

**ACCOUNTING (Period: AY 2013-2014 to AY 2019-2020
Originally Due December 23, 2020)**

I. General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)

The Accounting curriculum is very rigorous that affords students who complete the degree with high employment opportunity. Many of our students take the Certified Public Accountant (CPA) exam and plan to be licensed CPAs. The availability of several employers in the Fox Valley area provides students with a rich array of job and internship opportunities. It is not unusual for Accounting graduates to have more than one internship in their resume by the time they graduate. Accounting faculty have significant work experience and are very engaged with their students and the business community.

The main challenge of the Accounting Program is that the Cofrin School of Business, and Accounting as part of it, is not AACSB accredited. A related challenge is the difficulty to hire tenure-track faculty with doctorate degrees in Accounting. Several previous searches to attract tenure-track faculty had failed. To address this, significant improvements in salaries are needed. However, the search in Fall 2020 was successful and a doctoral candidate is hired as Assistant Professor of Accounting and is due to start in Fall 2021. In addition, research databases commonly utilized by tenure-track Accounting faculty need to be acquired at significant annual cost. Setting budget aside for research databases may help in attracting Accounting faculty holding doctoral degrees.

2. What are some things that would help make your program and its students more successful? (Narrative)

The main support that the Accounting program needs is to be able to hire more Accounting faculty with terminal degrees at competitive salary. To meet AACSB standards and a conservative goal of a 42.5-to-1 student-to-faculty ratio we need a minimum of three tenure track lines, at least one lecturer line, and 0.5 to 1.0 FTE-equivalent associate lecturers. Ideally, we seek three tenure track lines (two PhD or DBA, and one LLM) and three Lecturers for a student-to-faculty ratio of roughly 35-to-1; we would seek significant associate lecturer support. In addition, subscription to financial databases utilized by Accounting and Finance faculty is important in keeping tenure-track faculty to be highly productive in their research. Accounting and Finance faculty share similar financial databases for research, thus the resources are scalable. High teaching load, 21 credits per year, does not leave much room for faculty to conduct much research activity; therefore, summer research support could go a long way in enhancing research productivity of tenured and tenure-track faculty.

3. What are some program accomplishments worth highlighting? (Narrative)

- Moving the accounting program to include the option to complete the major entirely online has allows us to respond to prospective students in need a more flexible option to meet family and work obligations.
- We have approved an accelerated option in the MS Management program designed for accounting students, allowing those seeking CPA certification, which requires the completion of 150 credits, to gain 9 graduate credits as part of their undergraduate program, thus making progress towards both an undergraduate and a graduate degree in place of progress toward multiple undergraduate majors or minors.
- Accounting curriculum was revised in Fall 2020. First, the Accounting curriculum was revised to afford flexibility so that students can select courses depending on whether they intend to sit for the CPA exam or not. In the revised curriculum students who plan to take the CPA exam will be able to elect three courses that are designated as recommended to students planning to sit for the CPA exam. On the other hand, students who do not plan to take the CPA exam can elect other courses that provide them with the breadth of knowledge to practice Accounting outside the field of Public Accounting.
- The search for Assistant Professor of Accounting in Fall 2020 was successful. A doctoral candidate is hired and is due to start in Fall 2021.

4. Have there been any significant changes that have affected your program? (Narrative)

In Fall 2019, the Accounting program is housed in the Accounting and Finance department, along with the Finance program. The School of Business has now three separate departments compared to one department before Fall 2019. Housing the Accounting Program in the same department as Finance, and potentially the Economics program, will provide it with the opportunity to scale resources among the three similar programs. This will enable the department to better serve student and to attract and retain talent.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

The major goal of the Accounting Program in the next five years is for the Cofrin School of Business, and Accounting as part of the CSB, to be AACSB accredited. Several related goals support this effort and are in alignment with the University and Cofrin School of Business missions:

Community Engagement

- Establish a functioning Accounting and Finance Advisory Group to improve curricular alignment with changing industry demands and increase professional connections to the local business community. This should be established in the Academic year of 2020/2021 and be fully functional in the following academic year.
- Work with local high schools and regional organizations to improve Financial Literacy. Given the Covid-19 situation, this should be established in the academic year 2021/2022.

