the best prospects." This significant demand is considered by the Bureau to be primarily the result of an increase in the number of businesses, changing regulations in the area of finance, and greater scrutiny of company financial activities.

The Bureau of Labor Statistics also indicates that employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018. This is significantly faster than the average for all occupations. It is estimated that, nationwide, there will be an increase in the number of new accounting jobs of about 279,400 positions over the projections decade. Accountants and auditors who have earned professional recognition through certification or other professional certifications, especially CPA, should have the best job prospects. Applicants with a master's degree in accounting or a master's degree in business administration with a concentration in accounting also may have an advantage.

The Boston Channel reports that many industries are currently enduring cut-backs and lay-offs - and some experts concede that some sectors have undergone a dramatic reversal in job prospects compared to a year ago. However, there are some areas still experiencing growing demand for qualified graduates and accounting is one of them. This is partly because accountants and auditors are employed in every industry and at every level of government (From [http://www.livecareer.com/news/Business-Finance-Accounting/Accounting-a-Growing-Field-for-Employment_\\$\\$00301.aspx](http://www.livecareer.com/news/Business-Finance-Accounting/Accounting-a-Growing-Field-for-Employment_$$00301.aspx)).

Responses from graduates of the Accountancy Program indicate that over 75% of the graduates were employed within 6 months of their graduation with another 7% employed within six months to a year and three percent employed while attending Ferris State University. The complete set of responses to the questionnaire is reported in Section 2A of this report.

Response to Emerging Issues in Accounting

Fundamental to attracting quality students to the Accountancy Program is the maintenance of a high quality program. The accounting faculty are aware of the various stakeholder expectations for the accounting program and the curriculum and the program goals reflect these requisites. Program faculty are in regular contact with both accounting graduates and employers to obtain information about the demand for accountants, employer expectations of job applicants and the current issues facing accountants.

The Accountancy Program has an active advisory board that provides an important source of external information regarding the professional environment and the attributes skills desired by employers of new accounting recruits. At the most recent meeting, the advisory board indicated that Ferris graduates are getting a very good accounting education. At the most recent meeting, the board recommended that course content must keep up with the changing accounting environment and that students must be familiar with latest accounting technology. The Board noted that the Bachelor's degree in accountancy has more accounting classes than many other universities. The faculty stated that the primary reasons for this characteristic was that in Michigan, a CPA candidate can sit for the exam with a bachelor's degree. A number of other recommendations were made at the meeting to the program faculty and they that are described in greater detail in Section 2E of this report.

Why Students Enter the Accountancy Program at Ferris State University

Responses from graduates of the Accountancy Program indicate that over 77% of the graduates rated the program and its faculty as above average. Furthermore, over eighty percent of the respondents rated their level of satisfaction as above average with respect to overall education and the development of their ethical values, leadership skills, ability to work in a team and without supervision. Over seventy percent of the respondents rated their level of satisfaction as above average with respect to accounting proficiency, computer application skills, critical thinking skills and communication skills. The complete set of responses to the questionnaire is reported in Section 2A of this report.

As state earlier, program faculty teaching the introductory accounting courses often discover students who are undecided as to their major. Instructors in these circumstances have the opportunity to recommend accounting as a major to those students that appear to have some of the basic skills required of an accountant. Professors in other business disciplines, particularly law, often advise students of the career opportunities in accounting when they are undecided as to a major and when the student has a perceived aptitude for accounting.

D. Program Value

The business core curriculum, which consists of ten courses, is required of all College of Business students. The core is composed of courses across all of the various business disciplines and includes two introductory accounting courses (ACCT 201 and ACCT 202). These two introductory courses are considered essential for any student having a major or minor in any of the various business fields and they are typically a part of the business core in most colleges or universities.

Beyond the business core, there are a number of academic programs, both within and outside of the College of Business that require accounting course work. The accountancy curriculum includes courses designed to cover accounting issues unique to their particular programs. ACCT 305 Intermediate Accounting Concepts was developed to satisfy the need for finance majors to have an understanding of financial accounting and reporting.

The classification shown below describes the accounting curriculum in terms of the program/majors serviced by these course offerings. The accounting curriculum serves programs not only in business but also a number of programs outside of the college of business.

The Accounting Curriculum

College of Business Core (Required of all business majors):

- ACCT 201 Principles of Accounting 1
- ACCT 202 Principles of Accounting 2

Accounting Major:

- ACCT 310 Intermediate Accounting 1
- ACCT 312 Intermediate Accounting 2
- ACCT 321 Cost Accounting I
- ACCT322 Cost Accounting 2
- ACCT 350 Fed Income Tax/Individual
- ACCT 370 Forensic Accounting
- ACCT 410 Advanced Financial Accounting 1
- ACCT 412 Advanced Financial Accounting 2
- ACCT 431 Accounting Systems & Controls
- ACCT 414 Financial Accounting Theory
- ACCT 441 Auditing
- ACCT 450 Federal Income Tax/Corporate
- ACCT 461 Governmental Accounting

Courses Designed for Majors outside the Accounting Major

- ACCT 305 Intermediate Accounting Concepts (Finance and Business Administration majors only)

Courses Designed to service Majors outside the College of Business
ACCT 201 Required for Allied Health Sciences (B.S.)
ACCT 201 Required for Automotive Management
ACCT 201 Required for Recreation leadership Management

Faculty and Alumni Survey Summary

Responses to a questionnaire sent to College of Business faculty indicate that one hundred percent of the respondents somewhat agree or strongly agree that the accounting program is an integral part of the college. Ninety-six percent agree or strongly agree that the accounting program is an integral part of the college COB and seventy-one percent agree or strongly agree that the accounting curriculum provides an adequate accounting background for students.

Responses to the questionnaire sent to graduates of the Accountancy Program indicate that ninety percent of the respondents indicated that they would both recommend accounting as a career to another student and that they would recommend the Ferris accounting program to another student.

The Changing Accounting Environment

The accounting profession has gone through some major changes in the past several years. The emphasis in accounting is on the use of financial information and understanding and analyzing the financial statements. This has led to major changes in the content of the accounting classes. The widespread use of microcomputers by accounting professionals and the availability of inexpensive accounting software has led to their widespread usage in the classroom. Furthermore, the United States is converging to a set of accounting standards common to other countries across the world. This is changing the accounting curriculum for most colleges and universities across the United States.

As a result of the significant changes in the business environment, the American Institute of Certified Public Accountants has significantly changed the requirements, testing procedures, and content of the CPA examination. The State of Michigan requires a CPA candidate to have completed 150 semester hours of course work to become certified. State law, however, allows a candidate to sit for the exam prior to earning 150 semester hours. In addition, the state's experience requirements were reduced from two years to only one year. The traditional paper and pencil exam was replaced with a new computer based exam (CBE). Furthermore, the content of the CPA exam has been expanded to include the areas of economics and finance. These topics have long been tested on the Certified Managerial Accounting (CMA) exam, but are new to the CPA exam. In addition, computer simulations have been added to the exam such that CPA candidates are required to use data bases in answering certain exam questions.

Ferris State University's accounting program provides students with a number of alternative ways to meet the State of Michigan's 150 credit hour requirements. Students can satisfy the course requirements by earning either a dual major or pursuing a master's degree such as the MBA or MISM. The accounting program offers students dual majors in Accountancy/CIS and Accountancy/Finance. The dual major programs are intended to provide students with a mechanism to not only accommodate the state's 150 credit hour requirements, but also to enhance their accounting background in areas complementary to accounting.

Section 2

Collection of Perceptions

A. Graduate Follow-Up Survey

A survey was conducted to obtain information from accounting alumni as to their perceptions of the quality of Ferris State University's accounting programs. Questionnaires were sent to 391 graduates covering the period 1999 to 2009. Responses from 76 alumni (19%) have been received as of June 30, 2010. The key findings of the accounting graduate survey are presented below (Table 1 & Table 2) along with a trend analysis based on a comparison of the responses from this survey with the responses of the prior accounting program review (Table 3–Table 5). The complete set of responses to the questionnaire is reported at the end of this section.

Table 1 describes the key findings from this survey in terms of the overall quality of the university, the college of business, and the accounting program. In most cases, respondents indicated their satisfaction with FSU's college of business and the accounting program including both faculty and facilities. There were a number of exceptions to this overall favorable response. Very few of the accounting graduates who responded to the questionnaire indicated that the placement office was effective in assisting them for placement into an accounting position. Most respondents (43%) had no opinion regarding the effectiveness of the FSU placement office. Accounting graduates responded similarly with respect to the student Accounting Association in that over half of the respondents indicated that they had no opinion regarding the effectiveness of the Accounting Association in preparing them for an accounting career.

Table 1
Overall Effectiveness

Information requested from alumni pertaining to:	Alumni response in terms of effectiveness:
1. FSU's academic programs overall	1. Rated above average by 84% of the respondents
2. FSU's faculty overall	2. Rated above average by 71% of the respondents
3. FSU's accounting programs	3. Rated above average by 77% of the respondents
4. FSU's accounting faculty	4. Rated above average by 70% of the respondents
5. FSU's facilities and equipment overall	5. Rated above average by 70% of the respondents
6. College of Business facilities and equipment	6. Rated above average by 67% of the respondents
7. FSU's placement office	7. Rated above average by 15% of the respondents (43% of the respondents had no opinion)
8. Accounting Association (Club/Society)	8. Rated above average by 24% of the respondents (52% of the respondents had no opinion)
9. FSU's computer equipment/software	9. Rated above average by 58% of the respondents (19% of the respondents had no opinion)
10. FSU's library facilities	10. Rated above average by 63% of the respondents (25% of the respondents had no opinion)

The accounting graduate survey also solicited information regarding skills that were developed at FSU and the degree of satisfaction graduates have regarding their accounting education. Table 2 shows that over eighty percent of the respondents rated their level of satisfaction as above average with respect to overall education and the development of their ethical values, leadership skills, ability to work in a team and without supervision. Over seventy percent of the respondents rated their level of satisfaction as above average with respect to accounting proficiency, computer application skills, critical thinking skills and communication skills. About ninety percent of the respondents indicated that they would both recommend accounting as a career to another student and that they would recommend the FSU accounting program to another student. Thirty-nine percent of the respondents rated their preparedness for the job market as above average compared to students from other schools while forty percent rated their preparedness as average.

Table 2
Skills and Levels of Satisfaction

Information requested from alumni pertaining to skills and traits:	Alumni response in terms of overall satisfaction:
11. Overall education and training received at FSU?	11. Rated above average by 85% of the respondents
12. Accounting proficiency	12. Rated above average by 79% of the respondents
13. Computer application skills	13. Rated above average by 73% of the respondents
14. Critical thinking/analytical skills	14. Rated above average by 77% of the respondents
15. Communication skills	15. Rated above average by 72% of the respondents
16. Ethical and moral values	16. Rated above average by 80% of the respondents
17. Ability to work successfully in a team	7. Rated above average by 82% of the respondents
18. Ability to work without supervision	7. Rated above average by 85% of the respondents
19. Leadership	19. Rated above average by 82% of the respondents
20. Preparedness for the job market compared to graduates of accounting programs from other universities	20. Rated above average by 39% of the respondents (Rated average by 40% of the respondents)
21. Would you recommend an accounting career to another student?	21. Rated yes by 93% of the respondents
22. Would you recommend FSU's accounting program to another student?	22. Rated yes 89% of the respondents

In general, graduates of the Accountancy Program have a high degree of satisfaction with their accounting education. Most graduates also indicated that Ferris State University and the Accounting Program facilitated develop of their ethical values, leadership and team work skills, and their ability to work without supervision.

Trend Analysis

In order to examine any changes in the perceptions that graduates have of the accounting program, a comparison was made between the alumni responses received for the 2003 program review and current program review. While the questionnaire was revised and updated for the current program review, the responses to comparable questions is shown below. Such an analysis provides some insights related to the trend and changes in accounting alumni responses. Table 3 reports accounting graduate perceptions related to overall program quality, faculty, and facilities across the two reporting periods.

Table 3
Trends Regarding Over Quality

	2003 APR	2010 APR
Information requested from alumni pertaining to:	Alumni response in terms of effectiveness:	Alumni response in terms of effectiveness:
1. FSU's academic programs overall	1. Sixty-seven percent of the respondents were satisfied or very satisfied with the education and training the received at Ferris Twenty-five percent were neutral.	1. Eighty-four percent of the respondents rated the academic programs as above average. Sixteen percent rated the program as average.
2. FSU's accounting programs	2. Sixty-nine percent of the respondents rated the accounting curriculum as good or excellent. Twenty-three percent rated the program as average.	2. Seventy-seven percent of the respondents rated the accounting program as above average. Nineteen percent rated the program as average.
3. FSU's accounting faculty	3. Sixty-four percent of the respondents rated the accounting faculty as good or excellent. Twenty-five percent rated the faculty as average.	3. Seventy percent of the respondents rated the accounting faculty as above average. Twenty-three percent rated the faculty as average.
4. FSU's library facilities	4. Twenty-one percent of the respondents rated the library as good or excellent. Eighteen percent rated the library as average.	4. Sixty-three percent of the respondents rated the library as good or excellent. Twelve percent rated the library as average.

This comparative analysis reveals that there is an overall favorable trend in the responses received from accounting graduates regarding their perceptions as to the quality of the accounting program at Ferris State University. Table 3 reveals that accounting graduate perceptions related to overall program quality, faculty, and facilities improved across the two reporting periods. It is interesting to note the significant improvement in alumni perceptions

related to the library facilities. The improvement is certainly related to the new library that most of the more recent graduates have had the opportunity to use (as compared to those graduates who responded to the 2003 APR).

Table 4 shows the changes in perceptions related to student skills and traits. For both reporting years about eighty percent of the respondents indicated that the FSU accounting program adequately prepared them for the job market. There was approximately a ten percent increase in respondents' degree of satisfaction with their computer skills. Furthermore, almost ninety percent of the respondents, for both reporting years, indicated their willingness to recommend accounting as a career path and the FSU accounting program to prospective students.

Table 4
Trends Regarding Student Skills and Levels of Satisfaction

Information requested from alumni pertaining to skills and traits:	2003 APR	2010 APR
	Alumni response in terms of effectiveness:	Alumni response in terms of effectiveness:
1. Computer application skills	1. Sixty-four percent of the respondents indicated that additional computer courses needed to be offered to make the accounting program more effective in preparing graduates for the job market.	1. Seventy-three percent of the respondents rated their computer application skills as above average. Nineteen percent rated the program as average.
2. Preparedness for the job market compared to graduates of accounting programs from other universities	2. Eighty-seven percent of the respondents rated their preparedness as about the same or better compared to graduates of the accounting curriculum at other universities.	2. Thirty-nine percent of the respondents rated their preparedness as better than graduates from other universities. Forty percent of the respondents rated their preparedness as about the same as graduates from other universities.
3. Would you recommend an accounting career to another student?	3. Ninety-five percent of the respondents indicated that they would recommend an accounting career to a young student about to enter college.	3. Ninety-three percent of the respondents indicated that they would recommend an accounting career to a young student about to enter college.
4. Would you recommend FSU's accounting program to another student?	4. Eighty-seven percent of the respondents indicated that they would recommend FSU's accounting program to another student.	4. Eighty-nine percent of the respondents indicated that they would recommend FSU's accounting program to another student.

Table 5 describes the changes in the demographic characteristics of FSU accounting graduates. There appears to be a slight increase in the percentage of non-traditional students in

the FSU accounting program. For both reporting years, almost forty percent of the respondents indicated that they participated in Accounting Association about eighty percent of the respondents indicated that the FSU accounting program adequately prepared them for the job market. About seventy percent of accounting graduates across both reporting years indicate that they are employed in an accounting related field. There was also approximately a ten percent decline in respondents' degree of satisfaction with their current position. Such a trend may be related to changes in the general business/economic environment.

Table 5
Trends Regarding Demographic Characteristics

Demographic Information:	Alumni responses related to demographics:	Alumni responses related to demographics:
1. Traditional/Nontraditional student while at FSU	1. Seventy-four percent of the respondents were traditional students while twenty-six indicated that they were nontraditional students.	1. Sixty-seven percent of the respondents were traditional students while thirty-three percent indicated that they were nontraditional.
2. Student status when starting at FSU.	2. Fifty percent of the respondents indicated they transferred from another college while fifty percent indicated that they did not transfer.	2. Forty-two percent of the respondents indicated they were first year college students. Twenty percent transferred from another college with no associate's degree. Twenty-two percent indicated that they transferred with an associate's degree and ten percent indicated that they transferred from another FSU program.
3. Participation in student Accounting Association.	3. Thirty-nine percent of the respondents indicated they participated in the Accounting Association while sixty-one percent indicated that they did not participate.	3. Thirty-seven percent of the respondents indicated they participated in the Accounting Association while sixty-three percent indicated that they did not participate.
4. Current employment in an accounting-related field.	4. Sixty-nine percent of the respondents indicated that they are currently employed in an accounting field while thirty-one percent indicated that they were not.	4. Seventy-one percent of the respondents indicated that they are currently employed in an accounting field while twenty-nine percent indicated that they were not.
5. Current level of job satisfaction	Seventy-nine percent of the respondents indicated they had a greater than average level of satisfaction with their current job. Eighteen percent of the respondents indicated they had an average level of satisfaction with their current job. Three percent of the respondents indicated they had a less than average level of satisfaction with their current job.	Seventy percent of the respondents indicated they had a greater than average level of satisfaction with their current job. Eighteen percent of the respondents indicated they had an average level of satisfaction with their current job. Twelve percent of the respondents indicated they had a less than average level of satisfaction with their current job.

The trend analysis shows overall improvement in the responses received from accounting graduates regarding their perceptions as to the quality of the Accountancy Program at Ferris State University and the development of important skills.

The summarized responses of all the participants in the graduate follow-up survey are reported in Table 6. Another important findings of this survey is that graduates of the Accountancy Program indicate that over 75% of the graduates were employed within 6 months of their graduation with another 7% employed within six months to a year and three percent employed while attending Ferris State University. Furthermore, they are employed across a wide array of positions across industry and government and in many cases outside of the accounting field. This is likely due to the high demand for competency in accounting and other related skills across many different organizational environments. In addition to accounting positions, graduates are employed as: bankers, financial counselors, treasurers, human resource managers, IT managers, high school teachers, and attorneys. About 30% of the respondents are employed in fields outside of accounting.

The survey also finds that about 51% of the graduates of the Accountancy Program are earning salaries indicate between \$40,000 and \$70,000. Thirty-six percent of the respondents report salaries less than \$40,000 while 13% report salaries greater than \$100,000.