Faculty Qualifications and Scholarship

- Increase the staffing of doctorally trained Accounting faculty to meet AACSB faculty qualification expectations for Scholarly Academics.
- Increase the diversity of Accounting faculty. Given the diversity of Green Bay area Public Schools and our pursuit of student diversity, we should increase our effort to hire minority faculty in the upcoming faculty searches. Upcoming searches should make deliberate effort to hire a faculty from minority/underrepresented group. The department has 7 faculty. In the next three to five years, we can aim to hire two faculty from minority/underrepresented groups.
- Improve the research infrastructure for accounting and finance faculty. While it is clear that significant improvements in salaries are needed, research databases commonly utilized by tenure-track Accounting faculty need to be acquired at significant annual cost. Setting budget aside for research databases may help in attracting Accounting faculty with doctorate degrees. Also, the research can be scaled in such a way that it can be used by both the Accounting and the Finance faculty. Given our small number of tenured/tenure-track faculty in the department, it is difficult to justify an acquisition of complete database, such as Compustat and CRSP. They are expensive databases that can run over \$40,000 per year. However, setting aside a \$10,000/year or similar amount per year to support data acquisition needs for Finance and Accounting faculty can go a long way. This has to be tactical to the current research needs of the faculty. While this is a doable strategy for the next three to five years, we should strive to have Compustat and CRSP database as our tenure-track faculty number increases and our accreditation aspirations get realized.
- Encourage faculty excellence through attendance and presentation at professional development activities with an emphasis on preparing faculty for the impacts of digital innovation and technology on the accounting profession. For example, an Accounting faculty has worked with our Digital Transformation Executive in Residence to incorporate digital transformation curriculum in her course.

Curricular Excellence and Access

- Review and revise the Accounting major and minor, including its emphases, certificate options, and non-credit programing. Special focus should be given to preparing learners for the impacts of digital innovation and technology on careers in accounting.
- Expand graduate-level educational opportunities for learners, either through accelerated options, new programs, or partnerships with other universities.

- Increase the diversity of our student body to resemble the demography of the Green Bay Area High Schools.
- The overall CPA pass rate in 2018 is comparable to that of national average. However, there are two parts of the CPA exam, Financial Accounting and Reporting (FAR) and Reporting, where the first-time pass rates were below national average. The pass rates need to increase to that of the national average. Please see the Appendix B.
- Completion rates for Financial Accounting, ACCTG 201 needs to improve. There is a plan to assign one graduate assistant to the course in Fall 2020. The graduate assistant will work with faculty to enhance the learning experience of students in the course. This in turn may help to improve the completion rates for the course. Accounting faculty will also look at other strategies, such as changing the contents of the courses, credits for the course, etc.
- Retention rates for Freshmen, students with GPA less than 2.75, students who start their studies at UWGB needs improvement. In addition, graduation rates in Spring for underrepresented groups is lower compared those of majority students, and the loss rate for underrepresented groups is higher. These warrant discussion in the department with the intent of coming up with methods to address them.

II. Demand

The Accounting degree prepares students with broad and discipline specific skills needed to succeed in a career of their choice among any Accounting specialization. Many Accounting students apply their skills to pass the Certified Public Accountant (CPA) exam to become a licensed CPA. The availability of several employers in the Fox Valley area provides students with a rich array of job and internship opportunities. It is not unusual for Accounting graduates to have more than one internship in their resume by the time they graduate. Accounting faculty have significant work experience and are very engaged with their students and the business community.

Number of declared majors in Accounting has remained relatively stable, to slightly growing over the past seven years. National trends and feedback from regional accounting firms indicates that the number of declared accounting majors has declined or remained stable, relative to other competing programs, such as finance. There is a sharp decline in the number of declared minors in AY 2014-15. Prior to 2014-15, Business Administration majors were required to have a minor, and many BA majors elected Accounting minor. After the minor requirement for BA majors was dropped in Fall 2014, there is a noticeable decline in the number of declared minors in Accounting.

III. Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

The CSB first revised its mission, vision, and program objectives as part of the AACSB accreditation process, then again in fall 2019 following the campus re-organization to four colleges, and the successful re-missioning of the campus in summer 2019.

CSB Mission: The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research.

CSB Vision: Reflecting our responsibility as the regional comprehensive university serving the third most populous and economically important region in Wisconsin, the Austin E. Cofrin School of Business strives to become the third largest public business school in the State by delivering an array of undergraduate, graduate, and non-credit offerings built upon a foundation of partnerships and impactful scholarship.

The Accounting major and minor directly serve the mission of the University and Cofrin School of Business through its alignment with regional workforce needs through its extensive internship program and robust post-graduation employment rates, its commitment to access through its dual online and face-to-face offerings, and its dedication to student engagement through the activities of the Accounting Student Association (ASA), and service-focused high impact programs like VITA.

The Accounting degree prepares students with broad and discipline specific skills needed to succeed in a career of their choice among any Accounting specialization. Many Accounting students apply their skills to pass the Certified Public Accountant (CPA) exam to become a licensed CPA. The availability of several employers in the Fox Valley area provides students with a rich array of job and internship opportunities. It is not unusual for Accounting graduates to have more than one internship in their resume by the time they graduate. Accounting faculty have significant work experience and are very engaged with their students and the business community.

Learning Outcomes

The CSB embraces a culture of continuous improvement; these efforts are driven by our college-wide Assurance of Learning (AOL) Committee. Student achievement relative to our LG's are assessed following a set five-year cycle that identifies the specific semesters and years when data is collected, analyzed, subsequent improvements are recommended and

implemented (see below Table). When performance targets are met, LG goals are increased by 2%, suggested improvements are still made, and different courses are selected for assessment to assure LG metrics reflect broad CSB-wide, not course-specific achievement. We are cautious that even when we meet our targets, and thus close the assessment loop, we need to maintain a culture of continuous improvement.