Table 6
Accounting Graduate Questionnaire and Responses

1. What year did you receive your degree from FSU? 76 Respondents						
	2007-2009	2004-2006	2001-2003	1998-2000: 34	Before 1998	
Frequency	34	17	11	13	1	
Percent	45	22	15	17	1	
2. Please identify your major area of study at FSU 82 Respondents Frequency (Percent)						
a. Accounting	62 (76%)		b. Accounting & Finance	11 (13%)		
c. Accounting and CIS 6	(7%)		d. Other	3 (4%)		
			(Please specify) _____			
Explanations provided to (d) above were as follows:						
1 Respondent indicated major area as MBA						
1 Respondent indicated major area as MBA & MISM						
1 Respondent indicated major area as MISM						
Please circle your response.						
As a graduate of FSU, please rate the <u>effectiveness</u> of each of the following items in preparing you for your chosen profession.						
	Excellent	Average	Poor	No Opinion		
3. FSU's academic programs overall	5	4	3	2	1	N/O
Frequency (79 Respondents)	23	43	13	0	0	0
Percent	30	54	16	0	0	0
4. FSU's faculty overall	5	4	3	2	1	N/O
Frequency (78 Respondents)	19	36	18	5	0	0
Percent	25	46	23	6	0	0
5. FSU's accounting programs	5	4	3	2	1	N/O
Frequency (78 Respondents)	16	44	15	3	0	0
Percent	21	56	19	4	0	0
6. FSU's accounting faculty	5	4	3	2	1	N/O
Frequency (78 Respondents)	16	38	18	3	2	1
Percent	21	49	23	4	2	1
7. FSU's facilities and equipment overall	5	4	3	2	1	N/O
Frequency (78 Respondents)	21	33	15	1	0	8
Percent	28	42	19	1	0	10
8. College of Business facilities and equipment	5	4	3	2	1	N/O
Frequency (78 Respondents)	17	35	14	0	0	12
Percent	22	45	18	0	0	15

9. FSU's placement office	5	4	3	2	1	N/O
Frequency (79 Respondents)	3	9	18	10	5	34
Percent	4	11	23	13	6	43
10. Accounting Association (Club/Society)	5	4	3	2	1	N/O
Frequency (77 Respondents)	3	15	15	3	1	40
Percent	5	19	19	4	1	52
11. FSU's computer equipment/software	5	4	3	2	1	N/O
Frequency (78 Respondents)	14	31	17	1	0	15
Percent	18	40	22	1	0	19
12. FSU's library facilities	5	4	3	2	1	N/O
Frequency (78 Respondents)	36	13	9	0	0	20
Percent	46	17	12	0	0	25
13. How satisfied are you with the overall education and training you received at FSU?						
	Very Satisfied				Very Unsatisfied	
	5	4	3	2	1	N/O
Frequency (79 Respondents)	23	44	11	1	0	0
Percent	29	56	14	1	0	0
With respect to the following skills and traits, how satisfied are you with the education and training you received at FSU?						
14. Accounting proficiency	5	4	3	2	1	N/O
Frequency (79 Respondents)	22	40	16	1	0	0
Percent	28	51	20	1	0	0
15. Computer application skills	5	4	3	2	1	N/O
Frequency (78 Respondents)	18	39	15	4	0	2
Percent	23	50	19	5	0	3
16. Critical thinking/analytical skills	5	4	3	2	1	N/O
Frequency (79 Respondents)	20	41	15	3	0	0
Percent	25	52	19	4	0	0
17. Communication skills	5	4	3	2	1	N/O
Frequency (78 Respondents)	21	35	21	0	0	1
Percent	27	45	27	0	0	1

18. Ethical and moral values	5	4	3	2	1	N/O
Frequency (79 Respondents)	28	35	11	1	0	4
Percent	36	44	14	1	0	5
19. Ability to work successfully in a team	5	4	3	2	1	N/O
Frequency (78 Respondents)	31	33	11	2	0	1
Percent	40	42	14	3	0	1
20. Ability to work without supervision	5	4	3	2	1	N/O
Frequency (79 Respondents)	35	32	11	0	0	1
Percent	44	41	14	0	0	1
21. Leadership	5	4	3	2	1	N/O
Frequency (79 Respondents)	19	46	11	3	0	0
Percent	24	58	14	4	0	0
[Please continue on the reverse side]						
	Better		About the same		Worse	No Opinion
22. Compared to graduates of accounting programs from other universities, how well prepared were you for the job market?	5	4	3	2	1	N/O
Frequency (78 Respondents)	5	26	31	8	2	6
Percent	6	33	40	10	3	8
23. Would you recommend an accounting career to a student? If no, please briefly explain why not.				1. ___ Yes	2. ___ No	
Frequency (76 Respondents)				71	5	
Percent				93	7	
Explanations provided were as follows:						
It's a great background to have, however, it was never my intention to be an accountant. It did open many doors I had hoped.						
I'm working in the finance field, so I cannot give a qualified opinion.						
Accounting is a good career and is in demand.						
Prepared my daughter (sarah) for all her lecture MA Phd						
My career is in IT so I have no experience with an Accounting career.						
Yes in the fact that there will always be jobs, but make they realize they will be sitting @ a desk forever.						
Accounting is always in demand, and an accounting degree can be used in many different environments. Also a good base degree to consider if you'd like to go to law school.						
If they are interested and have the drive-yes! Accounting is definitely not for everyone, but I enjoy it!						
I would recommend accounting only to those that really show an interest and have the skills to succeed in accounting field and environment it's not for everyone.						
Unless he or she was already interested.						
It just wasn't for me. I don't have the temperament.						
I would recommend Ferris for the skills I gained, but I would not recommend the accounting program other than some professors.						
I am not an accountant						

24. Would you recommend FSU's accounting program to a prospective student? If no, please briefly explain why not.	1. ___ Yes	2. ___ No
Frequency (75 Respondents)	67	8
Percent	89	11

Explanations provided were as follows:

competition has far better placement/ recruiting programs

I think FSU's accounting program needs to be grown and developed. Doesn't seem to be as strong as other similar schools.

Ferris is known for other programs; I'd probably suggest another school if a student were choosing to go into accounting.

Some accounting professors are there on their own agendas, not to help students succeed which should be their primary focus.

You don't learn when professors expect you to already know the information. Need to offer more help and better understanding in the classroom.

Although FSU pounded me with the appropriate classes and degree I needed for my career, I do not feel some of the professors I had were adequate.

I loved my FSU experience, but having an accounting degree. I remember that very few employers were interested in accountants, and larger schools put more focus on their business schools-FSU is still more a technical college than a business school.

I felt like I was as prepared as I could be when I went into my first job. Definitely have the basics down. The accounting knowledge Ferris supplied has been a great advantage to me.

The off-site program at Southwestern Michigan College provided little help in searching for a job. To this day, I have still not received any guidance whatsoever in my job search.

Only for traditional student.

I gained a great experience/ leadership experience, but compared to other schools I do believe we/ Ferris needs to work on the accounting program. Some individuals work hard to build it up, but a big team needs to do this.

Please provide us with the following demographic information.

25. Please indicate if you were a traditional or nontraditional student while at FSU.	Frequency	Percent
a. ___ Traditional student (18 to 22 year old)	53	67
b. ___ Nontraditional student	26	33
Total Respondents	79	

26. What was your status when you first began your major area of study at Ferris State University?	Frequency	Percent
a. ___ a first year college student	34	42
b. ___ a transfer student from another college or university (non-degree)	16	20
c. ___ a student with an associate's degree from Ferris State University	1	1
d. ___ a student with an associate's degree from another college or university	17	21
e. ___ a student from another program at Ferris state University	8	10
f. ___ other: (please specify)	5	6
Total Respondents	81	

Explanations provided to (f.) above were as follows:

A student with a bachelor's degree from another college.

I was a student at the following times: (1948); (1974-75) and (2003-2004)

I was pursuing a full time employee and part time student.

A student with multiple degrees from other universities.

Part of the extended learning program in Dowagiac, MI

Returning after 20 years.

27. Were you a member of the Accounting Association (Club/Society) while at FSU?

1. ___ Yes 2. ___ No

Frequency	29	50
Percent	37	63
Total Respondents	79	

28. How many years have you worked in an accounting related field? 78 Respondents

Frequency (Percent)

a. None - 18(23) b. 1 to 2 - 19(24) c. 3 to 5 - 14(18) d. 6 to 10 - 19(24) e. 11 to 20 - 7(9) f. Greater than 20 - 1(1)

29. How long did it take you to find your first accounting position (mo, yrs.)? 70 Respondents

Frequency (Percent)

a. < 6 mo.-52(75) 6-12 mo.-5(7) 1-2 years-5(7) > 2 yrs.-1(1) Had job while at FSU-2(3) Still looking-5(7)

30. How many different positions have you held since you began your professional career? 76 Respondents

Frequency(Percent)

a. 1 - 29(38) b. 2 - 25(33) c. 3 - 8(11) d. 4 - 5(7) e. 5 - 7(9) f. 6 to 10 - 2(3) g. 11 or more - 0(0)

31. How many different firms or institutions have you been employed at since you began your professional career?

76 Respondents

Frequency(Percent)

a. 1 - 46(61) b. 2 - 20(26) c. 3 - 4(5) d. 4 - 3(4) e. 5 - 1(1) f. 6 to 10 2(3) g. 11 or more - 0(0)

32. Are you currently employed in the field of accounting?

73 Respondents

1. ___ Yes 2. ___ No

Frequency	52	21
Percent	71	29

If no, please indicate why. (26 Responses)

	Frequency	Percent
a. ___ Promotion to a non-accounting position	3	12
b. ___ Business training offered better professional opportunity outside of the accounting field	0	0
c. ___ Found a better opportunity in another field	3	12
d. ___ Decided I liked another career better	3	12
e. ___ Decided I did not like accounting work	1	4
f. ___ Unable to find an accounting position	8	30
g. ___ Other (Please Specify)	8	30

Explanations provided to (g.) above were as follows:
 I do financial work but it isn't really accounting work.
 Retired I'm 79.
 Administrative assistant
 Interning in finance related job.
 Laid off (accounting position)
 Working as a computer analyst using my accounting knowledge.
 I never planned on being in the accounting field

33. If you are not working in the area of accounting, how closely is your present job related to your accounting /business courses and training? Please check one. 28 Respondents

	Frequency	Percent
a. ___ Very related (Constantly draws on accounting skills and knowledge.)	9	32
b. ___ Fairly related (Frequently draws on accounting and business course knowledge.)	5	18
c. ___ Somewhat related (Occasionally draws on accounting and business knowledge.)	9	32
d. ___ Not related (Never draws upon accounting or business course knowledge.)	5	18

34. Please mark the one category which best describes the industry in which you work. 79 Respondents
Frequency(Percent)

- | | |
|-----------------------------------|-------------------------------|
| a. Business/Industry - 26(33) | b. Public Accounting - 21(27) |
| c. Educational Institution - 5(6) | d. Government - 7(9) |
| e. Nonprofit - 4(5) | f. Other - 16(20) |
| | (Please Specify) _____ |

Explanations provided to (f.) above were as follows:

Healthcare
Utility
Manufacturing
In-house accountant for manufacturing firm.
Self-employed accountant
Sports
Currently unemployed due to plant closing.
Telecommunications
Wholesale products
Landscaping business
Automotive
Finance Margin Intern at Ford Credit.
Retail
Law
Management Consulting
Healthcare Accounting

35. Please mark the category (categories) that best describes your current position or job title. 94 Responses
Frequency(Percent)

- | | | |
|-------------------------------|--------------------|-------------------------------------|
| a. Accountant 38(40) | b. Consultant 2(2) | c. Instructor or Lecturer 2(2) |
| d. Analyst 10(11) | e. Auditor 12(13) | f. Professor 2(2) |
| g. Supervisor or Manager 7(7) | h. Partner 0(0) | i. Vice Pres., CFO, Controller 8(9) |
| j. Other 13(14) | | |
| (Please specify) | | |

35. cont.'d

Explanations provided to (j.) above were as follows:

- General office Assistant level 7 (GOA)
- Banker
- Machinist
- Financial Counselor and Billing Associate
- Employee
- Player and Labor worker
- Inventory Controller
- Administrative assistant
- Deputy treasurer/ Human Resource manager/ IT manager
- Unemployed
- President/ owner of my own accounting firm.
- Tax accountant
- Revenue agent
- High school teacher
- Attorney
- HR
- Senior Accountant/ Compensation Analyst

36. What is your approximate current annual salary (including bonuses)? 78 Respondents
 Frequency(Percent)

- a. Less than \$20,000 - 6(8)
- b. \$20,000 to \$29,999 - 3(4)
- c. \$30,000 to \$39,994 - 19(24)
- d. \$40,000 to \$49,999 - 18(23)
- e. \$50,000 to \$70,000 - 22(28)
- f. \$70,000 to \$100,000 - 7(9)
- g. \$100,000 to \$150,000 - 3(4)
- h. \$150,000 to \$200,000 - 0(0)
- i. greater than \$200,000 - 0(0)

	very satisfied				very unsatisfied
37. How satisfied are you with your present job?	5	4	3	2	1
Frequency (78 Respondents)	25	30	14	2	7
Percent	32	38	18	3	9

38. Please let us know of any other comments or suggestions you have that will assist in our improving the accounting program at FSU:

Since I attended the University Center in Traverse City I don't think I received the best job guidance. We were never talked to about doing internships or job shadowing. Thankfully, I already had my position in our family-owned company. But I do know that a few of my classmates struggled with finding jobs after graduation.

My one complaint with the accounting program was the lack of knowledge of the software(s) being used in the field. I wish there would have been a class or two on accounting software.

Need to improve recruiting on-campus and get more students involved with internships.

Professors with a variety of experiences. My best professor at Ferris was Dr. Bolling, who had a ton of life / work experiences and related well to students. He knew a lot about everything. We need more accounting professors like that in the accounting department.

Keep all current programs and add fraud accounting. Stress all options in the field CPA, CMA, CIS add faculty and advisors.

The placement office needs to do a better job with training/ offering practice regarding interview skills. I also think it would be beneficial if they increased education around conducting a job search, where to research, etc. Overall, just enhance the students understanding of the process of transiting into the full time workforce for their area of study.

38. (cont.'d)

The accounting field was very tough. When I graduated in 2004. There were only 3 Afro Americans who would dare step in that field from 1998-2003. Myself Brandi Willis, Morell Willians and Sharonn Johnson. I remember like yesterday, Morell was a natural me and Sharon shedded blood sweat and tears both of them got a B.A. in accounting while, I only have one class to complete my B.A. but it has never held me back since I have over 121 credits. I love Ferris and my life there. I would do it again if I could.

Please add more hands on training. If I had entered the accounting field I would have been un-prepared.

Provide more class work and detailed information in relation to auditing. I started out as an internal auditor and needed more detailed instruction on work papers and audit report structure.

I think Ferris State is a great college and I recommend it to others interested in college.

A lot of the companies I applied at, wanted someone who could do budget and financial projections, which were only briefly talked about.

There are a lot of subjects that can only be dealt with hands on in the real world. I'm dealing with a long-term disability issue that I literally spent weeks on the phone without answers to my questions from the IRS or the Insurance Company. My research is on-going. We have to report the employees' disability payments forever in our Company's 941 quarterly reports along with the Insurance Company issuing the employee a w/2. We only had to pay the employer Fica/med takes for one week. This is probably one of the issues I wish I had been discussed in my years of education, along with the budgets and financial projections. I also think that the CPA readiness class should be part of the accounting program and not offered after you graduate. I couldn't go back or afford to pay for the separate class.

Focus more on the students needs. Don't expect the students to know the lectured material the first day of class.

Based upon the number of times attempted, non-traditional students are less likely to be considered as a new-hire staff accountant in public accounting than would be a traditional student. Given this, if a non-traditional student is uncertain whether to pursue a CPA or CMA track, FSU faculty might suggest the CMA.

With respect to course studies; right on! Excellent courses of study.

Attention Stephen T. Jakubowski

Thanks for everything. I miss your conversations. You were a delightful period in my life.

P.S. Are you still playing @ Conklin Inn? I hope to see you some time, let me know!

I wish more of my accounting professors had communicated professional associations such as the IIA to become involved in. I also do not recall many companies coming to campus for recruiting. Overall, I thought the job placement services were poor.

The education at Ferris great, but they need to provide more classes about the different information systems. Also teach about the different computer programs that accounting firm's or organizations use. For example I am working for non-profit organization, which uses Microsoft. Also I think it should be a requirement that every accounting major do an internship it would make thing a lot easier. Thanks for providing the opportunity to express my opinion. Ferris was a great place!

Things have probably changed since I graduated but back then coming out I had virtually no accounting software experience. Professor Cooke showed us some peachtree on the overhead just to show us, but we had no training. Hopefully Slaymaker isn't there anymore because we learned nothing in her classes!

McNabb

Cooke

Jakubowski

Thanks!

I had a wonderful college experience and it has enabled me to have the freedom of working at home to be with my kids, I take on as many or as few of tasks that I want. I would attend Ferris for any further education, and intend to send my three sons to Ferris.

An accounting Association at the extension campuses would be wonderful!

38. (cont.'d)

One thing I wish I'd had more exposure to was computer software that pertains to accounting. We use a lot of ERPs, which I had no technical training with, and we also use NS Access frequently. Which I'd never use in my college career, but many other, larger schools (IU, Purdue, UK, etc.) teach students Access in undergrad. These programs may be used more in the Acct/CIS track, but I think it would be beneficial for all students to have some exposure before they graduate.

Mohammed El Saidi was the BEST advisor the university had. It was very unfortunate that he was let go and for the events leading to his departure.

I'm thankful for the knowledge I gained while at Ferris 2nd that I had it to rely on when I started my job. It didn't, however, cover accounting positions outside of being a general CPA. My job as a corporate accounting has really opened up many opportunities and experiences. Thanks Ferris!

If you want to have off-site campuses (such as Southwestern Michigan College), have an advisor that actually helps students with more than just scheduling. I do not need help figuring out what classes I need to take; I can read the program requirements just fine. My experience was lacking in career preparation. There were no clubs or networking programs available, or if there were, I did not know about them. I am working two jobs at the moment so I don't have time to track people down to find out what is going on. I paid thousands of dollars to this university, and I think the least I should have received a little insight. I always had the impression that all the university cared about was getting my money.

Get a graduation coordinator who cares more about the students. I finished school in December 2008, and I sent my graduation application in late. I asked the coordinator if I could walk in May and she said yes. She said she would run my application though and mail my diploma. After not receiving my diploma for three months, I called her and asked what my status was. She acted like she never talked to me before. She said my application got misplaced and that my name could not be printed in the graduation program. Her tone on the phone was very passive and she actually blamed me for deciding to walk in May rather than in December. She made no attempt to make it right, and therefore I didn't get to walk in my own graduation. The circumstances I have mentioned are in my opinion, absolutely unacceptable. I chose to go though Ferris State program because of the great reputation for its accounting program. However, I feel I was deprived of a Ferris State education because I was not actually on campus. I feel I was misled and, if I had to do it over again, I would probably choose a different school.

You should have an internship for students who don't attend the main campus and work closer with helping graduates find jobs.

I was most impressed with the relationship and leadership of the accounting faculty. I made connections with some of the instructors that have enriched my professional career. I generally look forward to seeing some of these individuals at occasional professional conferences.

I also have an MBA (not from Ferris), CIA and am pursuing CMA.

Professors and the placement office need to be more actively involved in assisting students with finding a job after graduation. I was able to get a good job after graduation but I had to find it on my own with very little help from FSU. I would encourage more internship or job shadowing programs for accounting students.

Marv Studinger was/is the most outstanding professor. His knowledge of the material and dedication to helping students should be noted. FSU is very fortunate to have him in the accounting program.

Having an internship requirements. Real life experience is so valuable.

More computer based classes. Meaning, not as much homework by hand. Nothing is done by hand in the real world. It's all technology now. Invite speakers to class.

Most schools focus their programs on public accounting, I think it is great that Ferris expands beyond that into other avenues.

Your program should have required internships, which will better prepare students for jobs after graduation. For nontraditional students the ability to receive two years auditing experience for CPA is very limited as most accounting firms are not interested in older grade was not helpful in getting accounting firms to come to FSU interviews new graduates.

I worked at a small firm where they didn't teach well-expected a new grad to know how to apply education to client's work without supervision. It wasn't easy Tax season was great and my education was great in that area thru FSU/T.C. campus.

38. (cont.'d)

I wish the CPA was stressed more and preparatory work towards getting one. I graduated around the time change was being made and I wish there would have been more emphasis on the process.

Try to focus the auditing class towards the CPA exam. It was completely different experience/ knowledge that were needed. For the CPA exam than the one I received in school. In my opinion, that was unacceptable.

My biggest complaint/ advice for FSU are that I did not get any help to find a job. No major accounting firm comes to FSU looking for the best students in accounting. Even though I had a 4.0 GPA, it was very hard getting attention from the big accounting firms. I suggest you talk to Rehman, Plante Moran, etc. to have them recruit from students coming out of FSU program.

I also finished my MBA through Ferris and the same thing happened, I have an excellent GPA and no one is coming to look for the best and the brightest at FSU. You really need to market FSU as a place where students can get jobs after their career.

I think that including excel training for Accounting majors would be very beneficial to prepare them for the "real world".

I believe that the accounting program at FSU is adequate for educating future accountants. I came into Ferris without any accounting knowledge (I didn't take any courses pre-college) and successfully earned my CPA license over a year ago. I attribute a good portion of this achievement to my accounting education at FSU. My overall opinion of the Ferris accounting program is "steady as she goes".

Improve the quality of the Accounting Association. Do more follow-ups with Ferris Accounting grads to give students a better idea of where they will end up.

Don't forget about the off-campus students.

Accounting program was better than the Financial program.

It would be more beneficial to have more emphasis on the CPA exam.

My only issue with my accounting education was the area of corporate taxation. I was very un-prepared to prepare a corporate tax return (1120's, 1120's and 1065's). I felt the education in this direction and actual teaching.

Otherwise I felt prepared for the working world however, I always feel improvements can be made.

The only suggestions that I feel would have been "better" when I graduated were 1) better software preparation and 2) better real world job preparation we learned peachtree software in one of my last classes and I feel that is not (even then) a big time software for corporate job. Our company uses Microsoft Great Plains. I also felt that upon graduation I had a lot of accounting knowledge and not sure how to use it. I am not sure what would help this better, possibly "projects" that encompass the whole picture, including financial analysis.

The accounting majors need to have more interaction with accounting firms. Many of the larger firms do not recruit at FSU. If larger firms will not come, it would be great if events could be organized at various firms. Even a simple, "meet and greet" I feel; would tremendously help future and current students land jobs/internships.

B. Employer Follow-up Survey

The response rate to our employer survey was disappointing. However, the accounting professors communicate with employers and accounting alumni in the normal course of their professional activities. Input is also received from the Accounting Program Advisory Board.

The results, although limited, along with the ongoing comments we receive in the normal course of our professional activities are encouraging. Several decades ago the type of responses we received in our discussions with accounting employers seemed to be that our graduates were “employable” but not “promotable.” That is, they had high entry level mechanical skills but lacked the critical thinking skills needed for promotions. These perceptions have changed. We feel it is due to the quality of our program, but may also be to the increase in academic standards of the university as a whole.

An employer survey was sent to 43 individuals whose names and email addresses were provided to us by the Ferris Career Services center. We were informed by them that the University Research and Testing office gathers all the information on where our students are employed after graduation. The Career Services office also searched all the job postings and employer activities on campus related to the Accounting major since fall 2009. So the employers on the list recruited our students but may not have hired them. In any event they were in a position to give an opinion on our graduates. Nine of the surveys were identified as undeliverable (bad addresses). Unfortunately only two surveys were returned. This is a very low response rate and thus the conclusions we can draw from this survey is limited. It will however give us an indication of their views.

In general the employers were very satisfied with the skills of our graduates. Our questionnaire identified twelve professional skills and asked the employers to rate their level of satisfaction with Ferris Accounting graduates. The skills identified were:

Technical knowledge and skills in accounting
 Technology skills: Database software
 Technology skills: General ledger/accounting software
 Critical thinking skills
 Professional examination preparation
 Independence/ability to work without supervision

Technology skills: Spreadsheets
 Oral communication skills
 Written communication skills
 Ethical and moral values
 Ability to work successfully in a team
 Leadership

For the responses rating the employers level of satisfaction with the accounting graduates a four-point Likert scale was used ranging from “very dissatisfied” to “very satisfied” with a fifth option of “no opinion.” For ten of the twelve skills the employers rated the FSU graduates “very satisfied” (83%). There was one “somewhat satisfied” relating to database software and one “no opinion.”

The employers were then asked to indicate how these graduates compare to graduates of other colleges for the same skills. A three-point Likert scale was used ranging from “worse,” “about the same,” or “better” with a fourth option of “no opinion.”

For all but two of the skills the employers rated the accounting graduates “about the same” or “better.” Interestingly the data base software skill rated only somewhat satisfied above was split between “about the same” and “better” when compare to graduates of other colleges.

A third question asked the employers to rate the preparedness of FSU accounting graduates to enter the accounting profession. The results were very split between “very unprepared” and “very prepared.”

The employers were asked to rate the level of importance of five functional areas of business to their accounting staff on a three-point scale of “not at all,” “somewhat important,” and “very important.” The areas and responses were:

Marketing	one “not at all” and one “very important”
Management	one “not at all” and one “very important”
Finance one	one “somewhat important” and one “very important”
Information Systems	both somewhat important
International Business	one “not at all” and one “very important”

This response is somewhat disappointing, and different from opinions we receive from our professional contacts, because these are the functional areas the COB stresses in its Capstone Business Course – BUSN 499.

All the employers responded “yes” to a question asking if they found an adequate number of qualified applicants for their accounting positions.

There was a mixed interest in several activities the FSU Accounting program can offer them. They were:

- Serving on the Accounting Programs’ Advisory Committee (mixed)
- Hiring FSU accounting interns (mixed)
- Hiring FSU faculty interns – no interest
- Having FSU faculty provide onsite instructional classes – no interest
- Having access to an on-line student resume bank - mixed

Comments to an open response question asking their opinion on issues/trends that will affect the profession in the next five year include:

- Ongoing business pressure to increase efficiency is at odds with professional development
- The extra efficiency is rarely obtained without many additional hours.
- Your reputation improves by the year for sound reasons.

C. Graduating Student Exit Survey

All graduating business students at Ferris State University are asked to participate in an exit survey that is given in order to provide information about a business program's learning outcomes and the evaluation of these outcomes, the effectiveness of institutional resources and the overall educational experience for the students. The EBI (Educational Benchmarking) Undergraduate Business Exit Assessment instrument is used to gather this information and it is administered to all graduating seniors. The information reported in this section relates to the responses received from students graduating from the Accounting Program at Ferris State University.

The EBI instrument solicits information from students across sixteen program related factors using a seven point Likert scale. These factors were broken down into three categories: Curriculum, Learning Outcomes and Other Factors. The tables below reflect the percentage change in student responses to these factors across the period 2004 compared to 2010. The year 2004 was used as a basis for comparison because this was the last time the Accounting Program conducted a program review.

Table 1 shows that in terms of the business courses taken at Ferris State University there is an improving trend with respect to perceived quality of faculty and faculty responsiveness, although the improvement was not as significant with respect to the major courses. This may be the result of student misconceptions regarding the difference between lower level and upper level accounting courses. Student perceptions regarding the breadth and the size of classes also showed favorable trends.

Table 1
EBI Accounting Program Exit Assessment – Curriculum

Factors	Change
Required Courses: Quality of Faculty and Instruction	+13%
Required Courses: Faculty Responsiveness, Grades, and Student Effort	+16%
Major Courses: Quality of Faculty and Instruction	+5%
Major Courses: Faculty Responsiveness, Grades, and Student Effort	+5%
Breadth of the Curriculum	+13%
Size of Enrollments for Required and Major Courses	+10%

Student perceptions regarding learning outcomes are reported in Table 2. The percentage increase in responses related to technology, effective management, critical thinking and overall program effectiveness was almost ten percent across the period 2004 – 2010. Overall program effectiveness increased by 20%. There was a small improvement of two percent for the factor related to communication and teamwork.

Table 2
EBI Accounting Program Exit Assessment – Learning Outcomes

Factors	Change
Learning Outcomes: Effective Communication and Team Work	+2%
Learning Outcomes: Use and Manage Technology	+9%
Learning Outcomes: Effective Management and Leadership Skills	+49%
Learning Outcomes: Critical Thinking and Problem Solving	+10%
Overall Program Effectiveness	+20%

Table 3 shows that there was significant improvement in student responses regarding student organizations and extracurricular activities, facilities (including computer facilities), and placement and advising. The percentage increase in responses was at least 15% across all factors over the 2004 – 2010 period. Student perceptions regarding the characteristics of classmates increased by 38%.

Table 3
EBI Accounting Program Exit Assessment – Other Factors

Factors	Change
Student Organizations and Extracurricular Activities	+15%
Facilities and Computing Resources	+23%
Characteristics of Fellow Classmates	+38%
Placement and Career Services	+20%
Advisor	+33%

D. Student Program Evaluation

All accounting majors were asked to participate in the student evaluations of the Accountancy Program. The questionnaires were given to all upper level accounting classes. These classes are populated exclusively by accounting majors. The students were asked to address the quality and effectiveness of the Accountancy courses, general business requirements, computer requirements and general education requirements on a scale of 1-5.

The survey was distributed very near the end of Spring Semester 2010. Thirty-one students responded. Fourteen respondents were seniors, nine were juniors, five sophomores, and 3 freshmen. Not all responses total to 31 because some questions were left blank.

Key Findings

The Students were generally satisfied with their and general education requirements. They rated general education higher than their accounting program and the general business requirements, although satisfactory, came in last.

The students were satisfied with the quality of the accounting program and its faculty. The only complaint was directed at both Accounting and Finance and that was a desire to see more professors in both programs.

The students were least optimistic about their preparation for a career in accounting. The computer requirements were rated lowest. Of those categories, accounting software was the worst.

The specialty courses of accounting systems and managerial accounting had the highest ratings. Most students expected to do internships. Although 74% of the students responding qualified to be in the Accounting Association, only 45% reported participating.

Rating	
Accounting Program Courses	3.51
General education requirements	3.69
General Business Requirements	3.77
Computer Requirements	3.26
Overall Quality of Accounting Program	3.47
Quality of Accounting Faculty	3.47
Preparation for a Career in Accounting	3.32

These ratings are averages of all responding students. These 2010 averages were compared to the averages compiled in the 2004 APR related survey. Yes a few of these averages seem to be “different” than the previous APR but rather than try to extrapolate trends when it is uncertain that there are any trends, statistical testing was employed. Using a statistical test found in the STATA statistical package (ttest), the means were tested to determine if they were statistically different. The means were all found to be the same through the test. No statistically significant differences were noted.

Following is a compilation of general student comments.

We need more help getting internships and jobs.

Did not like APPLIA, tax homework software. Students would like more professors in both accounting and finance, so that they could have more options as to who they could take.

The accounting 410 book needs to be up dated.

Would like more opportunities for help outside of class.

Would like more counseling with regard to career paths in accounting.

The accounting professors wishing to be responsive to our students have already responded to the above criticisms:

There is now a position within COB to make students aware of internship and job opportunities. Barb Renne is the new Internship Coordinator.

The department has stopped using APPLIA and switched to McGraw Hill's "Connect" to provide online homework.

Finding more professors is problematic because of the number new professors has not kept pace with retirements. The accounting department has been given authorization to hire two new professors. Make work projects and major changes in accounting have prevented the existing small staff from being efficient in its search.

The accounting 410 book has been replaced.

Career counseling is available individually through meeting with one's advisor or by becoming a member in the Accounting Association. We as a faculty strongly encourage both activities. In this effort the students need to do a little work as well.

E. Faculty Perceptions

An email was sent to 66 College of Business full time faculty asking them to fill out an electronic survey via SurveyMonkey. Twenty-two responses were received for a 33.3% response rate. The survey was designed to determine faculty opinions in the following areas:

The accounting program and its fit with the mission of the university and the college

Whether the program meets the needs of students and employers

The quality of the program

The sufficiency of financial/human/technological resources provided to the program.

Other miscellaneous items of interest

The statements on the survey offered a range of responses from 5 to 1.

The following represents the interpretation of the five responses where the respondents were asked to rate the professional skills and personality traits of accounting students:

5 represents respondent rates that item as excellent

4 represents respondent rates that item as above

3 represents respondent rates that item as average

2 represents respondent rates that item as below average

1 represents respondent rates that item as poor

A no opinion choice was offered for each item

The following represents the interpretation of the five responses where the respondents were asked to rate various aspects of the accounting program:

5 represents respondent strongly agrees with the statement

4 represents respondent somewhat agrees with the statement

3 represents a neutral opinion regarding the statement

2 represents respondent somewhat disagrees with the statement

1 represents respondent strongly disagrees with the statement

A no opinion choice was offered for each item

Survey Findings

Professional Skills and Personality Traits of Students

Question: Based on your experience with Ferris State University accounting students, please rate these students in terms of the following professional skills and personality traits:

Information requested pertaining to:	Faculty response in terms of ability of students:
1. Technical knowledge and skills in accounting	Rated above average by 43% of the respondents
2. Technology skills with spreadsheets	Rated above average by 35% of the respondents
3. Technology skills with database software	Rated above average by 10% of the respondents (43% of the respondents had no opinion)
4. Technology skills with general ledger/accounting software	Rated above average by 24% of the respondents (57% of the respondents had no opinion)
5. Oral communication skills	Rated above average by 33% of the respondents
6. Written communication skills	Rated above average by 33% of the respondents
7. Critical thinking skills	Rated above average by 38% of the respondents
8. Ethical and moral values	Rated above average by 52% of the respondents
9. Professional examination preparation	Rated above average by 24% of the respondents (52% of respondents had no opinion)
10. Ability to work successfully in a team	Rated above average by 48% of the respondents
11. Independence/ability to work without supervision	Rated above average by 48% of the respondents
12. Leadership	Rated above average by 33% of the respondents

Overall, accounting majors are rated as being above average in most areas by roughly 33% of the respondents. In addition, on all but skills/traits numbers 4 and 9, approximately 40% of the respondents rated accounting majors as average. This means that a little over 70% of the respondents rated accounting majors as above average or average.

Of note is that approximately 50% of the respondents gave “no opinion” as an answer for skills/traits numbers 3, 4, and 9. We believe that this may reflect a large number of faculty who are unfamiliar with the specific skills required of accounting students and, therefore, feel unqualified to express an opinion.

Aspects of the Accounting Program

Aspect of program:	Faculty response:
1. The accounting program is relevant to FSU’s mission	100% of the respondents agreed or strongly agreed with this statement
2. The accounting curriculum provides your students with an adequate accounting background for your courses	71% of the respondents agreed or strongly agreed with this statement
3. The accounting program is an integral part of the COB	95% of the respondents agreed or strongly agreed with this statement
4. The accounting curriculum fits the needs of employers.	64% of the respondents agreed or strongly agreed with this statement
5. The overall quality of accounting students is equal to or above the average COB student.	68% of the respondents agreed or strongly agreed with this statement
6. The accounting faculty are responsive to the needs of the students.	50% of the respondents agreed or strongly agreed with this statement (18% of the respondents disagreed or strongly disagreed with this statement)
7. The accounting faculty are responsive to the needs of the COB faculty	55% of the respondents agreed or strongly agreed with this statement
8. The technology the COB provides to its students is sufficient.	62% of the respondents agreed or strongly agreed with this statement

Overall, the responses regarding the need for an accounting program within the COB were very favorable. The responses regarding the curriculum, the accounting faculty, and technology within the program, while a bit lower than those regarding the need for an accounting program, were also favorable.

Open-Ended Questions

Following the assessment of the professional skills and personality traits of the students, as well as the aspects of the accounting program, the survey asked the respondents to answer three open-ended questions. The questions and responses are shown below.

4. What do you believe are the strengths of the accounting program?

1. You have some very dedicated faculty.
2. It does a great deal with very little. Its professors are very student oriented and very dedicated. It is unfortunate that we have so much by way of bureaucracy being pushed down to the professor level. Somebody has to teach. That is why we are here. Playing office should not be the highest calling at FSU.
3. Its students
4. The practical, hands-on approach to accounting.
5. Teresa Cook
6. The courses are taught using a practical, hands-on approach.
7. Most of the professors care and really do a great job.
8. The students tend to be serious about learning.
9. Practitioner oriented. Prepares students for the workforce.
10. Faculty, the courses

5. How can the accounting program be improved?

1. You have a very weak faculty member teaching the first course.
2. It needs to hire at least 2 more professors. Four to five preparations per semester is too many to do a good job of teaching and meet the other demands of the University. Accounting unlike many other professions is in a period of great change. New FAS, international standards, and new legislation means that many of the courses are new to the professor each and every semester. It takes time to understand this stuff. When teaching four preparations it is impossible to take off three days to attend an out of state seminar. With counseling and office hour obligations and preparation time it is impossible to take an online seminar.
3. Reduce required courses. More why, less how. You are producing technicians.
4. Require higher level of technology skills in things like spreadsheets and data bases.
5. More use of technology.
6. Unknown
7. They should use more computerized accounting systems.
8. Cross disciplines
9. Offer managerial accounting to business majors (non-accounting majors) instead of the traditional ACCT 201 and 202

10. Unsure, but making sure the classes and assignments mirror what is currently happening in the field and not based on what was happening when the faculty member was practicing. But this is a comment I would put for faculty in every department. For example, nowadays, accounting responsibilities highlight relationship building with less time devoted to working on the ledgers (software does this). Do many of your students take classes in sales or other related areas?
11. Accounting is not my area of expertise, but from what I hear from the students, there is a wide variation among the faculty in terms of their ability to “get accounting across” to non-majors.
12. Better use of technology. Maybe a class in the use of accounting software.
13. There should be a second accounting class for Managerial Accounting to replace ACCT 202 for non accounting majors in the core.