The four primary learning outcomes for all our majors and programs at the undergraduate level are as follows:

- Learning Goal 1: Students will be effective communicators.
- Learning Goal 2: Students will be effective critical thinkers.
- Learning Goal 3: Students will be effective team members
- Learning Goal 4: Students will consider CSR in their decisions

Upcoming five-year assessment plan for each undergraduate Learning Goal. Individual learning goals identified by numbers within the table.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Steps	F19	S20	F20	S21	F21	S22	F22	S23	F23	S24
Step #1: Collect data	3,4		1,2		3,4		1,2		Re-evaluate Learning Goals	
Step #2: Analyze data and identify change: Beginning of each semester by the AOL committee and during the semester by all faculty		3,4		1,2		3,4		1,2		
Step #3: Implement changes over two semesters			3,4	3,4	1,2	1,2	3,4	3,4	1,2	1,2

By continuously examining and revising the learning goals to ensure that our students are work-force ready, the CSB helps improve learning.

2. Curriculum development (Lists, brief narrative if appropriate)

The school regularized its curriculum review process with the establishment of the Curriculum Committee in October 2012. This was one of three standing committees established as part of the CSB's effort to gain AACSB accreditation. In fall 2019, the Department of Accounting and Finance became one of three budgetary units within the CSB, requiring a re-assessment and revision of the existing college-wide committee structure. Two relevant changes resulted from this reorganization. First, course and program approval processes for accounting courses now follow that is typical of other governance departments (i.e. Chapter 53 of the [Faculty Handbook](#) and as described in the [Curriculum Planning and Procedures Guide](#)). Second, in spring 2020, the faculty adopted a revised committee structure that includes four college-wide committees with

direct input into curricular matters that span beyond individual departments; these committees became active in fall 2020. One committee is directly related to curriculum issues:

Curriculum Committee: Charged to provide recommendations to the Dean regarding the benefits and potential consequences of proposed curricular changes to the core offerings shared across CSB majors (i.e. Meta-major courses).

The other three committees are: Diversity and Inclusivity Committee, Assurance of Learning Committee, and Student Success committee.

The Accounting faculty conducted some revision to the Accounting curriculum in Fall 2020. First, the Accounting curriculum was redesigned to afford flexibility so that students can select courses depending on whether they intend to sit for the CPA (Certified Public Accountant) exam or not. In the revised curriculum students who plan to take the CPA exam will be able to elect three courses that are designated as recommended to students planning to sit for the CPA exam. On the other hand, students who do not plan to take the CPA exam can elect other courses that provide them with the breadth of knowledge to practice Accounting outside the field of Public Accounting. During the process ACCTG 201 and ACCTG 301 were changed from 4 credit to 3 credit courses. Other new course were also added into the Accounting curriculum – ACCTG 323, ACCTG 423, and ACCTG 452. You can find Accounting Major and Accounting Minor curriculum in the appendix A.

3. Connections to Other Programs (Lists, brief narrative if appropriate)

The accounting program provides two foundational courses taken by all Business Majors (ACCTG 201: Principles of Financial Accounting (4 credits and to be 3 credits starting in Fall 2021) and ACCTG 202: Principles of Managerial Accounting (3 cr)). ACCTG 410: Introduction to Income Tax Theory and Practice (3 cr) is as an upper-level elective option for Finance majors and a required course for Personal Financial Planning minors (proposed to start in Fall 2021).

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

The Cofrin School of Business Accounting curriculum is rigorous. In the recently revised Accounting curriculum, Students must complete 30 upper-level Accounting courses. Students planning to take the CPA exam are advised to take Business Law and 6 additional credits of upper-level Accounting courses. The upper-level Accounting course work covers major areas of accounting, such as Financial Accounting, Accounting Information Systems, Auditing, Cost Accounting, Government & Nonprofit Accounting, and Taxation. Including supporting courses, core courses, and upper-level Accounting courses, students take between 81-85 credits to complete an Accounting major. This is in addition to General Education curriculum of about 36 – 43 credits, although 12 credits of supporting courses are also General Education courses. In

addition, many students choose to complete 150 credits, the minimum required to sit for the Wisconsin CPA exam. Accounting curriculum is in Appendix A.

Currently there are two tracks in Accounting: the General Emphasis and an Accelerated Emphasis – Integrated with the graduate MS Management program. Students who plan to complete MS in Management program can take 9 graduate credits that count toward both their undergraduate Accounting degree and a MS in Management degree. The accelerated emphasis was added for the 2020-2021 Catalog in response to feedback from regional employers emphasizing a need for more general, consultancy training for young CPA's. In The General emphasis curriculum is revised to afford students some flexibility so that they can select courses depending on whether they intend to sit for the CPA (Certified Public Accountant) exam or not. Students who plan to take the CPA exam will be able to elect three courses that are designated as recommended to students planning to sit for the CPA exam. On the other hand, students who do not plan to take the CPA exam can elect other courses that provide them with the breadth of knowledge to practice Accounting outside the field of Public Accounting. The revised curriculum will be effective in Fall 2021.

In the recent years, we have expanded our online offerings for programs and coursework in the Cofrin School of Business. Originally, ACCTG 300/201 was offered online along with ACCTG 302/202 since they were required courses for our Business Administration major - general business emphasis offered entirely online. Since then, we've expanded our online programs and now offer the Accounting major as an entirely online program as of Fall 2019. Students who prefer face-to-face classes still have the option to complete all coursework in a face-to-face modality.

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

We have made curriculum changes to increase diversity of curriculum:

1. Moving the accounting program to include the option to complete the major entirely online has allowed us to respond to prospective students in need a more flexible option to meet family and work obligations.
2. We have also approved an accelerated option in the MS Management program designed for accounting students, allowing those seeking CPA certification, which requires the completion of 150 credits, to gain 9 graduate credits as part of their undergraduate program, thus making progress towards both an undergraduate and a graduate degree in place of progress toward multiple undergraduate majors or minors.
3. We have recently revised our curriculum to provide separate options for those seeking to go to Public Accounting as well as students who want to pursue career in Corporate Accounting.

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

The School of Business, and the Accounting program as part of it, is looking to expand the ethnic diversity of its students. As part of that effort a Diversity and Inclusivity Committee has started its function in Fall 2020. The committee is charged to advise the Dean on diversity and inclusivity related issues, including, but not limited to, the recruitment and retention of students, faculty, and staff from underrepresented groups, the creation of an inclusive and supportive student environment within the CSB, to work with other CSB committees to assure the integration of diversity and inclusivity topics into curriculum and CSB events, and to coordinate the committee's efforts with ongoing efforts by the Chancellor's Council on Diversity and Inclusive Excellence.

Diversity of Majors

Gender									
Academic Plan	Gender Identity	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	F	106	120	117	112	117	110	96	81
	M	107	110	114	93	102	85	83	79
	U								
P-ACCTG - Pre-Accounting (PRP)	F	1	1	1	4	5			
	M		2		1	3			
Grand Total		214	233	232	210	227	195	179	160
First Generation									
Academic Plan	First Generation	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	No	108	116	109	90	93	84	76	63
	Yes	105	114	122	115	126	111	103	97
P-ACCTG - Pre-Accounting (PRP)	No	1	1		3	5			
	Yes		2	1	2	3			
Grand Total		214	233	232	210	227	195	179	160
Age									
Academic Plan	Age Range	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	19 and Under	54	33						
	20-24	112	142	166	121	80	27	5	
	25 and Older	47	55	65	84	139	168	174	160

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

P-ACCTG - Pre-Accounting (PRP)	20-24		2	1	5	8			
	25 and Older	1	1						
Grand Total		214	233	232	210	227	195	179	160
Average Age of Students									
Age Range	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	
ACCTG - Accounting (MAJ)	24.618	24.744	25.811	26.490	27.538	31.075	32.549	32.505	
P-ACCTG - Pre-Accounting (PRP)	30.79	22.87	22.24	22.82	22.83				
Grand Total	27.706	23.808	24.026	24.657	25.185	31.075	32.549	32.505	
Transfer Students Ever									
Academic Plan	Transfer Students	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	Re-Admit	10	12	10	13	20	15	5	2
	Transfer	83	82	90	77	71	47	29	6
P-ACCTG - Pre-Accounting (PRP)	Transfer	1							
Grand Total		94	94	100	90	91	62	34	8
Ethnicity									
Academic Plan	Primary Ethnicity	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	African American	4	3	5	5	4	1	2	1
	American Indian	1	3	1		1	1		
	Asian	3	5	6	5	5	2	1	
	Hispanic	20	21	18	12	10	5	4	4
	International	3	4	3	4	3	2	3	1
	Multi Non Hisp	8	8	9	8	5	4	5	1
	Not Indicated	1	4	4	4			1	1
	Other								
	Pacific Islander								
	Southeast Asian	1	2	2	2	2		2	2
	White	172	180	183	165	189	180	161	150
	White	1	3	1	5	8			

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

P-ACCTG - Pre-Accounting (PRP)									
Grand Total		214	233	232	210	227	195	179	160