6. What additional suggestions do you have for improving the accounting program?

1. Eliminate #5
2. Give these professors some time. It has been observed that we do not publish or do professional development. It is difficult to do when one is being pushed to the limit on a daily basis. There are simply only so many hours in a day. ACCOUNTING HAS RESISTED SHOWING MOVIES FOR COLLEGE CREDIT. Perhaps it should start. Three credits for understanding the cost issues at Ricks Cafe? (Casablanca) I have actually had to repeatedly complain to my peers in the school of business because the volume on their movies was drowning out my lecture.
3. How about a problem solving source that requires the integration of accounting into problem identification a solution generation. IE : Your company has heretofore been purely in the service industry in the USA, you are now expanding and be carrying inventory and having an office in Mexico, supervised by your former Grand Rapids rep who will have to move and be living in Mexico. etc. What problems do you foresee.
4. More hands on computer related accounting practices. Most all accounting work is done using computer technology.
5. Better spreadsheet training in Excel
6. Run intro classes for non-majors.
7. Maybe rotating teachers in the ‘gateway’ courses, 310 & 312.

When reviewing the open-ended comments for commonality, two areas seem to arise more than once: the use of technology within the curriculum and the quantity/quality of program faculty. Both of these issues are currently being addressed. The Accounting Systems class has been updated to include the use of a financial accounting software package. As for faculty, the program is currently in the process of hiring two new faculty members while specifically looking for subject matter expertise in topics covered in upper level accounting courses.

Demographic Information

The survey concluded with questions eliciting demographic information about the respondents. The information is given below:

7. Have you ever taken an accounting course?

Yes – 17 No – 4 No response – 1

8. If yes, how many courses have you taken?

1 class – 2

2 classes – 6

3 classes – 3

Approximately 7

16

B.S. degree in Accounting

30+

9. Please indicate your length of experience in the following areas:

How many years have you taught at the college level?

0 0 yrs 6 0 – 10 yrs 2 10 – 15 yrs 14 15+ yrs

How many years have you worked in business?

1 0 yrs 9 0 – 10 yrs 5 10 – 15 yrs 7 15+ yrs

How many years have you been employed at FSU?

0 0 yrs 8 0 – 10 yrs 1 10 – 15 yrs 13 15+ yrs

10. You are a member of:

Department:

4 Mktg. 5 Mgt. 8 AFIS 2 Business 1 SEHM

Program:

Sales – 1 Accounting – 1 Management – 2 CIS – 4
 AFIS – 1 Graphic Design – 1 Economics – 1 Finance – 1
 AIMC – 1 Law – 1 PGM – 1

F. Advisory Board Perceptions

On April 16, 2010, the accounting program's advisory board held its annual meeting. Seven members of the advisory board were in attendance. Presentations were made by the dean David Nichol, the department head, Jim Woolen, and other college of business staff. These presentations were made in order to bring the committee up-to-date on the state of the university and college of business, the recruiting and retention efforts in the college of business, and the accounting internship programs. The presentations were followed by discussions which focused primarily on accounting education and the significant issues the accounting faculty are facing in preparing accounting students for their chosen profession. An extensive round table discussion took place regarding the program and how it can be improved.

Since six members of the Accounting Advisory Board were also FSU accounting alumni, the board members were asked to complete the questionnaire used in the accounting graduate survey. Because of the breadth and depth of this survey instrument, a questionnaire unique to the advisory board was not considered necessary. Furthermore, all of the advisory board members provided in depth responses to questions when they wished to emphasize a point regarding the accounting program. A summary of the comments made by the board are described in Table 1.

Table 1
Advisory Board Responses

Information requested from board member pertaining to:	Board members response in terms of effectiveness:
1. FSU's academic programs overall	1. Rated above average by 100% of the board members
2. FSU's faculty overall	2. Rated above average by 83% of the board members
3. FSU's accounting programs	3. Rated above average by 100% of the board members
4. FSU's accounting faculty	4. Rated above average by 83% of the board members
5. FSU's facilities and equipment overall	5. Rated above average by 83% of the board members
6. College of Business facilities and equipment	6. Rated above average by 83% of the board members
7. FSU's placement office	7. Rated above average by 50% of the board members (Rated average by 33% of the board members)
8. Accounting Association (Club/Society)	8. Rated above average by 33% of the board members (Rated average by 33% of the board members)
9. FSU's computer equipment/software	9. Rated above average by 50% of the board members (Rated average by 33% of the board members)
10. FSU's library facilities	10. Rated above average by 67% of the board members

Table 1 (Cont.'d)
Advisory Board Responses

Information requested from advisory board pertaining to skills and traits:	Board members response in terms of overall satisfaction:
11. Overall education and training received at FSU? 12. Accounting proficiency 13. Computer application skills 14. Critical thinking/analytical skills 15. Communication skills 16. Ethical and moral values 17. Ability to work successfully in a team 18. Ability to work without supervision 19. Leadership 20. Preparedness for the job market compared to graduates of accounting programs from other universities	11. Rated above average by 83% of the board members 12. Rated above average by 83% of the board members 13. Rated above average by 33% of the board members (Rated average by 50% of the board members) 14. Rated above average by 83% of the board members 15. Rated above average by 50% of the board members 16. Rated above average by 67% of the board members 7. Rated above average by 67% of the board members 7. Rated above average by 83% of the board members 19. Rated above average by 67% of the board members 20. Rated above average by 83% of the board members
21. Would you recommend an accounting career to another student? 21. Would you recommend FSU's accounting program to another student?	21. Rated yes by 100% of the board members 22. Rated yes 100% of the board members

The accounting advisory board made a number of recommendations to the faculty at the April 16, 2010 meeting. The recommendations are presented in Table 2. Overall the advisory board indicated that Ferris graduates are getting a very good accounting education. However, efforts should be made to ensure that course content keeps up with the changing accounting environment and students familiar with latest accounting technology. The Board noted that the Bachelor's degree in accountancy has more accounting classes than many other universities. The faculty stated that the primary reasons for this characteristic was that in Michigan, a CPA candidate can sit for the exam with a bachelor's degree. Many other states require CPA candidates to have completed 150 semester hours before they can sit for the CPA exam.

Table 2
Advisory Board Recommendations

Board Recommendations:	Objective to be achieved:
1. Ferris State accounting graduates need to continue to develop their writing and communication skills.	1. Given the importance of this skill to individuals in the accounting profession, any activities, either inside or outside the classroom that the faculty can involve the students in to enhance these skills, will make the students more successful in the profession.
2. The program needs to continue in developing a forensic accounting course.	2. A relatively new area of accounting that is showing great promise with respect to job opportunities in accounting is forensics. Given this tremendous potential, the accounting program must prepare graduates for field of accounting.
3. Students should be encouraged to participate in the internship program.	3. The value added to the student in terms of the practical experience gained, the networking possibilities and the opportunities to find out more about their chosen profession, is considerable.
4. Accounting classes should continue to use software similar to that used in the field.	4. Accounting software is used extensively by accountants and auditors in the field. Given the significant number of software packages available and the breadth of their use in practice, accounting students should develop their skills in using this software in the classroom.

The Accountancy program is fortunate to have an advisory committee consisting of individuals with diverse accounting backgrounds and many years of professional experience. The committee has membership from other educational institutions, government, public accounting and industry. A summary of all of the responses received from the Accounting Program Advisory Board is presented in Table 3. Members of the Advisory Board are reported in the Appendix of this report along with their affiliations.

Table 3
Accounting Advisory Board Questionnaire and Responses

The accounting faculty would like your help in strengthening the accounting program at Ferris State University (FSU). Please help us by responding to the following questions. Your answers will be kept confidential. When you have completed the questionnaire, please return it to us in the enclosed return envelope. Thank you.

1. What year did you receive your degree from FSU?
1982, 1965, 1989, 1984, 1975, 2008

2. Please identify your major area of study at FSU

a. Accounting 5(83)

b. Accounting & Finance

c. Accounting and CIS 1(17)

d. Other (Please specify)

There were six respondents to all questions.

Please circle your response.

As a graduate of FSU, please rate the effectiveness of each of the following items in preparing you for your chosen profession.

	Excellent	Average	Poor	No Opinion		
3. FSU's academic programs overall	5	4	3	2	1	N/O
Frequency	2	4	0	0	0	0
Percent	33	67	0	0	0	0
4. FSU's faculty overall	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0
5. FSU's accounting programs	5	4	3	2	1	N/O
Frequency	2	4	0	0	0	0
Percent	33	67	0	0	0	0
6. FSU's accounting faculty	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0
7. FSU's facilities and equipment overall	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0
8. College of Business facilities and equipment	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0

Alumni Questionnaire – Advisory Board (cont.'d)

	Excellent	Average	Poor	Opinion		
9. FSU's placement office	5	4	3	2	1	N/O
Frequency	2	1	2	1	0	0
Percent	33	17	33	17	0	0
10. Accounting Association (Club/Society)	5	4	3	2	1	N/O
Frequency	1	1	2	0	0	2
Percent	17	17	33	0	0	33
11. FSU's computer equipment/software	5	4	3	2	1	N/O
Frequency	1	2	2	0	0	1
Percent	17	33	33	0	0	17
12. FSU's library facilities	5	4	3	2	1	N/O
Frequency	2	2	1	0	0	1
Percent	33	33	17	0	0	17
	Very Satisfied			Very Unsatisfied		
13. How satisfied are you with the overall education and training you received at FSU?	5	4	3	2	1	N/O
Frequency	4	1	1	0	0	0
Percent	83	17	17	0	0	0
With respect to the following skills and traits, how satisfied are you with the education and training you received at FSU?						
14. Accounting proficiency	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0
15. Computer application skills	5	4	3	2	1	N/O
Frequency	1	1	3	0	0	1
Percent	17	17	50	0	0	17
16. Critical thinking/analytical skills		5	4	3	2	1
N/O						
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0
17. Communication skills	5	4	3	2	1	N/O
Frequency	1	2	2	1	0	0
Percent	17	33	33	17	0	0

Alumni Questionnaire – Advisory Board (cont.'d)

18. Ethical and moral values	5	4	3	2	1	N/O
Frequency	1	3	1	0	0	1
Percent	17	50	17	0	0	17

19. Ability to work successfully in a team	5	4	3	2	1	N/O
Frequency	1	3	1	1	0	0
Percent	17	50	17	17	0	0

20. Ability to work without supervision	5	4	3	2	1	N/O
Frequency	2	3	1	0	0	0
Percent	33	50	17	0	0	0

21. Leadership	5	4	3	2	1	N/O
Frequency	3	1	1	1	0	0
Percent	50	17	17	17	0	0

			Better	About the same	Worse	
22. Compared to graduates of accounting programs from other universities, how well prepared were you for the job market?						
Frequency	5	4	3	2	1	N/O
Percent	2	3	1	0	0	0
	33	50	17	0	0	0

23. Would you recommend an accounting career to a student?					1. ___ Yes	2.
___ No						
If no, please briefly explain why not.						
Frequency					6	0
Percent					100	0

24. Would you recommend FSU's accounting program to a prospective student?					1. ___ Yes	2.
___ No						
If no, please briefly explain why not.						
Frequency					6	0
Percent					100	0

Please provide us with the following demographic information.

Please provide us with the following demographic information.

25. Please indicate if you were a traditional or nontraditional student while at FSU.		
	Frequency	Percent
a. ___ Traditional student (18 to 22 year old)	5	83
b. ___ Nontraditional student	1	17

Total Respondents 6

Alumni Questionnaire – Advisory Board (cont.'d)

26. What was your status when you first began your major area of study at Ferris State University?		
	Frequency	Percent
a. ___ a first year college student	4	67
b. ___ a transfer student from another college or university (non-degree)	2	33
c. ___ a student with an associate's degree from Ferris State University		
d. ___ a student with an associate's degree from another college or university		
e. ___ a student from another program at Ferris state University		
f. ___ other: (please specify)		

Total Respondents	6	
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27. Were you a member of the Accounting Association (Club/Society) while at FSU?		
	1. ___ Yes	2. ___ No
Frequency	3	50
Percent	3	50
Total Respondents	6	

28. How many years have you worked in an accounting related field? 6 Respondents
Frequency (Percent)

a. None b. 1 to 2 - 1(17) c. 3 to 5 - 0(0) d. 6 to 10 - 0(0) e. 11 to 20 - 0(0) f. Greater than 20 - 5(83)

29. How long did it take you to find your first accounting position (mo, yrs.)? 6 Respondents
Frequency (Percent)

a. < 6 mo. - 6(100) 6-12 mo. - 0(0) 1-2 years- 0(0) > 2 yrs. - 0(0) Had job while at FSU- 0(0) Still looking- 0(0)

30. How many different positions have you held since you began your professional career? 6 Respondents
Frequency(Percent)

a. 1 - 1(17) b. 2 - 1(33) c. 3 - 0(0) d. 4 - 0(0) e. 5 - 2(33) f. 6 to 10 - 2(33) g. 11 or more - 0(0)

31. How many different firms or institutions have you been employed at since you began your professional career?
6 Respondents
Frequency(Percent)

a. 1 - 1(17) b. 2 - 1(33) c. 3 - 2(33) d. 4 - 0(0) e. 5 - 0(0) f. 6 to 10 - 1(17) g. 11 or more - 0(0)

Alumni Questionnaire – Advisory Board (cont.'d)

32. Are you currently employed in the field of accounting?
6 Respondents

	1. ___ Yes	2. ___ No
Frequency	5	1
Percent	83	17

If no, please indicate why. (1 Respondents)

	Frequency	Percent
a. ___ Promotion to a non-accounting position	1	100
b. ___ Business training offered better professional opportunity outside of the accounting field	0	0
c. ___ Found a better opportunity in another field	0	0
d. ___ Decided I liked another career better	0	0
e. ___ Decided I did not like accounting work	0	0
f. ___ Unable to find an accounting position	0	0
g. ___ Other (Please Specify)	0	0

33. If you are not working in the area of accounting, how closely is your present job related to your accounting /business courses and training? Please check one.
2 Respondents

	Frequency	Percent
a. ___ Very related (Constantly draws on accounting skills and knowledge.)	2	100
b. ___ Fairly related (Frequently draws on accounting and business course knowledge.)	0	0
c. ___ Somewhat related (Occasionally draws on accounting and business knowledge.)	0	0
d. ___ Not related (Never draws upon accounting or business course knowledge.)	0	0

34. Please mark the one category which best describes the industry in which you work. 6 Respondents
Frequency(Percent)

- | | |
|------------------------------------|--|
| a. Business/Industry - 0(0) | b. Public Accounting - 2(33) |
| c. Educational Institution - 1(17) | d. Government - 3(50) |
| e. Nonprofit - 0(0) | f. Other - 0(0) (Please Specify) _____ |

35. Please mark the category (categories) that best describes your current position or job title. 6 Responses
Frequency(Percent)

- | | | |
|--------------------------------|--------------------|-------------------------------------|
| a. Accountant 1(17) | b. Consultant 0(0) | c. Instructor or Lecturer 0(0) |
| d. Analyst 0(0) | e. Auditor 0(0) | f. Professor 1(17) |
| g. Supervisor or Manager 0(0) | h. Partner 1(17) | i. Vice Pres., CFO, Controller 0(0) |
| j. Other 0(0) (Please specify) | | |

Explanations provided to (j.) above were as follows:
Director 2(33)
CFO 1(17)

Alumni Questionnaire – Advisory Board (cont.'d)

36. What is your approximate current annual salary (including bonuses)? 6 Respondents
 Frequency(Percent)

- | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| a. Less than \$20,000 - 0(0) | b. \$20,000 to \$29,999 - 0(0) | c. \$30,000 to \$39,994 - 0(0) |
| d. \$40,000 to \$49,999 - 1(17) | e. \$50,000 to \$70,000 - 0(0) | f. \$70,000 to \$100,000 - 0(0) |
| g. \$100,000 to \$150,000 - 2(33) | h. \$150,000 to \$200,000 - 2(33) | i. greater than \$200,000 - 1(17) |

37. How satisfied are you with your present job?	very satisfied				very unsatisfied
	5	4	3	2	1
Frequency (6 Respondents)	5	0	0	1	0
Percent	83	0	0	17	0

Section 3

Program Profile

Section 3 Program Profile

A. Profile of Students

When compiling the data for this section, it became apparent that the data provided by the institutional testing center was quite inaccurate. The data consistently showed far fewer students than we know are enrolled in the program. Therefore, we have used data provided by the COB Dean's Office. While some of the discrepancies could be attributed to differences in the timing of when the data was compiled, it seems that dramatic differences exist due to coding problems within the Banner system. These differences rendered the information from the testing center useless. This also means that the information for some of the requested categories is unavailable. We have included as much pertinent information as was available.

Student Demographic Profile – Fall 2010 Enrollment Statistics

Distribution by Ethnicity

MAJOR CODE	White	Asian	Black/African American	American Indian/Alaskan Native	Unknown
ACCT – Accountancy	129	5	11	4	0
ACCF– Accountancy/Finance			1	0	0
ACIS – Accountancy/CIS	6	0	2	0	0
TOTALS	153	5	14	4	8
PERCENTAGES	83%	3%	8%	2%	4%

Distribution by Class Level

MAJOR CODE	FR	SO	JR	SR
ACCT – Accountancy	2	28	44	83
ACCF – Accountancy/Finance	1	5	8	5
ACIS – Accountancy/CIS	0	2	3	3
TOTALS	3	35	55	91
PERCENTAGES	2%	19%	30%	49%

The accounting program services three campuses: Big Rapids, Traverse City, and Dowagiac. At Big Rapids, students enroll as freshmen in either as associate or bachelor degree program. At the two remote campuses students complete only their junior and senior year coursework. In addition, a fairly large percentage of students transfer in either internally or from other colleges for their last two years of study.

Distribution by Student Type

MAJOR CODE	Continuing	Internal Transfer	Readmit	External Transfer
ACCT – Accountancy	122	15	1	19
ACCF – Accountancy/Finance	16	3	0	0
ACIS – Accountancy/CIS	7	0	0	1
TOTALS	145	18	1	20
PERCENTAGES	79%	10%	<1%	11%

As can be seen by this chart, the accounting program has had just over 20% of their students transfer in from another program or from an external source, most probably a community college.

Distribution by State/Country of Origin

MAJOR CODE	MI	IN	NY	IL	Canada
ACCT – Accountancy	101	14	1	1	2
ACCF – Accountancy/Finance	18	1	0	0	0
ACIS – Accountancy/CIS	8	0	0	0	0
TOTALS	165	15	1	1	2
PERCENTAGES	90%	8%	.5%	.5%	1%

Distribution by Degree

MAJOR CODE	AAS	BS
ACCT – Accountancy	27	130
ACCF – Accountancy/Finance	0	19
ACIS – Accountancy/CIS	0	8
TOTALS	27	157
PERCENTAGES	15%	85%

Ferris serves as a community college for this area, thus providing an associate's degree in accounting. In addition, the students enrolled in the associate degree for accountancy tend to be TIPS students who then go on to complete a bachelor's degree.