Diversity of Graduates

Gender								
Academic Plan	Gender Identity	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	F	18	13	24	26	24	17	25
	M	14	14	12	23	21	18	14
	U							
Grand Total		32	27	36	49	45	35	39
First Generation								
Academic Plan	First Generation	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	No	12	8	13	30	19	12	16
	Yes	20	19	23	19	26	23	23
Grand Total		32	27	36	49	45	35	39
Age								
Academic Plan	Age Range	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
	20-24	22	13	6	1			
	25 and Older	10	14	30	48	45	35	39
Grand Total		32	27	36	49	45	35	39
Average Age of Graduates								
Age Range		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)		27.473	27.047	28.062	30.490	35.228	36.234	32.596
Grand Total		27.473	27.047	28.062	30.490	35.228	36.234	32.596
Transfer Students Ever								
Academic Plan	Transfer Students	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
ACCTG - Accounting (MAJ)	Re-Admit	2		1	1	1		
	Transfer	11	15	17	12	1		1
Grand Total		13	15	18	13	2		1
Ethnicity								
Academic Plan	Primary Ethnicity	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
	African American						1	

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

ACCTG - Accounting (MAJ)	Southeast Asian		1					1
	Asian	1		1				
	Hispanic	3	2	1		2	1	1
	Multi Non Hisp		1	1			1	
	White	25	23	33	47	43	31	37
	Not Indicated	2					1	
	International	1			2			
Grand Total		32	27	36	49	45	35	39

6. Gen Ed, FYS/GPS, CCIHS (Lists)

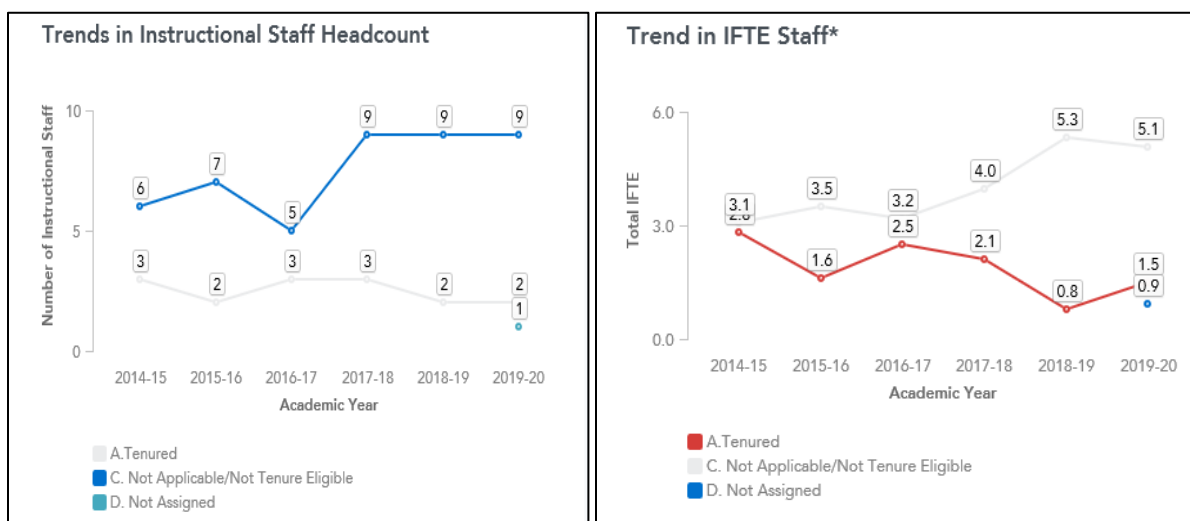
7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

The Accounting and Finance department's accounting faculty includes four tenured or tenure-track faculty. One faculty has DBA in Accounting and is Certified Management Accountant (CMA), with significant work experience in the field. Two faculty have Master's degree, one of whom is CMA and the other is CPA as well as CFA. The fourth faculty has JD as well as LLM in Taxation and has many years of experience in the field. Each of the three lecturers has MBA and CPA with significant experience in the private sector. In addition, ad-hoc lecturers who teach Accounting usually have Master's degree as well as CPA and/or CMA, with significant industry experience. The table below lists degree and rank of faculty.

			ACCTG IAS	Degree	Rank	Location/Effort
			LOEBL, JAMES F	LLM	Assoc Prof	UWGB
			KAMINSKI, HEATHER L	DBA	Asst Prof	UWGB
Actual FTE Effort for Full-time IAS:			Schindl, Karl	MS	Prof	MAN
FY 2020	ACCTG & FIN Effort		Raunio, Matt	MBA	Assoc Prof	SHE
	ACCTG	FIN	ALBERS, PATRICIA A	MBA	Lecturer	UWGB
Tenure Track	3.72	2.67	Christens, Gary	MBA	Lecturer	UWGB
Lecturer	2.15	0.00	Burke, Katie	MBA	Lecturer	UWGB
Assoc. Lecturer	1.74	0.44	Adams McIntosh, Kathy	MBA	Assoc Lecturer	44%
Total FTE	7.61	3.11	Gaumer, Richard	MBA	Assoc Lecturer	30%
			Killion, Brent	MBA	Assoc Lecturer	26%
			Hussin, Brent	MBA, MS	Assoc Lecturer	22%
			Fromm, Jeremy	MBA	Assoc Lecturer	11%
			Grassman, Mark	MBA	Assoc Lecturer	11%
			Grover, Theresa	MBA	Assoc Lecturer	11%