Distribution by Campus

MAJOR CODE	ON CAMPUS		OFF CAMPUS		TOTAL
	NR.	PCT.	NR.	PCT.	
ACCT – Accountancy	96	61%	61	39%	157
ACCF – Accountancy/Finance	19	100%	0	0%	19
ACIS – Accountancy/CIS	8	100%	0	0%	8
TOTALS	123	67%	61	33%	184

Accounting 201 and Accounting 202 are offered on-campus as evening classes, on a rotating basis, in order to service non-traditional students and/or those in the associate degree program. All off-campus courses are taught as once a week, evening classes. No accounting courses are taught on the weekends and only one course, Accounting Theory, has been taught in something other than a face-to-face mode (blended delivery).

Historically, off-campus courses have been taught by adjunct faculty. However, in the last few years on-campus faculty have been needed to fill open teaching positions as adjunct faculty have retired or been let go. This has put a strain on the on-campus schedule, especially in light of the reduced number of tenured/tenure-track faculty. In addition, the number of course sections needed for service classes has increased and fluctuated.

In response to the scheduling issues, adjunct faculty have been scheduled as needed and the accounting schedule of classes has been adjusted as needed. In addition one course, Accounting Theory, has been scheduled as either fully online or blended delivery to alleviate some of the faculty shortages for off-campus courses. However, this has often meant tenured/tenure-track faculty have been required to teach three or four preps per semester and/or teach overloads. In effect, the accounting faculty have been stretched to their absolute limits leaving little time for service, research, and/or increased demands for information.

Accurate data related to the following areas is unavailable.

Distribution by Gender

Distribution by Part-time/Full-time

Distribution by Day/Evening Weekends

Quality of Students

While accurate data regarding GPA of students is unavailable, outstanding accounting students are recognized annually at the College of Business Student Excellence Awards Banquet. Furthermore, the Accounting Program faculty award a considerably large number of scholarships to students who have met the high standards required for the awards. These scholarships are awarded annually and include:

Dieter H. Weiss Memorial Scholarship - \$500

The Meijer, Inc. Accounting Scholarship - \$750

Douglas L. Hagemann Endowed Scholarship - \$700

Orville C. Hoffman Endowed Scholarship in Accountancy - \$750

Robert J. Brauer Award - \$350.00

Richard V. Johnson Endowed Scholarship - \$1,000

Frederick Broemer Award - \$50

William Merle Morris Scholarship - \$2,225

Employability of Students

As reported in Section 2, respondents to the questionnaire sent to graduates of the Accountancy Program indicate that over 75% of the graduates were employed within 6 months of their graduation with another 7% employed within six months to a year and three percent employed while attending Ferris State University. Furthermore, they are employed across a wide array of positions across industry and government and in many cases outside of the accounting field. This is likely due to the high demand for competency in accounting and other related skills across many different organizational environments. About 70% of the respondents are employed in the field of accounting. In addition to accounting positions, graduates are employed as: bankers, financial counselors, treasurers, human resource managers, IT managers, high school teachers, and attorneys.

The survey also finds that about 51% of the graduates of the Accountancy Program are earning salaries indicate between \$40,000 and \$70,000. Thirty-six percent of the respondents report salaries less than \$40,000 while 13% report salaries greater than \$100,000.

B. Enrollment, Retention and Graduation

The table below reflects anticipated fall enrollment for the Accounting, Finance and Information Systems (AFIS) department.

Enrollment by Program in AFIS

Program	2006	2007	2008	2009	2010	10/09 Chg		%of COB 10	%of COB 09
M.S. ISM	17	29	32	33	40	7	21.2%	1.5%	1.3%
Homeland Sec./Digital Forensics (cert.)			1	1		-1		0.0%	0.0%
Accountancy	72	74	79	76	96	20	26.3%	3.6%	3.0%
Accountancy (A.A.S.)	18	16	20	26	21	-5	-19.2%	0.8%	1.0%
Accountancy/Finance	34	42	35	36	22	-14	-38.9%	0.8%	1.4%
Finance	40	42	49	49	52	3	6.1%	2.0%	1.9%
Quality and Productivity Mgt.									
CIS/Accountancy	5	8	7	12	7	-5	-41.7%	0.3%	0.5%
Information Security & Intelligence					13	13		0.5%	
CIS/Management (deleted program)									
CIS/Marketing (deleted program)									
Computer Information Technology					11	11		0.4%	
Computer Infor. Systems (A.A.S.)	18	9	19	18	27	9	50.0%	1.0%	0.7%
Computer Information Systems	86	85	71	78	70	-8	-10.3%	2.7%	3.1%
<i>AFIS DEPARTMENT TOTALS</i>	290	305	313	329	359	30	9.1%	13.6%	12.9%

Degrees Awarded

Program	05-06	06-07	07-08	08-09	09-10
BS Accountancy	35	30	39	29	30
BS Accountancy/CIS			1		2
BS Accountancy/Finance	2	4	9	4	8

Over the last five years, enrollment in the bachelor's degree in accounting has increased by 33%, with an increase of 26% in the last year alone while the number of bachelor's degrees awarded has remained fairly consistent.

C. Program Capacity

The program has different capabilities depending on the location offered. The off campus programs seem to have the ability to absorb a few more students. However, on campus the Accounting Program is severely limited by adequate upper level qualified professors. We currently have more students ready to enroll for several of our classes the class cap will allow. This puts the Program in the position of either denying access and delaying the graduation of some current students or depleting the resources and available to the students currently enrolled in the courses.

There appears to be adequate physical resources in the College of Business to serve additional students and we do not have regulations or accreditation requirements that mandate class size.

There is some disagreement between the administration and faculty on class size. The administration seems to feel that the simple solution is simply to allow more students in the classes. The faculty believe that the larger class sizes are detrimental to the quality of delivery and want more classes. However, there has been an effort to increase the number of upper level classes in recent semester.

The Accountancy Program currently has approval to hire two additional upper-level accounting professors for accounting systems and advanced financial accounting. It is hoped that these positions can be filled in the next academic year. Our ability to better serve our students will be greatly improved with replacing these two lost positions.

D. Access

The Accounting Program offers both an AAS degree and BS degree to on campus students in Big Rapids. The BS degree is also offered at two satellite locations in Travers City, Michigan and Dowagiac, Michigan.

The Accounting Program does not offer any pure online classes. However, there is movement in this direction. Some mixed delivery upper level classes are offered at the satellite locations. However, this is done at the request of the satellite locations to save travel expenses rather than for pedagogical reasons. One professor has developed, and teaches an online accounting class for the Information Systems Management program.

There has also been some discussion about developing the expertise to teach our computerized accounting class and payroll accounting class online. This is primarily because of recent developments made by the authors to enhance delivery and enable the homework to be 100% electronically graded. This allows the students complete feedback on their accounting tasks. However, it should be noted that these course are more task based rather than learning conceptual concepts.

Some courses also use internet enhanced programs to assist with the homework. Several professors use a program called "MyAccountingLab" to assign homework in the ACCT 201 Principles of Financial Accounting and ACCT 321 Advanced Managerial Cost Accounting. Similar author aided homework is also used in the ACCT 350 and ACCT 450 Tax classes.

E. Curriculum Review

Program Course Requirements

The Accountancy Program offers students two concentrations in accounting: the Public Accounting Concentration and the Professionally Directed Concentration. The College of Business Core requires all business students to take both **ACCT 201** Principles of Accounting 1 and **ACCT 202** Principles of Accounting 2. In addition to the general education and the business core course requirements, accounting students have the upper level course requirements described in Table 1.

Table 1 Course Requirements

Accountancy Common Core (18 Credit hours)		
Course Number	Course Name	Credit Hours
ACCT 310	Intermediate Accounting 1 (ACCT 202 w/C- or better)	3
ACCT 312	Intermediate Accounting 2 (ACCT 310 w/C- or better)	3
ACCT 321	Cost Accounting 1 (ACCT 202 w/C- or better)	3
ACCT 350	Federal Income Tax/Individual (ACCT 202 w/C- or better)	3
ACCT 431	Accounting Systems & Controls 1 (ACCT 312)	3
ACCT 441	Auditing 1 (ACCT 431)	3
Public Accounting Concentration (17 Credit Hours)		
ACCT 410	Advanced Financial Accounting 1 (ACCT 312)	3
ACCT 412	Advanced Financial Accounting 2 (ACCT 312)	3
ACCT 414	Financial Accounting Theory (ACCT 312)	3
ACCT 450	Federal Income Tax/Corporate (ACCT 202 w/C- or better)	3
ACCT 461	Governmental Accounting (ACCT 312)	3
BLAW 322	Commercial Paper & Secured Transactions (BLAW 221 or BLAW 321)	2
Professionally Directed Concentration (18 Credit Hours)		
ACCT	Directed Accounting Elective at the 300 level or above	3
ACCT	Directed Accounting Elective at the 300 level or above	3
ACCT	Directed Accounting Elective at the 300 level or above	3
	Directed Accounting/Business Elective at the 300 level or above	3
	Directed Accounting/Business Elective at the 300 level or above	3
	Directed Accounting/Business Elective at the 300 level or above	3

Table 1 also describes the course prerequisites for the upper level accounting courses. ACCT 202 is a prerequisite course for ACCT 310 Intermediate Accounting 1, ACCT 321 Cost Accounting, ACCT 350 Federal Income Tax/Individual and ACCT 450 Federal Income Tax/Corporate. ACCT 312 Intermediate Accounting 2, is a prerequisite for most of the other upper level accounting courses. The exception to this is ACCT 441 Auditing which requires students to take ACCT 431 Accounting Systems & Control as a prerequisite.

Accounting students also have the opportunity to choose a dual major in either Accountancy/Finance or Accountancy/Computer Information Systems. The course requirements for each dual major is reported in Table 2.

Table 2 Double Majors in Accountancy

Accountancy/Computer Information Systems			Accounting/Finance		
MAJOR - ACCOUNTANCY			MAJOR – ACCOUNTANCY		
ACCT 310	Intermediate Accounting 1	3	ACCT 310	Intermediate Accounting 1	3
ACCT 312	Intermediate Accounting 2	3	ACCT 312	Intermediate Accounting 2	3
ACCT 321	Cost Accounting 1	3	ACCT 321	Cost Accounting 1	3
ACCT 350	Fed Income Tax-Individual	3	ACCT 350	Fed Income Tax-Individual	3
ACCT 431	ACCT Systems and Controls 1	3	ACCT 431	ACCT Systems and Controls 1	3
ACCT 441	Auditing	3	ACCT 441	Auditing	3
ACCT 461	Governmental Accounting	3	ACCT 450	Federal Income Tax-Corp	3
ACCT	Directed Accounting Elective	3	ACCT 461	Governmental Accounting	3
ACCT	Directed Accounting Elective	3			
		27			24
MAJOR - COMPUTER INFORMATION SYSTEMS			MAJOR – FINANCE		
ISYS 110	Fund of Computer Info Systems	3	FINC 300	Mathematics of Finance	3
ISYS 200	Database Design-Implementation	3	FINC 312	Financial Markets-Institutions	3
ISYS 216	Intro to Java Programming	3	FINC 323	Financial Management 2	3
ISYS 288	Web Application Development	3	FINC 451	Investment Principles	3
ISYS 316	Advanced Java Programming	3	FINC 452	Financial Modeling	3
ISYS 325	Networking Essentials	3	FINC 465	Problems in Finance	3
ISYS 330	Systems Analysis and Design	3	INTB 440	International Finance	3
ISYS 371	Adv Database Design-Implement	3	ISYS 200	Database Design-Implementation	3
ISYS 411	Project Management	3	STQM 322	Inferential Statistics	3
ISYS 470	Database Administration	3			
ISYS 489	Web-Based Sys Develop-Impel	3			
		33			27

The associate degree program requires students to take four courses in accounting (12 credit hours) beyond ACCT 201 and ACCT 201. This program is designed to allow students to take advantage of those employment opportunities in accounting that do not require a bachelor degree. On many occasions, students coming to Ferris State University with the intention of earning only the associate degree have subsequently matriculated into the bachelor's degree program in accounting.

Ferris State University's Accountancy Program provides students with a number of alternative ways to meet the State of Michigan's 150 credit hour requirements. Students can satisfy the additional course requirements by earning either a dual major or pursuing a master's degree. The dual major programs are attractive to students because they provide a mechanism to accommodate the state's 150 credit hour requirements. They are also intended to enhance the students accounting background in areas complementary to accounting.

In addition to the required courses describe above, the Accountancy Program offers students the following elective courses: ACCT 231 Payroll Accounting and ACCT 241 Computerized Accounting. These courses require only an introductory background in accounting and thus they are available to many students interested in these two unique areas of accounting. ACCT 370 Accounting is a new course that was developed to provide accounting majors with an opportunity to study this new and expanding area of accounting. Furthermore, ACCT 305 Intermediate Accounting Concepts was developed as an upper level course in accounting specifically for Finance majors.

ACCT 201 Principles of Accounting 1 serves a number of majors outside of the College of Business. ACCT 201 is a required course in the following programs:

- ACCT 201 Required for Allied Health Sciences (B.S.)
- ACCT 201 Required for Automotive Management
- ACCT 201 Required for Recreation leadership Management

Curriculum Changes

There have been few changes to the Accountancy Program since the last Accounting Program Review. The degree programs and course offerings are reviewed frequently to ensure the program is meeting the needs of students, employers, other degree programs and various professional organizations. This is done using a number of methods including examining programs at other colleges, discussions at the Accounting Advisory Board meetings, and reviews of licensing requirements. At the current time there are no significant curricular changes pending related to the Accounting Program.

The Accountancy Program's check sheet was revised in 2010. Instead of using two check sheets to accommodate the course requirements for the two accounting concentrations offered to students (Public Accounting and Professionally Directed) the check sheets were consolidated into a single check sheet. The revised check sheet describes the course requirements with respect to the general education program, the business core courses and the required upper level accounting/business courses for each concentration. The revised check sheet is shown in the appendix.

The Accountancy Program now offers a new course in Forensic Accounting (ACCT 370). The course is intended to provide students with an introduction to this new and important area of accounting. Topics covered in the course include the principles and methodologies of fraud detection and deterrence; ethical issues related to accounting and auditing; and the nature of fraud and its effects on business organizations.

Course syllabi for the courses offered in the Accounting Program are reported in the Appendix of this report along with the check sheets for each specific program.

Curriculum Assessment

The faculty survey results suggest the accountancy program fits employers needs (64% of faculty survey respondents indicating they agree or strongly agree with this statement), and the curriculum also appears to be adequate as background courses for other programs (71% of faculty survey respondents indicating they agree or strongly agree with this statement). There were a few comments in the faculty survey suggesting the fundamental accounting courses (financial accounting and managerial accounting) could be offered in an alternate format for non-accounting majors thus increasing the need to add two additional courses.

Other than the 200 level courses referred to above, the accounting curriculum is designed to meet the needs of employers and various promulgating bodies. For example, the licensing requirements in the State of Michigan to become a CPA significantly determine the courses offered in the program. However, there have been no changes in the licensing requirement and thus no need to change the Accounting Program. The content of the courses does change over time to adapt to industry changes. For example, tax law is constantly changing and the tax courses are changed to stay current with the law, but the need for a new tax accounting courses is not required. Similarly, the need to increase the coverage for International Accounting Standards has impacted a number of courses, but at this point a new course to cover these standards is not required.

The Accounting Advisory Board continues to provide some important advice and direction to the department, including curricular suggestions. A summary of the last meeting is reported in Section 2(F) of this report.

F. Quality of Instruction

Stakeholder Perceptions of the Quality of Instruction

Responses to the questionnaire sent to graduates of the Accountancy Program indicate that ninety percent of the respondents indicated that they would both recommend accounting as a career to another student and that they would recommend the Ferris accounting program to another student.

Responses to the questionnaire sent to those students majoring in accounting indicate that they were generally satisfied with the quality of instruction in the Accountancy Program. The students were less optimistic about their preparation for a career in accounting. They also indicated a need for more internships.

Responses to a questionnaire sent to College of Business faculty indicate that one hundred percent of the respondents somewhat agree or strongly agree that the accounting program is an integral part of the college. Ninety-six percent agree or strongly agree that the accounting program is an integral part of the college COB and seventy-one percent agree or strongly agree that the accounting curriculum provides an adequate accounting background for students.

Quality of Instruction – Technology

Faculty Offices

Each of the faculty members appear to have adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last four years and appears to have sufficient operating capabilities for their needs. All computers are connected to the school network and upgrades on software are now being handled automatically through the network in order to keep all computers running at the same software version. Laptops are available upon request for faculty travel or other school related projects. However, in recent years accounting program alumni development money has been used in order to provide new computers to some faculty because the college budget was not sufficient to purchase them.

Classrooms

The number of classrooms available to accountancy program has been held constant at three rooms during the past few years. This has generally been determined to be sufficient to meet the demand for accounting courses. Other classrooms within the college of business are occasionally used when needed due to scheduling conflicts or the need for larger a classroom which sometimes occurs in certain 200 level courses.

Two of the three classrooms assigned to the accountancy program have been upgraded to “smart rooms” within the past few years. Faculty are very pleased with the arrangement, tools and technology available in these rooms. One of the three rooms has not been upgraded to “smart room” technology. This room has a computer and projector and it meets the minimum needs for teaching accounting. It does not have a document camera and some of the other more recent technological teaching aids available and is thus considered to be less than adequate.

As technology continues to change, the design and capability of classrooms may need to be adapted to stay current with technology. At the current time, there are no significant technological issues that are not being addressed with the exception of the room referred to above.

In general, the facilities at the off campus sites are considered adequate. In many ways, the College of Business is ahead of other colleges in the area of computer equipment and software upgrades/consistency. In order to keep the technology current, the dean has made a commitment to upgrade a certain amount of equipment each year. As new equipment is purchased, the equipment being replaced is passed onto others or placed in classrooms. However, concerns exist regarding the effects that recent budget cuts will have on the ability to maintain the high level of technology and quality of support found in the College of Business.

Quality of Instruction – Professional Development

Resources have been available in the past to Accounting Program faculty attending conferences or professional meeting to present research, attend workshops, or serve in an official capacity at a meeting. In order to maintain a high degree of competency in a field that changes often such as accounting, Program faculty are expected to participate in regular professional development and continuing professional education activities.

Quality of Instruction – Student/Faculty Interaction

In addition to the regular interaction that occurs between the accounting teacher and the student with the course material, all of the accounting professors advise student regarding their program and the curriculum. Furthermore, as advisors, the Program faculty also assist students with career-related questions and issues.

Faculty advisors to the student Accounting Association regularly attend the student meetings and often participate in field trips. Accounting faculty have taken field trips to Detroit, Chicago, Indianapolis and Grand Rapids with student members of the Accounting Association.

G. Composition and Quality of Faculty

The tenured and tenure track faculty are listed below along with their rank, highest degree and professional certifications and recent activities:

Charles Wolgamott

Professor of Accounting, Ph.D., CPA, CMA, CIA, CFE

Years of Service at Ferris State University – 26 years

Recent professional activities:

- *Recent conference presentations in the area of forensic accounting
- *Management of a special program (Adrian Jr.) in coordination with various high schools and the Criminal Investigation Division of the Internal Revenue Service that allows students to participate in is an IRS fraud case study
- *Management of a program for high school who compete using a business simulation package called Foundations. This program is also offered to students in a two day summer business camp called “BIZ Camp.”

Stephen Jakubowski,

Professor of Accounting, Ph.D., CPA

Years of Service at Ferris State University – 10 years

Recent professional activities:

- *Recent conference presentations in the area of auditing and governmental accounting
- *Advisor to the Ferris Accounting Association and participant in various student field trips

Teresa Cook

Associate Professor of Accounting, CMA

Years of Service at Ferris State University – 8 years

Recent professional activities:

- *Conferences attended:
 - IMA National Student Leadership Conference – November 2007
 - Lilly Conference on College and University Teaching – September 2008
 - Presentation: The Impact of Culture on Critical Thinking
 - IMA 90th National Conference and Exposition – June 2009
 - IMA National Student Leadership Conference – November 2009
- *Advisor to the Ferris Accounting Association and participant in various student field trips
- *Participated in multiple Ferris Dog Day activities

Larry Bajor

Associate Professor of Accounting, CPA

Years of Service at Ferris State University – 4 years

Recent professional activities:

- *Advisor to the Ferris Accounting Association and participant in various student field trips

The Accountancy Program currently has approval to hire two additional tenure track professors to assist primarily in the areas of accounting systems and advanced financial accounting. It is hoped that these positions can be filled in the next academic year. Our ability to better serve our students will be greatly improved with replacing these two lost positions. The normal teaching load for professors in the department is 12 credit hours per semester. At the present time, there is no graduate program for accounting.

Resources have been available in the past to Accounting Program faculty attending conferences or professional meeting to present research, attend workshops, or serve in an official capacity at a meeting. Faculty are expected to seek resources for travel and conference related costs from all sources possible across the university, the college and the department.

Professor Bajor was tenured and Professor Cook was promoted to Associate in the Spring 2011.

The resumes for all tenured and tenure track faculty is included in the Appendix of this report.

Non-tenured and Adjunct Faculty

With very few exceptions, temporary faculty generally teach the introductory accounting courses at the Big Rapids campus. Adjunct faculty are used to teach some of the upper-level accounting courses at the North Michigan and West Michigan campuses, Below is a list of non-tenured and adjunct faculty who taught in the Accounting Program over the past academic year:

Spring 2011

Full-time Temporary Faculty:

Lois Jakubowski, Big Rapids Campus, 12 credit hours
Catherine Browsers, Big Rapids Campus, 12 credit hours

Adjunct Faculty:

Karen Hashimi, Big Rapids Campus, Campus, 3 credit hours
Robert Thompson, North Michigan Campus, 3 credit hours
Jane M. Zlojutro, North Michigan Campus, 3 credit hours
Joseph E. McKew, West Michigan Campus, 6 credit hours

Non-tenured and Adjunct Faculty taught approximately 38% of the Accounting Program Course offerings (excluding internships and independent studies) in the Spring 2011 semester.

Fall 2010

Full-time Temporary Faculty:

Edward A. Dorman, Big Rapids Campus, 12 credit hours
Lois Jakubowski, Big Rapids Campus, 12 credit hours
Catherine Browsers, Big Rapids Campus, 12 credit hours

Adjunct Faculty:

Marvin D. Studinger, North Michigan Campus, 3 credit hours

Robert Thompson, North Michigan Campus, 3 credit hours

Jane M. Zlojutro, North Michigan Campus, 3 credit hours

Joseph E. McKew, West Michigan Campus, 6 credit hours

Non-tenured and Adjunct Faculty taught approximately 45% of the Accounting Program Course offerings (excluding internships and independent studies) in the Fall 2010 semester.

Minimum qualification requirements for temporary faculty are a master's degree with professional certification. The Accountancy Program currently has approval to hire two additional tenure track professors to assist primarily in the areas of accounting systems and advanced financial accounting. If these search are successfully filled with qualified faculty, the Accounting will be able to reduce its dependence on temporary faculty.

H. Assessment and Evaluation

The table below identifies the Accountancy Program Outcomes along with the courses designed to meet these competencies and the degree of mastery expected of the students.

Program outcome	ACCT 201	ACCT 202	ACCT 310	ACCT 312	ACCT 321	ACCT 350	ACCT 410	ACCT 412	ACCT 414	ACCT 431	ACCT 441	ACCT 450	ACCT 461	BUSN 499
Technical Knowledge & Skills														
Record, summarize, communicate the economic consequences of business activities to inform strategic and tactical organizational decision makers in a wide range of environments (e.g. manufacturing, governmental, profit and non-profit, service)	I A	I A M	R	R A	R A M									R
Make investment, financial, and managerial decisions supported by generally accepted accounting principles		I A			R A									R
Technology Skills														
Communicate information electronically to stakeholders within and without an organization – whether an accounting service provider or consuming organization			I	R	I	I								
Communication Skills														
Present and defend their views through formal and informal, written and oral presentation										R				R
Critical Thinking														
Evaluate structured, unstructured, and ambiguous accounting related situations and provide relevant business alternatives	I	I A			R A	R								R
Research accounting and tax issues (locating, obtaining, and organizing information from both human and electronic sources) and provide interpretations of the results		I				I								R
Ethical Issues														
Adhere to the ethical requirements of the profession and be able to make value-based judgments	I	I			R						I			
Identify ethical issues and make well founded ethical judgments and decisions in the practice of accounting	I	I	R	R	R	R					R			
Professional Examination Preparation														
Pass career relevant professional accounting certification examinations														

Legend: (I) = Introduced, (A) = Program Assessment, (M) = Mastery, (R) = Reinforced

Program outcomes have been entered into the University's TracDat system and outcomes measures have been established for some of the program outcomes. The TracDat Report for the Accounting Program is included in the Appendix of this APR. No measurement data has yet been entered into this system. Accounting faculty have begun collecting data relevant to some of the program outcomes from the introductory accounting courses, but this data has not yet been summarized and entered into the TracDat system.

Course outcomes have also been entered into the University's TracDat system for all of the accounting courses. At the current time, individual course outcomes and their measurement is left to the faculty members teaching the courses. Again, accounting faculty have begun collecting data relevant from the introductory accounting courses, but this data has not yet been summarized and entered into the TracDat system. Selected examples of the TracDat Report for individual accounting courses are also included in the Appendix of this APR.

I. Service to Non-Majors

The Accounting Program's associate degree program is designed for students who wish to take advantage of employment opportunities in accounting that do not require a bachelor degree. Furthermore, the Accountancy Program offers a minor in Accounting to individual interested in complimenting their major with accounting. The minor program is particularly attractive to Finance majors.

Because of its importance to the business curriculum at any university, the College of Business Core at Ferris State University requires all business students to take both **ACCT 201** Principles of Accounting 1 and **ACCT 202** Principles of Accounting 2. Furthermore, ACCT 201 Principles of Accounting 1 is a required course in the following programs: Allied Health Sciences (B.S.), Automotive Management and Recreation leadership Management.

J. Degree and Program Cost and Productivity Data

The classroom productivity of the faculty in the Accounting program, as indicated in Student Credit Hours and Full Time Equated Faculty (SCH/FTEF), has consistently been higher than that of the University as a whole as well as that of the College of Business. Note, during Winter 2006, the Accountancy, Finance, Economics & Statistics Department closed and reorganized with Accounting and Finance course prefixes merging with the Computer Information Systems Department. Economics moved to the Management Department; while STQM moved into the Marketing Department. The not applicable (N/A) found in the table below, explain these departmental changes. This has been due largely to the decrease in full time faculty as the results of retirement.

SCH/FTEF Productivity Measure

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Ferris State	444.01	455.71	443.06	450.88	448.62	453.69
COB	537.69	556.65	576.41	591.07	580.78	581.87
AFES Dept.	618.53	643.48	N/A	N/A	N/A	N/A
CIS	479.38	527.94	N/A	N/A	N/A	N/A
AFIS	N/A	N/A	589.42	581.43	596.94	609.63
Accounting		694.40	714.33	683.80	690.38	696.87

N/A indicates no data is available for these departments due to departments being reorganized.

In terms of Student Credit Hours, the College of Business during the 2009 - 2010 academic year ranked second University wide with approximately 49,853 student credit hours. The AFIS department, during this same time period, ranked second within the College of Business with 15,470 student credit hours. The accounting program ranked second within the AFIS department for the same time period. However, the accounting program continues to be much more productive than the university as a whole and the College of Business.

The table below shows that the numbers of student credit hours and full-time equated faculty have been fairly consistent over the last five years. Of note is the fact that going back to the year 2001, there were nine full-time, tenured faculty, while there are currently only four. The program is currently seeking to replace one faculty member who has left the university and is now being allowed to replace one more retired faculty member. This means that the program has been down, on average, four full-time faculty members for the last five years while the number of student hours has not decreased.

Student Credit Hours

	2004-05	2005-06	2006-07	2007-08	2008-09	2009 – 2010
Ferris State	285,223	300,005	299,811	306,480	312,569	316,085
COB	42,998	44,382	45,652	47,956	49,003	49,853
AFES Dept.	11,881	6,408	N/A	N/A	N/A	N/A
AFIS	N/A	N/A	14,519	14,886	15,486	15,470
Accounting		5,403	5,603	5,214	5,523	5,318

Full-Time Equated Faculty

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010
Ferris State	642.37	658.33	676.68	679.74	696.74	696.69
COB	79.97	79.73	79.20	81.13	84.37	85.68
AFES Dept.	19.21	9.96	N/A	N/A	N/A	N/A
CIS	13.50	18.04	N/A	N/A	N/A	N/A
AFIS	N/A	N/A	24.63	25.60	25.94	25.38
Accounting		8.04	7.84	7.63	8.00	7.63
Adjunct			3.00	2.50	3.25	2.5

Cost Per Student Credit Hour

Accurate data is unavailable

K. Administrative Effectiveness

Adequacy of administrative and clerical support for the program

The Accounting Program are 'making the most of a bad situation.' There seems to be a gap between the needs of the accounting program and the understanding of these issues by the COB administration. See comments below.

Program/Department Efficiency

Some of the department activities are not carried out. This is especially true for programs engaged in off-campus delivery. We have adjunct faculty teaching off-campus that has never had an administrative visit. The administration feels that it is a faculty responsibility to do such visits.

Being understaffed and with a lack of administrative participation it is difficult to say the department is run in an efficient manner.

However, the secretarial and clerical support is outstanding. Requests for help are handled quickly and efficiently.

Class and Teaching Schedules

A faculty member has finally volunteered to do the initial organization of the class schedules. Therefore we have seen an improvement in recent years. However, as discussed below, class sizes and only offering some classes once a year does create some scheduling problem.

Timeliness of Course Offerings for Students

The answer is basically yes. We have a difficult situation where the enrollment is larger than the course caps but in some cases not large enough to necessarily justify the addition of an additional course. The solution lies somewhere between delaying the graduation of a few students and compromising on the integrity of the course delivery to the remaining students.

We are also addressing an issue of the ability of students to participate in internships. A good time for students to do an audit or tax internship is during the spring semester. However, many of the advanced accounting classes are only offered once a year and participation in an internship will delay graduation. However we are working with the department head in the possibility of offering some of these classes more than once a year in spite of the enrollment.

Additional comments

The accounting environment perhaps can be summarized as follows:

- It can take years to develop an expertise in many of the accounting disciplines. But these specialties are referred to by the dean as “disturbingly basic.”
- This is a time of unprecedented change in the accounting profession.
- Keeping up to date in any of the accounting disciplines is a demanding task.
- The accounting program at Ferris is seriously understaffed by qualified upper level accounting professors.
- Professors find it necessary to teach classes on short notice in areas out of their area of expertise on a regular basis.
- It is difficult to find qualified faculty to teach upper level classes at the satellite campuses.
- There is a concerted effort to push down administrative responsibilities onto faculty.

It should be noted that the accounting program currently has open searches for two upper level accounting positions. In addition, the department head has tried very hard to make monies available for professional travel for conference and presentations.

These comments should be read with the understanding that circumstances inherited by university actions and decisions have put extra demands on the COB administration. Over the years the COB has lost an associate dean, two counselors and a department head. In responding to this the COB administration has take a position of trying to push down many of these administrative responsibilities onto the faculty.

The accounting program has been moved from a standalone department with a knowledgeable accounting department head to several departments with a mixture of other programs ranging from Computer Information Systems, Finance, Economic and Statistics. Each move resulted in an administrative head with less and less of an accounting background.

This is a time of unprecedented change in the accounting profession. It can take years to develop an expertise in many of the accounting disciplines. The changing environment makes it extremely difficult to keep up to date. There can be hundreds of changes in tax laws each year. Changes in auditing and financial accounting standards are taking place so fast that text books publishers are moving from a three year rotation between editions to only two. Even with that we find some new texts out of date before we even start using them. This requires time consuming researching of outside sources just to have current information for basic class materials.

There have been significant changes to the Certified Public Accounting (CPA) and Certified Managerial Accounting (CMA) exam format and content in the past six months alone that have a major impact on our accounting curriculum. Just keeping up to date in any of these disciplines is a demanding task.

Perhaps the best way to describe the day to day environment is to reference a series of memo between the dean and several accounting faculty in reference to the qualifications for new faculty positions and the approval of adjust faculty for off campus teaching. Also listed are the perceived responsibilities of the Program Champion and faculty in reference to administrative responsibilities. The perception of the dean is that topics in the Advanced Accounting courses are “disturbingly basic.”

Response to questions from Dean Nicol by Professor Cook. 12/12/2010

A few questions:

In the event that a hiree did not have a doctorate in accounting (indicated as no longer a requirement), will that individual be considered a full-fledged and equal member of the seniority group, with the opportunity to teach across the curricular offerings?

Response: Inasmuch as a candidate is required to meet certain educational requirements, we also carefully screen for experience/background in certain areas of accounting and the ability to cover several areas if needed. So the answer to your question is yes. Case in point: Don Reynolds.

What are the "advanced areas of accounting not readily found within a local pool of adjuncts"?

Response: Those topics covered in upper level accounting classes such as: fair value accounting, partnerships, liquidations, consolidations, foreign currency exchange, revenue recognition, segment disclosure, Sarbanes-Oxley/internal controls, errors and changes. Not to mention the advanced areas of financial accounting covered in intermediate such as asset valuation, comprehensive income, financial statement reporting and disclosure, various debt/financing options, pensions, and advanced stockholders' equity transactions.

The point is advanced that we "struggle to cover all current courses", The major includes 12 courses (in addition to the two accounting course in the core). That seems an exceptionally high number. Is that typical of other accounting programs?

Response: These courses are intended to cover all content included in the CPA exam and are very comparable to other accounting programs. We also offer 370 - Forensic Accounting as an elective which was developed in response to the high demand for accountants in the field of forensic accounting. In addition, we offer two courses (221 and 305) that are service courses to other degrees and two courses (231 and 241) that are part of the associate's degree in accounting. We have also seen an increase in the demand for intermediate accounting and tax accounting as students from other disciplines go for minors/concentrations in accounting. And now we are being asked to cover classes off-campus and in the two master's programs.

The bottom line is that we have been stretched to the limits for several years and cannot continue to operate in this manner. We are left to operate in a continual catch-up/keep-up mode that leaves no room for research and expanding course offerings. For instance, I have been approached by faculty outside of the COB to develop a survey of accounting type course covering the material in 201 and 202 for non-business majors and the construction program would like us to offer a section of their accounting course in Grand Rapids. As some point, something has got to give. I don't want it to be one of us or our program.

Teresa Cook

Additional comment by Professor Cook to Dean Nicol 12/12/2010

At the risk of sounding rude, it appears to me that if you believe that these topics are "disturbingly basic", you have not considered (and do not understand) the in depth analysis and advanced level of information required to properly disseminate, record, and disclose information of this nature. The basic information covered in 201 and 202 is, literally, the tip of the iceberg when it comes to accounting information. The upper level classes provide information about how to handle the hundreds of potential variations of the basic transactions

covered in 201 and 202. As for comparing our curriculum to other AACSB schools, would that not depart from your concerns about making our program unique in some way?

Based on your comments, I am concerned that you will not pursue the accounting positions with the intensity that we, the accounting faculty, feel about this. I am very worried that you seem to view the situation so differently than we do. I truly wish that we could have a better conversation about this. However, since I am having surgery Monday morning this is probably not possible. Therefore, at this point, I simply feel defeated.
Teresa Cook

Comment from Dean Nicol to Professor Cook 12/13/ 2010

I regret that you draw the conclusions you have. My exchanges with you are intended to enable making the most compelling case. I am far less an 'outsider' than those to whom I will be making the case. For them, saying 'you don't understand because you are not one of us' does not make the case.

Dave

Comments from Professor Reynolds to Dean Nicol 12/13/2010

Dave,

What type of information regarding the difficulty of teaching these subjects would be most useful?

I teach the advanced financial accounting courses, and I cannot understate the complexity in the material and the difficulty in teaching it properly. As a student, I took advanced accounting twice (once at the undergraduate level and also at the graduate level). I then did a lot of what is covered in advanced while I was in industry (consolidations and liquidations to be specific), and I still find parts of it difficult to follow and teach. It takes 7 chapters in our current book to cover consolidations as there are many issues and variations to consider. I agree with Teresa that a typical adjunct cannot properly teach this material.

My 2 cents.

Don

Comments from Professor Bajor to Dean Nicol 12/13/ 2010

David,

What many of the AACSB schools do is offer a Masters Degree in Accountancy (MAC). Several of our 400 level courses are pushed up into the Master's level. When I was at Bowling Green we had a MAC. Because of the number of courses pushed into the Masters level it was rare for an undergraduate to find employment with just a BA. The demand for BGSU's MAC students was outstanding with an almost 100% placement every year. Invariably those not placed had not interviewed for a job. BGSU had 18 tenure track professors and about 10 really strong adjuncts. Two preparations and three courses taught each semester.

The revenue increase is considerable with a MAC.