The program is understaffed with tenure track lines, and has several pending retirements that will result in the loss of significant institutional memory and experience from both tenure track and lecture lines. It remains a significant challenge to hire doctorally trained accounting faculty, posing a significant challenge to the Cofrin School's top strategic priority of gaining AACSB accreditation. Specifically, the program supports roughly 200 students, hired one tenure track DBA in Accounting in fall 2019, is expecting the retirement of a tenure track LLM faculty member in January 2021 (top credentials for tax accounting), has

two tenured faculty credentialed with MBAs at the Sheboygan and Manitowoc campuses, one of which has suggested potential retirement, and has three MBA credentialed lecturers at the Green Bay campus (two have not carry full loads and one occasionally suggests retirement). A replacement to the retiring Accounting faculty has already been hired and is due to start in Fall 2021. The new faculty will start as Assistant Professor of Accounting and is ABD in Accounting. To meet AACSB standards and a conservative goal of a 42.5-to-1 student-to-faculty ratio we need a minimum of three tenure track lines, at least one lecturer line, and 0.5 to 1.0 FTE-equivalent associate lecturers. Ideally, we seek three tenure track lines (two PhD or DBA, and one LLM) and three Lecturers for a student-to-faculty ratio of roughly 35-to-1; we would seek significant associate lecturer support.



Instructions: Enter data from Instructional Staff Tab>Instructional Staff Heading>Headcount and Instructional Full-Time Equivalent (IFTE) by Instructor Type Subheading>Trends in Instructional Staff Headcount Graph.

Administrative Support - The Accounting program currently shares a 0.60 FTE Academic Department Associate jointly shared by the Department of Accounting & Finance and the Department of Business Administration. Thus, essentially 50% of 0.3 FTE of support is dedicated to Accounting. The program also benefits from a full time Advisor (roughly 0.33 FTE dedicated to the Dept. of ACCTG & FIN) and a full time Student and Community Engagement Coordinator (roughly 0.33 FTE dedicated to the Dept. of ACCTG & FIN). Both the Advisor and the Community Engagement Coordinator and officially located within the Dean's Office in the College Organizational Chart.

8. Cost Per Credit Hour of Instruction

IV. External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

Faculty in the Accounting program have many years of professional experience and many are CPAs and/or CMAs. They are active in their professional organizations. For example, our Accounting faculty was President of the Northeastern Wisconsin Chapter of Financial Executives International (FEI) for 2019/2020. Every year, about two or three Accounting faculty are active members of the organization. In addition, FEI awards a couple of \$500 scholarships to Business Administration and Accounting students.

Most accounting students complete internships for credit or not-for-credit with local Accounting firms and other local organizations. Students work at companies such as Schneider, Schreiber Foods, Baker Tilly, Wipfli, and EY, among other smaller companies and tax firms as well. In addition, students become involved in the Accounting Student Association (ASA) which has a strong connection with area employers. Many employers will come on-campus to network with current students or hold events off campus to recruit students. Accounting students participate in on-campus interviews in the Fall term for tax internships starting in the Spring term.

We have student volunteers for VITA (Volunteer Income Tax Assistance program), in which students assist community members with completing tax returns at the Salvation Army and the Brown County Library.

The Cofrin School of Business Student and Community Engagement Coordinator is currently revising our participation goals, and processes for tracking and dash boarding student internships. The Cofrin School of Business Student and Community Engagement Coordinator is also tasked, among many, with promoting the accomplishments, programs, and opportunities offered by the Austin E. Cofrin School of Business to the community by connecting with stakeholders, such as students, partners, and alumni.

In addition, we have student volunteers for VITA (Volunteer Income Tax Assistance program), in which students assist community members with completing tax returns at the Salvation Army and the Brown County Library.

Finally, the Diversity and Inclusivity committee is looking at avenues of partnering with local high schools to increase the diversity of our student body. Some members of the Accounting faculty also present in local high schools about our Accounting program and the Accounting profession.

2. Contributions to regional infrastructure (Lists)

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

Over the review period Accounting faculty, including those who have left or retired, have published seven refereed articles, one conference proceeding. The have made five presentations, and another presentation was accepted but was not presented because of COVID. List of publications is in the Appendix D.

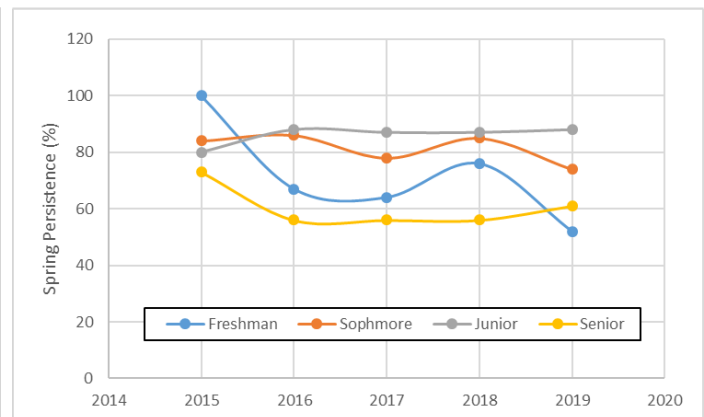
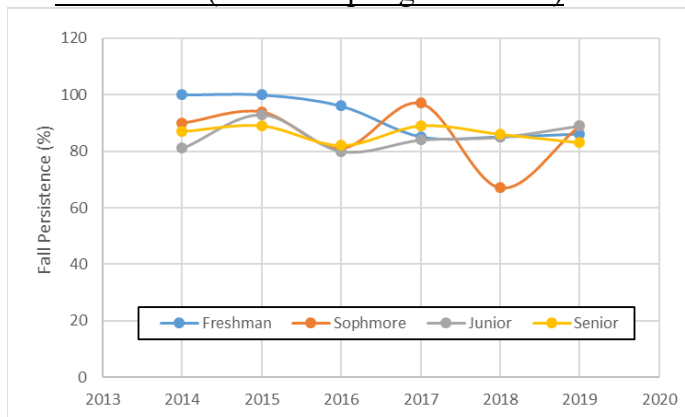
V. Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

The ACCTG 497 course is our internship class for accounting majors. An Accounting faculty coordinates Accounting internships. Accounting faculty are available to lead independent study, ACCTG 498, projects. However, many students enroll for ACCTG 498 when serving as Teaching Assistants or as workers screening potential VITA clients for student preparers. Faculty supervise the independent study. ACCTG 413: VITA course is our volunteer income tax program offered in the Spring term. Students select to enroll in this class as a volunteer opportunity to complete taxes for low income individuals in Green Bay. Students earn elective credit for this experience. Many of our accounting majors will complete paid, full-time internships with tax firms in the Spring term so many will not pursue the VITA option. In addition, our Student and Community Engagement Coordinator is responsible for facilitating, sustaining, and promoting high impact learning experiences for students in the Austin E. Cofrin School of Business.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

1. Persistence (Fall and Spring Semesters).



COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

	N		Same Major		Same College		Same University		Graduated		None/Gone	
	3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.	
	Fall	Spring	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
Freshman	39	23	85	64	88	75	89	76	0	0	11	24
Sophomore	33	35	84	79	95	90	97	92	0	0	4	8
Junior	42	37	86	87	91	91	91	92	0	0	9	9
Senior	79	86	86	58	89	58	89	58	6	35	4	7

- Key takeaways:
 - i. Orange (medium concern): Freshman spring persistence is too low. I have given this a medium level of concern, as an additional 11% of freshman persist, but with another Business major. This is to be expected, and likely one consequence of declaring majors early and what we have pro-actively prepared for with our new “Meta-major.”
 - ii. Red (high Concern): We still have low College (75%) and University (76%) persistence of spring freshman; thus losing approximately 24% of all students recruited to UWGB.

2. Persistence by Student GPA. Retention within both the Accounting major and the CSB are quite low for those students with <2.75 GPAs.

	N		Same Major		Same College		Same University		Graduated		None/Gone	
	3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.	
	Fall	Spring	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
<2.75	35	30	64	51	70	62	73	63	2	1	25	35
2.75-3.50	74	71	86	74	95	78	95	79	3	17	1	3
>3.50	80	79	92	71	93	73	93	73	3	22	3	4

- Key takeaways:
 - i. Orange (medium concern): Fall retention within CSB are low for <2.75 GPA students.
 - ii. Red (high Concern): Retention of <2.75 GPA students are low for persistence within the major, within the CSB and UWGB following the spring semester, with high loss rates in both semesters.

3. Persistence by Student Transfer Status. The lowest persistence rates are observed for those students who start at UWGB.

	N		Same Major		Same College		Same University		Graduated		None/Gone	
Credits Transferred	3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.	
In	Fall	Spring	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
All at UWGB	58	54	86	64	92	72	92	73	2	14	6	13
1 to 24 cr	67	62	88	75	93	81	94	82	3	14	4	4
25 to 59	39	38	80	73	85	74	86	74	6	17	8	9
>60	26	26	81	59	87	59	87	59	3	27	10	14

- Key takeaways:
 - i. Orange (medium concern): Spring semester retention within the Accounting major for those students beginning their academic careers at UWGB.
 - ii. Red (high Concern): Spring semester retention within the CSB and UWGB for those students beginning their academic careers at UWGB.

4. Persistence by Student Gender. Gender equity looks very good, the slightly lower female spring retention appears associated with a higher graduation rate.