Part of the problem here with our adjuncts is that we make a hire no hire decision based on a vita. We do not even have an interview, nor do we have the time to track down the claims made on the vita. I have been willing to OK an individual if they are currently working in an area. If someone is currently doing corporate tax, they are probably for ACCT 450. With many of the other candidates either their degrees and or work experience is suspect. I have personally voted down people who had MBA's that wanted to teach 310, 312, 410, 412, 450, etc. The amount of accounting in any MBA is roughly equivalent to our ACCT 201 and ACCT 202. Someone working a regular 50 to 60 hour week does not have the time to "learn" areas outside their work competency. For that matter, keeping current when one's only job is teaching is difficult. There is a lot of material and unlike many other disciplines the topics vary greatly from course to course. Being a tax expert does not qualify one to teach auditing. There is very little carryover from intermediate accounting to advanced. I am convinced that some of the problems with bad student reviews would be cured if there were fewer preparations every semester. Four preparations are too many! We are simply working

ourselves to death. The changes in tax and financial accounting are monumental and there is no sign that the rate of change will slow anytime soon. Losing Don Reynolds is a huge blow to the department.

I really want things to go well here. I like it here. Perhaps we could meet as a group and discuss things. Emails always seem to be so acrimonious even when they are not. Let's talk.

Below is a description of the duties and responsibilities for the Program Champion as of September, 2010. I should note that this list makes up the majority of my responsibilities I had as a department head many years ago. Please note that the responsibilities are expected to be performed by the faculty associated with the respective programs. Forget that the faculty already have a full time job teaching their respective classes, advising students and participating in professional development duties. Also please note that this is expected to be done for a "stipend!"

Woolen to Wolgamott 9/29/2010

Program Champion

A Program Champion serves as a leader and advocate for her/his program within the College of Business. The nature and extent of each Program Champion's duties and responsibilities will vary, dependent on factors such as level/stage of program development, program size (e.g. SCH's produced and faculty required), and delivery locations and modes.

In general, it is her/his responsibility to secure the involvement of faculty associated with the program in all activities identified as necessary and appropriate to ensure programmatic vitality and viability in a changing and highly competitive market. As the Program Champion, her/his responsibility is to assure the performance of the necessary tasks (outlined below); not to perform them by her/himself. Performance is assumed to be a responsibility shared equally among all faculty associated with the respective program.

The role of a Program Champion is distinct from that of a Program Coordinator (who is more focused on scheduling and resource application). Where applicable, the Champion and Coordinator will work as a team (along with the Department Head/Chair), with the possibility that the roles may be performed by the same person, though that does not have to be the case. The Program Champion assignment is for twelve months, and is renewable.

Areas of Responsibility and Key Dimensions

Program Leadership

In collaboration with program faculty, assess program distinctiveness and value-added in light of changing stakeholder expectations/needs, adjusting curriculum and programmatic representations accordingly.

Attend and actively participate in scheduled Program Champion meetings.

Schedule and chair regular program meetings.

Recruit, coordinate, and actively involve faculty in program activities, planning, and reporting.

In collaboration with program faculty, the program coordinator and the Department Head/Chair, identify critical program needs, goals, and priorities and articulate them annually using the Programmatic Planning document.

Curriculum Management

Coordinate regular review of program and constituent courses to ensure curricular currency and relevance in light of pedagogical and professional advances, competitive considerations, and changes in workplace needs and expectations.

With the assistance and involvement of program faculty, compile and prepare timely reports, documents, and materials as required/requested (e.g. APR, ACBSP, HLC, or various other program-specific expectations).

Coordinate assessment activities, including TracDat documentation, and assure continuous quality improvement utilizing assessment findings.

In conjunction with the Department Head/Chair, the Program Coordinator, and program-related staff, develop class schedules and related staffing plans, ensuring faculty vetting of sufficient prospective adjunct faculty to meet programmatic needs.

Where warranted by sufficient prospective enrollment, arrange with Educational Counselor for program faculty member to conduct program-specific FSUS section(s).

Advising, Recruitment, and Retention

Work with program colleagues to articulate programmatic distinctiveness and value in a fashion that promotes new enrollment. Coordinate with appropriate college/institutional entities responsible for conveying that message (e.g. web site(s), marketing materials, admissions, etc.).

In cooperation with the College Educational Counselor and appropriate staff, ensure that transcripts of prospective students, transfer credit equivalencies, transfer guides, and articulation agreements are reviewed; students are advised during orientation and open registration periods; graduation clearances are performed; and probation, retention, and graduation rates are monitored, interpreted, and actions taken to enhance future rates.

In cooperation with the Educational Counselor and CPTS staff, ensure that students at other campuses are advised in timely and appropriate fashion and that consortium forms are complete and accurate.

Coordinate program faculty involvement in recruitment activities (e.g. Dawg Days, college fairs, DECA, tech center open houses, campus visits, phone follow-up, etc.) to recruit both new (FTE) and transfer students. Coordinate efforts with the Department Head/Chair, the COB's embedded admissions recruiter, and the College Educational Counselor.

Function as liaison with Dean's Office to address identified student advising needs/issues.

Development

Facilitate active and constructive developmental linkages between program faculty and adjuncts (both on and off-campus); ensure necessary, appropriate and timely guidance and resource support is provided.

Encourage program faculty to participate in training sessions for teaching and advising at both the College and University level.

For programs engaged in off-campus delivery, visit sites at least once each semester, meeting with staff, adjunct faculty, and students to reinforce programmatic continuity, integrity, and linkage.

Collaborate as appropriate with the College Internship Coordinator in developing and ensuring quality internship opportunities, placements and experiences.

Encourage and promote relevant scholarly and professional development by program faculty.

Actively participate in the recruitment of program advisory board members and effective utilization. Oversee the scheduling and conduct of advisory board meetings (at least once a year).

Work with the College Advancement Officer to coordinate program efforts toward donor development for scholarships, professional development, faculty development, equipment, etc., with particular emphasis on advisory board members, alumni, and program partners.

Stipend

Compensation will be a function of programmatic complexity, reflecting factors such as the number of program faculty (permanent and adjunct), the number of enrolled students, the number of sections offered (both program-based and service-oriented), the number of remote sites at which the program is offered, the diversity of delivery modes, and the life-cycle of the program (e.g. early development, maintenance, need of re-engineering, etc.)

After discussion and review, the Department Head/Chair will recommend an appropriate stipend to the Dean, who will make the final decision.

As previously noted, if the same individual performs Program Coordinator functions, both activities will be taken into account in determining appropriate compensation.

Section 4

Facilities and Equipment

Section 4

Facilities and Equipment

A. Instructional Environment

The number of classrooms available to Accountancy Program has been held constant at three rooms during the past few years. This has generally been determined to be sufficient to meet the demand for accounting courses. Other classrooms within the college of business are occasionally used when needed due to scheduling conflicts or the need for larger a classroom which sometimes occurs in certain 200 level courses. The number of rooms assigned to the Accounting Program may need to be reviewed as enrollment in individual classes of ACCT 201 and ACCT 202 increases due to fewer sections offered.

The department uses white boards. The last remaining chalk boards have been replaced with white dry erase boards. This seems to be a universal trend. The department has been exposed to additional modern technology such as clickers for in class polling, lap tops in the classroom, etc. When the department observes a pedagogical advantage to some such technology we will request it. A current trend is to offer homework sites online. At these web locations students can access homework assignments from anywhere. They can receive timely help with homework problems and receive immediate feedback in terms of grades.

For the immediate future, our concern is that the students have adequate access to new web based library resources. Much of the information that was formerly made available in hard copy only is becoming available in web based form only.

Two of the three classrooms assigned to the accountancy program have been upgraded to “smart rooms” within the past few years. Faculty are very pleased with the arrangement, tools and technology available in these rooms. One of the three rooms has not been upgraded to “smart room” technology. This room has a computer and projector and it meets the minimum needs for teaching accounting. It does not have a document camera and some of the other more recent technological teaching aids available and is thus considered to be less than adequate. All classrooms utilized by the accounting department are equipped with desktop computers that have Internet access. They are also connected to the University’s network. In addition, each room is equipped with an overhead projector, VCR, and LCD projector.

Offsite technology is problematic. The computers in the classrooms at Southern Michigan University are very slow and unreliable. The “white boards” in the classrooms are so worn that reading what one writes on them is difficult. The Traverse City facilities are better but the classrooms do not meet the “smart room” standards of the main campus. In an environment in which one increasingly must access web based data to teach advanced classes the situation is dire. In general, the facilities at the off campus sites are considered adequate.

B. Computer Access and Availability

The office computers have not been replaced in 4 years. These machines are still functioning but showing signs of advancing age. There is some difficulty in producing printed documents from these machines. The last group of office printers was not as robust as the HP LaserJet 1200 series. We could use some training on sending documents to our new smart copiers. Perhaps a single page describing the process would be sufficient. There is a risk that if large numbers of faculty start using the copy machine as our primary printer, there will be great lines at the copy machines.

All computers are connected to the school network and upgrades on software are now being handled automatically through the network in order to keep all computers running at the same software version. Laptops are available upon request for faculty travel or other school related projects. Online support is very professional. In the last few months, budgetary concerns have left TAC with reduced inventory of parts for computers and printers. Printer toner is frequently in short supply.

As technology continues to change, the design and capability of classrooms may need to be adapted to stay current with technology. At the current time, there are no significant technological issues that are not being addressed with the exception of the room referred to above. All classrooms utilized by the accounting department are equipped with desktop computers that have Internet access, Microsoft Office 2003, Frontpage, and other software titles (see attached listing for BUS-314 that indicates all standard software with a checkmark). They are also connected to the school network. In addition, each room is equipped with an overhead projector, VCR, and LCD projector.

Each faculty member has the option/ability to request that course specific software be added to the computer in the classroom in which the course is being taught. The approval of such additions is subject to review for compliance with College of Business software requirements as well as any budgetary constraints.

Unfortunately, some software cannot be used because the student cannot use the CDs that come with their textbooks in the computer labs. A network version of the software needs to be available in some cases but the cost is prohibitive. In addition, a long lead time is required to install software in the computer labs. When teaching schedules change with little notice, the new faculty member may not have time to have network software installed for use in the class.

In general, the facilities and equipment available to the accounting program appear to be quite adequate for their needs, but “availability” does not always seem to be equivalent to “usability.” Responses from Graduates of the Accountancy Program showed that graduates were not always positive about the resources the College of Business provides to the Accountancy Program. Many graduates believe that more resources need to be devoted to technology and more emphasis placed on the use of this technology in the classroom.

C. Library Resources

The FLITE library offers many print and electronic resources for both Faculty and students. The current trend is toward increasing web-based offerings at the expense of more traditional print resources. This change seems to be taking place world-wide. If our students are to be competitive they must be exposed to the environments in which they will perform. While there are budgetary considerations, the FLITE staff has honored all reasonable requests.

Of particular importance to the accounting program is the RIA database. Traditionally RIA has provided tax research resources. RIA has evolved into a resource through which all manner of government regulation can be accessed and interpreted, at an additional cost. Not all of the data available through RIA is of important to producing new CPA's. Much of the available information is arcane even by accounting standards. The accounting department has requested and the FLITE staff has added both GAAP and IFRS resources to our RIA database. Given the constantly changing tax and financial accounting environment, the accounting department is certain that we will be making additional requests for RIA services of the FLITE staff.

FLITE provides the Wall Street Journal in both print and electronic form. The print version is the daily current offering. The searchable electronic database surprisingly has a 10 year gap. Our students are unable to access electronically Wall Street Journal articles more recent than 2001. This is an area in which we would like to gain capabilities that are more robust. A single print copy for the entire university makes assignments about current issues difficult.

ABI Inform and JSTOR are traditional academic databases. They are well suited for professorial research but are of little use except in the instance of the most advanced accounting courses.

It is certain that the ways we access and use information will continue to evolve. Once budgets loosen it is hoped that we can place some additional resources into both RIA and the Wall Street Journal resources.

Section 5

Conclusions

Section 5 Conclusions

Relationship to the FSU mission

The Ferris State University mission is to prepare “students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.” The Accountancy Program’s goals are intended to compliment and reinforce the University mission and provide a mechanism to facilitate the University’s movement toward mission accomplishment. As in many other professions, a successful career in accounting depends on an individual’s refinement of many skills across many disciplines. Success in the field of accounting is also dependent on an individual’s ability to adapt and to solve problems in to an ever-changing complex business environment. The Accounting Program FSU is a career oriented program that is central to the mission of Ferris State University. We prepare students for successful careers, to be responsible citizens and for lifelong learning in a rapidly changing global economy and society.

Program Visibility and Distinctiveness

Ferris State University’s Accounting Program has a long established record of providing an excellent education in business and accounting. There are many reasons for this but primarily because of the dedicated faculty and the educational standards they set. In addition, the Accounting Program serves citizens of the State of Michigan through its presence in several satellite locations. Such a presence gives the University and the Accounting Program greater visibility across the state. Many programs across Ferris State and across other universities are unable to provide this service. The Accounting Program also provides a small class environment such that students receive extra attention needed to help master complex and challenging professional material.

Students have the opportunity to earn a dual major in Accountancy and Computer Information Systems or Finance. The Accountancy/Finance degree is the only one in the State of Michigan. Such programs are intended to assist students in meeting the State of Michigan requirements for the CPA certification and to the ability to select certain upper level courses that would complement their accounting course work, given their desired chosen career path.

With no community in the immediate vicinity of Big Rapids, the Accounting Program offers an associate degree designed to allow students to take advantage of those employment opportunities in accounting that do not require a bachelor degree. The associate degree's course requirements are embedded in the course requirements for the bachelor's degree in accounting such they easily continue into the bachelor's degree program in accounting if they choose.

Few colleges have the expertise required to offer a course in Forensic Accounting. The Accounting Program at Ferris offers students such a course.

Program Value

The Accounting Program has a long history of providing students with the technical knowledge to work in many of the professional area of accounting such as auditing, tax and managerial accounting. Responses from graduates of the Accountancy Program indicate that over 77% of the graduates rated the program and its faculty as above average. Furthermore, over eighty percent of the respondents rated their level of satisfaction as above average with respect to overall education and the development of their ethical values, leadership skills, ability to work in a team and without supervision. Survey results also indicate that graduates of the Accountancy Program indicate that almost 90% of the graduates were employed within the first year of their graduation. The survey also indicates that graduates earn competitive salaries upon graduation.

Ferris State University's accounting program provides students with a number of alternative ways to meet the State of Michigan's 150 credit hour requirements. Students can satisfy the course requirements by earning either a dual major or pursuing a master's degree such as the MBA or MISM. Ferris State graduates have earned a solid reputation with respect to their performance on professional examinations. Furthermore, many graduates go on to earn graduate degrees.

The introductory accounting courses represent two key courses in the College of Business core classes. Such courses are required of all business students.

Program faculty are in regular contact with both accounting graduates and employers to obtain information about the demand for accountants, employer expectations of job applicants and the current issues facing accountants. The Accountancy Program has an active advisory board that provides an important source of external information regarding the professional environment and the attributes skills desired by employers of new accounting recruits.

Enrollment

Over the last five years, enrollment in the bachelor's degree in accounting has increased by 33%, with an increase of 26% in the last year alone while the number of bachelor's degrees awarded has remained fairly consistent. The Accounting Program also attracts a many student transfers from other programs at Ferris.

Characteristics, Quality and Employability of Students

Industry statistics reveal that accounting jobs are among the top ten occupations with the greatest demand for new recruits. Accounting graduates can look forward to having a not only choice of potential career paths, but also the demand for qualified accountants means there are high-end salaries on offer. Responses to the survey from graduates of the Accounting Program provide some additional evidence of this.

Responses from employers surveyed indicate that 83% were very satisfied with respect to the accounting and business skills demonstrated by Ferris graduates. Furthermore, an increasing number of recruiters are coming on to campus to interview accounting students.

Quality of Curriculum and Instruction

The Accountancy Program goals were developed by the program faculty based on the accounting their discussions with both internal and external stakeholders including other business faculty and staff, alumni, employers and advisory board members. These goals and the accounting curriculum are regularly evaluated in order to determine where improvements can be made to the program.

The Accountancy Program offers students two concentrations in accounting: the Public Accounting Concentration and the Professionally Directed Concentration. Students can satisfy the additional course requirements by earning either a dual major or pursuing a master's degree.

Over 70% of the faculty surveyed indicated that the curriculum also appears to be adequate as background courses for other programs.

Composition and Quality of Faculty

Fundamental to attracting quality students to the Accountancy Program is the maintenance of a high quality program. The accounting faculty are aware of the various stakeholder expectations for the accounting program and the curriculum and the program goals reflect these requisites. All of the accounting faculty are committed to these goals maintaining the highest standards for the students.

All tenured or tenure track professors have a doctoral degrees and at least one professional accounting certification. Furthermore, they are fully engaged in professional development activities as is required for professional certification through presentations and other forms of participation at state, regional, national and international conferences.

Conclusions

Accounting graduates are among the top ten occupations with the greatest demand for new recruits. The Accountancy Program at Ferris State University has a long history of serving its constituents by preparing students for their chosen profession career. The Program has earned a strong reputation with respect to the quality of this preparation and the accounting faculty are committed to maintaining a strong reputation in the future.



FERRIS STATE UNIVERSITY

COLLEGE OF BUSINESS

August 8, 2011

AFIS DEPARTMENT

(Accountancy, Finance &
Information Systems)

Certificates:

Undergraduate

- ❖ Advanced Studies in Investment
- ❖ Homeland Security: Digital Security & Forensics
- ❖ Project Management

Graduate

- ❖ Advanced Studies in Business Intelligence & Informatics
- ❖ Advanced Studies in Information Security & Networking Management
- ❖ Advanced Studies in Project Management

Minors:

- ❖ Accountancy
- ❖ Computer Information Systems (CIS)
- ❖ Finance

AAS Programs:

- ❖ Accountancy
- ❖ Computer Information Systems (CIS)

BS Programs:

- ❖ Accountancy
- ❖ Computer Information Systems (CIS)
- ❖ Computer Information Technology (CIT)
- ❖ Finance
- ❖ Information Security & Intelligence (ISI)

BS Dual Majors

- ❖ Accountancy & Finance
- ❖ Accountancy & CIS

MS Programs:

- ❖ Information Systems Management

Dr. Jim Woolen, CCP
Department Head

119 South Street, BUS 212
Big Rapids, MI 49307-2284
Phone: (231) 591-2434
Fax: (231) 591-3521
E-mail: woolenj@ferris.edu

Dr. Matt Wagenheim, Chair
Academic Program Review Council
College of Education & Human Services (SRC 102B)
Ferris State University

Re: Accountancy Program Review - DH Comments

First and foremost, I have the utmost respect for the knowledge, skills, and abilities of the Accountancy faculty. We are fortunate as an institution and a college to have such knowledgeable individuals in the accounting content area. An overwhelming majority of the faculty care about student learning, and are student-centered in their approach to teaching. Our adjuncts also play an important role in the program and add value to the courses they teach through current practitioner experience.

There are some aspects of the APR that would benefit from amplification or a different perspective:

Section 3 – Item B:

While on-campus enrollment from 2006-2010 did increase 33% for the BS, 26% of that increase was in one year (2009-2010). From a strategic planning perspective, we need to assess what promoted this dramatic one-year increase in enrollment. Was it a one-time anomaly or is it sustainable?

From 2006-2010, off-campus enrollment increased 56%. Of the 177 students enrolled in the BS Accountancy program for fall 2010, 46% (81) were registered at the two off-campus sites (Dowagiac & Traverse City). While there was a slight decline in enrollment off campus from 2009 to 2010 (-2.4%), it still is the highest growth area for the program.

For the same time frame, there was: a 29% decrease (34 to 22) in the dual Accountancy/Finance enrollment; a 40% increase (5 to 7) in dual Accountancy/CIS enrollment; and, a 17% increase (18 to 21) in the associate degree enrollment.

Section 3 – Item H:

Progress on developing program and course outcomes has been somewhat glacial (and considerably less progress than other COB programs) in the past few years despite continued emphasis on the need of such data for accreditation and program improvement. Assistance in entering information into TracDat has been many times by COB staff and administrators. The COB assessment mentor had limited success when offering help to align course outcomes to program outcomes, and to reduce course outcomes to a manageable number.

As faculty accurately stated in the APR, there is no data being gathered to assess effectiveness of the Accountancy program. In view of university expectations, accreditation requirements, and external expectations from all stakeholders, this status must change in the 2011-2012 school year. I again offer any assistance to help achieve this critical goal.

Dr. Matt Wagenheim, Chair
 Academic Program Review Council
 August 8, 2011
 Page Two

Section 3 – Item K:

Program/Department Efficiency

The assertion that the department is not run in an efficient manner due to the department administrator not visiting with the adjunct faculty at the off-campus locations is quite an interesting perspective. While I have actually visited those campuses and met with our adjuncts, I must admit that it has been several years since I've met with them. While delivery and classroom management skills can be observed by an administrator, program faculty are more appropriate to observe adjuncts for evaluation of meeting objectives in the Accountancy content.

While it is true that an Accountancy faculty member has volunteered to create class schedules for the past few years, having a total of 96 on-campus students in the BS program for 2010 at varying stages of progress exacerbates scheduling of upper level courses due to low enrollment in these classes. Until 2010, the number of majors ranged from 72-79 students on-campus which was problematic for having multiple sections of low enrollment upper-level courses.

Additional Comments

It is my opinion that inclusion of an email thread taken out of context with the COB Dean adds no value to the APR and is a poor example of alleged administrative issues. As an example, the attached email from Dr. Bajor to the Accountancy faculty could be taken out of the context that precipitated the thread as blatantly disregarding students and curriculum processes. *However, nothing could be farther from the truth!* Dr. Bajor is an extremely caring instructor who is student-centered. He used sarcasm in his email to illustrate that an APR does not guarantee quality instruction simply because you have met process requirements. I am using his email to illustrate my point that inclusion of email taken out of context can be very misleading.

There is no evidence shown in the APR to support the assertion that only someone with an accounting background can be an effective administrator for the Accountancy program. It also does not address the underlying problem that Accountancy faculty do not regularly meet as a program nor do they usually agree on courses of action for most issues affecting their program.

While the faculty are accurate that they have far too many course preps, there are two aspects to consider:

1. Faculty continue to have unrealistic expectations on the qualifications of candidates that would be attracted to Ferris; therefore, we have had two failed searches in the past three years. This past year, I secured approval from the Dean to search for two replacement positions, and the search committee did not select anyone while two other programs in AFIS did have a successful search within the exact same time frame.
2. When compared to some competitive accounting programs, there are more required courses and thus more sections to schedule and staff. In their core program requirements for accounting courses, the following universities require: 21 credits at the University of Houston; 24 credits at Arizona State University; 27 credits at Northern Illinois University (the 10th ranked accounting program in the country); 25 credits at GVSU; 24 credits at Georgia State University; 27-30 credits at CMU; 30 credits at WMU. Our Accountancy program requires 35 credits for the CPA concentration. The CPA education requirement for Michigan is 30 credits in accounting subjects.

The assertion that the COB administration is pushing administrative duties down to the faculty implies faculty have no role in leading their program. Curriculum and assessment, which are the heart and soul of a program, have always been a faculty responsibility. A faculty member who functioned as their program champion discontinued that role due to a perceived lack of collegial support. While not lucrative by any standard, there is a stipend for being a program champion.

While it is true faculty are being asked to take on more responsibility for their program, this is not an uncommon trend in the university, Michigan, or academia. Even though we have seen a reduction in COB resources, no one has told us we can stop doing the same work load that existed before the reductions. Faculty are not being asked to do anything which is not connected to the Accountancy program.

Dr. Matt Wagenheim, Chair
Academic Program Review Council
August 8, 2011
Page Three

Summary:

As mentioned in the APR, I am completely supportive of faculty professional development efforts and encourage attendance to at least one appropriate event during the school year. One faculty member is attending the American Accounting Association's annual conference in Denver this month to update his skills and to recruit for the two vacant positions.

My primary rationale for responding to specific portions of the APR is not to place any blame for the current status, but instead to heighten awareness that things need to change for the betterment of the program and its students. Without appropriate data being collected against faculty developed program/course outcomes, there is no way to measure effectiveness, to improve the program, nor to celebrate victories. This needs to be a faculty-led and faculty-driven effort with administrative support.

Faculty should probably undertake an environmental scan on what necessary skills are required for an accountant today and in the next 10 years. A "clean slate" approach might be used to build curriculum to match those needs. Course and program outcomes could be created along with appropriate measures and assessments. Course mapping would be a logical outgrowth of this effort.

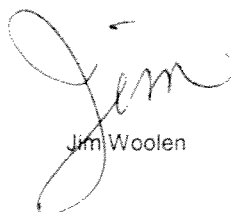
I strongly believe the Accountancy program adds value to the COB, the university, and to the economic well-being of the state. I fully support the faculty and this program.

I supported and funded Dr. Wolgamott's innovative initiatives such as the Adrian Junior Project (high school students), the Adrian Project (our students), and the summer BizCamp. This past year I also co-funded an effort led by Dr. Wolgamott for a pilot competition among three high schools using business simulation software. Dr. Wolgamott has also been innovative in curricular matters by creating the Forensic Accounting course.

My thanks go to Dr. Cook for volunteering to schedule classes for the program. And, many thanks to Dr. Bajor who volunteered to teach an FSUS 100 class this fall for Accountancy and Finance students.

Lastly, thanks to Dr. Jakubowski for leading the APR efforts for the past two years. He gathered the faculty in an effort to respond to constructive suggestions from the APR Council in 2010 for improvement of the prior submission.

Respectfully,



Jim Woolen



Re: APR
 Lawrence H Bajor to: Stephen Jakubowski
 Cc: Charles W Wolgamott, Jim Woolen, Teresa Cook

08/01/2011 02:11 PM

I will be out of town until Thursday August 11 because of my involvement with Becker, my 414 classes in TC and WDA and the AAA convention. My recommendation with the APR is simply to make a statement that student opinion is irrelevant to us. We ignore direct complaints when they happen and act with hostility to the students who bring the complaints. Why would a survey cause us to change our behavior? I participated in the APR with regard to the Business core courses. What a travesty. The faculty senate did not even have the self respect to have our program reviewed by someone who knew what he was doing.

Secondly, our curriculum is defined by the AICPA and the state CPA boards. If our students do not like a course lets say auditing, will we drop it? No, not if we want our students to qualify for the CPA exam. We have very little say about what we offer. We could go beyond the demands of our governing bodies but we currently do not have the faculty to do so. It would be really nice to offer Estates and Trusts or a nice course on International Taxation but we do not have enough faculty to do so. There are also many other reasons why the APR and additional student surveys are bothersome but I do not have the time to do that now. I will be happy to tell the faculty senate that the APR is not helping the accounting department be more creative or better serve our students. I understand that when departments do not have any rigor imposed from the outside that a review may be helpful. For us the review is just another use of time preventing us from actually doing something for our students. Ferris is a wonderful place to teach. However, we are studying, certifying, and surveying ourselves into incompetence. Just because somebody puts more sheets into a 3 ring binder does not make them a better educator. Doing something every 5 years just because it has been done every 5 years is no justification. Is it not time for the faculty senate to show some creativity with regard to the APR?

I am paid to teach. I do not recall anything in any statement made to me before I came here regarding the APR. Many of the faculty senate members are strong supporters of the FFA. I do not recall finding anything in the FFA contract regarding the APR. This makes the APR a non-contractual overload. I bill out for about \$400 per day if I like what I am doing. If the task is a fool's errand, my cost is \$2000 per day. The APR falls into the latter category. If the senate has my fee I will do any bit of surveying foolishness they like.

Regards,

LB

Dr. Lawrence H. Bajor PhD.
 Associate Professor
 College of Business Room 220 IRC
 201 South Street
 Ferris State University
 Big Rapids, MI 49307
 231.591.3153

Stephen Jakubowski I would like to meet as soon as possible regar...

08/01/2011 11:13:43 AM

From: Stephen Jakubowski/FSU
 To: Charles W Wolgamott/FSU, Lawrence H Bajor/FSU, Teresa Cook/FSU
 Date: 08/01/2011 11:13 AM
 Subject: APR

I would like to meet as soon as possible regarding the two comments we received on our APR draft.

I don't believe it will take too long but I would like to get your input as to how the comments should be

addressed.

The deadline for final submission is August 15. I am here all day today and I will be here most of the day TH this week and Mon. next week.

Steve

Stephen T. Jakubowski, Ph.D., CPA
Professor of Accounting
Ferris State University
Big Rapids, MI 49307
Telephone: 231-591-2988
Email: jakubows@ferris.edu

Appendix

Academic Program Review - Plan and Budget

TracDat Reports

Faculty Resumes

Advisory Board Members

Course Syllabi

Program Check Sheets

Questionnaires

Academic Program Review - Plan and Budget

TracDat Reports

****Unit Assessment Report - Four Column**

**Ferris State University
Program - Accountancy (B.S.)**

Mission Statement: The mission of the Accountancy program is to provide the State of Michigan with a supply of accounting graduates who can respond to the changing needs of the business community. The department also provides support for other programs within Ferris State University.

Advisory Board/Committee Once per year

Meetings:

Next FSU Academic 2010-2011

Program Review:

Accreditation Body: Accreditation Council for Business Schools and Programs (ACBSP)

Academic Year of Next 2011-2012

Accreditation Review:

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Accountancy (B.S.) - Technical Knowledge & Skills #1 - Record, summarize, communicate the economic consequences of business activities to inform strategic and tactical organizational decision makers in a wide range of environments (e.g. manufacturing, governmental, profit and non-profit, service)</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>	<p>Assessment Method: In order to provide a measure of student learning, a set of five objective questions was developed based upon primary learning objectives. One set of questions was developed for financial accounting and a separate set for managerial accounting.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: Student scores will be tabulated and evaluated in order to monitor the following: a. Changes in average scores across time within each of the four classes; b. Changes in average scores across time between ACCT 201 and ACCT 312 and between ACCT 202 and ACCT 321.</p>		
<p>Program - Accountancy (B.S.) - Technical Knowledge & Skills #2 - Make investment, financial, and managerial decisions supported by generally accepted accounting principles</p> <p>Outcome Types: Learning</p>	<p>Assessment Method: In order to provide a measure of student learning, a set of five objective questions was developed based upon primary learning objectives. One set of questions was developed for financial accounting and a separate set for managerial accounting.</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>	<p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: Student scores will be tabulated and evaluated in order to monitor the following:</p> <ul style="list-style-type: none"> a. Changes in average scores across time within each of the four classes; b. Changes in average scores across time between ACCT 201 and ACCT 312 and between ACCT 202 and ACCT 321. 		
<p>Program - Accountancy (B.S.) - Technology Skills - Application of accounting software to creation and/or dissemination of accounting information.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>			
<p>Program - Accountancy (B.S.) - Communication Skills - Present and defend their views through formal and informal, written and oral presentation.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>			
<p>Program - Accountancy (B.S.) - Critical Thinking #1 - Evaluate structured, unstructured, and ambiguous accounting related situations and provide relevant business alternatives.</p> <p>Outcome Types: Learning</p> <p>Start Date:</p>			

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>09/02/2008</p> <p>Outcome Status: Active</p>	<p>Program - Accountancy (B.S.) - Critical Thinking #2 - Research accounting and tax issues (locating, obtaining, and organizing information from both human and electronic sources) and provide interpretations of the results.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>		
<p>Outcome Status: Active</p>	<p>Program - Accountancy (B.S.) - Ethical Issues #1 - Identify the ethical requirements of the profession and be able to make value-based judgments.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>		
<p>Outcome Status: Active</p>	<p>Program - Accountancy (B.S.) - Ethical Issues #2 - Identify ethical issues and make well founded ethical judgments and decisions in the practice of accounting.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>		
<p>Outcome Status: Active</p>	<p>Program - Accountancy (B.S.) - Professional Examination Preparation - Performance on professional accounting</p>	<p>Assessment Method: Results of Ferris State University accounting graduates compared to national</p> <p>Assessment Method: 06/25/2009 - see 2002-2005 & 2009 CPA FSU Performance document</p> <p>Classification:</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>comparable to national norms.</p> <p>Outcome Types: Learning</p> <p>Start Date: 09/02/2008</p> <p>Outcome Status: Active</p>	<p>averages.</p> <p>Assessment Method Category: Certification Exam</p> <p>Criterion for Success: Student scores above national norm.</p>	<p>Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Change Assessment Strategy: Yes</p>	

Unit Course Assessment Report - Four Column
 Ferris State University
 Z - ACCT Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Define Accounting - Discuss accounting uses; explain the history of accounting and the accounting profession; understand types of business organizations; understand and use financial statement elements; understand and use financial reporting; understand international accounting standards; understand ethical issues related to financial reporting. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Adjustment Process - Understand and apply accrual versus cash basis; understand revenue and matching principles; apply adjusting entries for accruals; apply adjusting entries for deferrals; understand and discuss ethical issues related to the adjustment process. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions in Merchandising Operations - Understand perpetual and periodic inventory systems; understand and apply the multi-step income</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>statement format; discuss ethical issues related to merchandising operations. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Current & Contingent Liabilities - Understand and explain notes payable and interest expense; understand the impact of product warranties; understand liabilities related to payroll; explain the need for contingent liabilities; demonstrate financial statement presentation of current liabilities; discuss ethical issues related to current liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Long-Term Liabilities - Understand and discuss types of long-term debt; understand the accounting for bonds process; understand accounting for interest on bonds; understand how to account for premiums and discounts; demonstrate financial statement presentation of long-term liabilities; discuss ethical issues related to long-term liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>01/01/2011 End Date: 12/31/2011 Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class passes with 75%</p> <p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
<p>Z - ACCT Courses - ACCT 305 - Intermediate ACCT Concepts - Comprehension - Understand how to analyze and report business transactions related to: investments, current liabilities, contingencies, income tax, leases, pensions, and stockholder's equity. As well as a comprehension of the behavioral, economic, and ethical consequences of recording these transactions, and the allowance for the time value of money. (Created By Z - ACCT Courses)</p> <p>Start Date: 01/01/2011 End Date: 12/31/2011 Course Outcome Status: Active</p>	<p>Assessment Method: Exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Accounting Standard Setting Process - Students should be able to comprehend and explain the history of standard development; the Financial Accounting Standards Board (FASB); and the FASB's due process for standard setting. (Created By Z - ACCT</p> <p>Start Date: 07/01/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Accounting Standard Setting Process - Students should be able to comprehend and explain the history of standard development; the Financial Accounting Standards Board (FASB); and the FASB's due process for standard setting. (Created By Z - ACCT</p> <p>Start Date: 07/01/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	<p>Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Conceptual Framework of Accounting - Students should be able to comprehend and explain the objectives of financial accounting; basic accounting principles; basic accounting postulates; constraints in the conceptual framework; and problems in the development of a conceptual framework. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p> <p>Assessment Method: Exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Time Value of Money - Students should be able to comprehend and explain the importance of the time value of money. (Created By Z -</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p> <p>Assessment Method: Exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Basic General-Purpose Financial Statements & Financial Reporting Process - Students should be able to comprehend and explain the basic general-purpose financial statements and financial reporting process; limitations of the financial statements; elements of financial reporting; reporting requirements for the balance sheet, income statement; statement of retained earnings, and statement of cash flows. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p> <p>Assessment Method: Exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Current Assets - Students should be able to comprehend and explain the accounting and reporting procedures for current assets including: cash; receivables; inventory. (Created By Z -</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p> <p>Assessment Method: Exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Students are expected to earn a score of at least 70%</p>		
<p>Z - ACCT Courses - ACCT 310 - Intermediate Accounting 1 - Plant Assets - Students should be able to comprehend and explain the accounting and reporting issues</p>	<p>Assessment Method: Quizzes</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>to plant assets including the acquisition, use and disposal of the following assets: depreciable assets; depletable assets; land; intangible assets. (Created By Z - ACCT Courses)</p>	<p>Post Criterion for Success: Students are expected to earn a score of at least 70%</p>		
<p>Start Date: 07/01/2009</p>	<p>Assessment Method: Exam</p>		
<p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>Criterion for Success: Students are expected to earn a score of at least 70%</p>	
<p>Z - ACCT Courses - ACCT 312 - Intermediate Accounting 2 - Intangible Assets & Investments - Students should be able to comprehend and explain the accounting and reporting issues related to intangible assets and investments. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Quizzes Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>Criterion for Success: Students are expected to earn a score of at least 70%</p>	
<p>Start Date: 07/01/2009</p>	<p>Assessment Method: Exam</p>		
<p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>Criterion for Success: Students are expected to earn a score of at least 70%</p>	
<p>Z - ACCT Courses - ACCT 312 - Intermediate Accounting 2 - Liabilities & Contingencies - Students should be able to comprehend and explain the accounting and reporting issues related to liabilities and contingencies. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Quizzes Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>Criterion for Success: Students are expected to earn a score of at least 70%</p>	
<p>Start Date: 07/01/2009</p>	<p>Assessment Method: Exam</p>		
<p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>Criterion for Success: Students are expected to earn a score of at least 70%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Category: Focus group</p> <p>Criterion for Success: 70% of the class displays a clear understanding of the topic</p>		
<p>Z - ACCT Courses - ACCT 350 - Fed Income Tax-Individual - Individual Income Taxes - Students will prepare individual federal income tax returns. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Completion of form 1040 for a generic family</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
<p>Z - ACCT Courses - ACCT 350 - Fed Income Tax-Individual - Internal Revenue Code - Students will learn how to compare the fact patterns of both business and individual clients with the fact patterns given as examples in the Regulations to the Internal Revenue Code (IRC). (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		
<p>Z - ACCT Courses - ACCT 350 - Fed Income Tax-Individual - Tax Consequences of Property Transactions - Students will also examine property transactions and how the taxes does or does not tax them. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class passes with 75%</p>		