	N		Same Major		Same College		Same University		Graduated		None/Gone	
	3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.	
	Fall	Spring	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
Female	98	97	87	66	91	70	92	71	2	19	6	10
Male	91	84	83	71	88	77	89	77	4	14	7	8

- Key takeaways:
 - i. Orange (medium concern): Spring graduation rates for male students appears slightly lower in spring semesters.
 - ii. Red (high Concern): None

5. Persistence by Student Demographic.

	N		Same Major		Same College		Same University		Graduated		None/Gone	
	3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.		3 year Avg.	
	Fall	Spring	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
Majority	163	155	85	69	90	73	91	74	3	18	7	8
Underrepresented	27	25	84	65	93	74	93	76	1	9	6	15

- Key takeaways:
 - i. Orange (medium concern): Spring retention rates into the following fall are surprising low for both demographic groups.
 - ii. Red (high Concern): Graduation rates for underrepresented students are roughly half, while loss rates are roughly double in spring semesters relative to majority students.

VI. Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

The Accounting major and minor directly serve the mission of the University and Cofrin School of Business through its alignment with regional workforce needs through its extensive internship program and robust post-graduation employment rates, its commitment to access through its dual online and face-to-face offerings, and its dedication to student engagement through the activities of the Accounting Student Association (ASA), and service-focused high impact programs like VITA.

The ACCTG 497 course is our internship class for accounting majors. Accounting faculty are available to lead independent study, ACCTG 498, projects. Faculty supervise the independent study. ACCTG 413: VITA course is our volunteer income tax program offered in the Spring term. In addition, with the leadership of our Student and Community Engagement Coordinator, the School of Business is developing a plan for Student Run Business Organizations (SRBOs). SRBOs will provide students with the opportunity to set up and run real businesses as well as the experience that comes along with running business organizations.

2. Cultural enrichment (Narrative or lists as appropriate)

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

Moving the accounting program to include the option to complete the major entirely online has allows us to respond to prospective students in need a more flexible option to meet family and work obligations. In addition, starting Fall 2020, students will now need to earn at least a “BC” in ACCTG 201, 202, and 301 to move forward in the accounting major. In the past, they needed at least a “B” to move forward. The change was made to provide greater access to students and help to reduce the number of students repeating these three classes to meet the higher grade requirement. We have also approved an accelerated option in the MS Management program designed for accounting students, allowing those seeking CPA certification, which requires the completion of 150 credits, to gain 9 graduate credits as part of their undergraduate program, thus making progress towards both an undergraduate and a graduate degree in place of progress toward multiple undergraduate majors or minors. Based on high existing DFW rates, the program should evaluate the potential benefits and consequences of our current approach to ACCTG 201 (Financial Accounting) and ACCTG 202 (Managerial Accounting). Currently all business majors take both of these courses together. However other models may better serve our students. For example, potential benefits may results from creating a combined ACCTG 201/202 course for most business majors, reserving ACCTG 201 and ACCTG 202 only for those student pursuing Accounting and Finance majors.

There were two articulation agreements during the review period:

1. Northeast Wisconsin Technical College (NWTC) Accounting Associate Degree to UW-Green Bay Bachelor of Business Administration with Major in Accounting. The articulation agreement was effective on 9/1/2019.
2. Fox Valley Technical College (FVTC) Accounting Associate Degree to UW-Green Bay Bachelor of Business Administration with a Major in Accounting. The articulation agreement was effective on 9/1/2019.

Both articulation agreements are in Appendix E.

VII. Appendix

Appendix A – Accounting Major and Minor

Accounting at UW-Green Bay provides both in-depth knowledge and the broad business background necessary to understand the role of accounting in the business world.

Graduates are qualified to take professional accounting examinations, including the CPA* (Certified Public Accountant), CMA (Certified Management Accountant), and CIA (Certified Internal Auditing) examinations. Alumni surveys indicate that alumni perceive the Accounting program very favorably, their program of study prepared them extremely well for their careers, the quality of the Accounting faculty is “excellent,” and they would recommend the program to others.

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

More than 90 percent of UW-Green Bay Accounting graduates typically find employment in their chosen careers or enter graduate programs within six months of graduation. Accounting graduates have secured careers in the fields of public accounting, industry and government, and with the Internal Revenue Service, to name a few.

The program provides considerable exposure to the liberal arts and develops the critical thinking, problem-solving, interpersonal, communication, quantitative, and computer skills needed by graduates to successfully serve as leaders within modern organizations. The program also addresses contemporary organizational issues, such as the role of accounting in continuous quality improvement, implementation of computer technology and advances in accounting information systems and accounting ethics.

Students who major in Accounting select either the General Emphasis or the Accelerated Emphasis. Both emphases offer a rigorous, problem-focused program comprised of three integrated elements: supporting, core, and major courses. The supporting and core courses provide breadth and introduce each student to the foundations of business knowledge, including communications, economics, statistics, computers, accounting, finance, management and marketing. The major courses provide depth and prepare each Accounting student thoroughly for a professional career. Through the breadth of business classes required for an Accounting major, students automatically complete a Business Administration minor. Students selecting the Accelerated Emphasis will complete nine credits of graduate-level classes that are geared toward students interested in the application of analytics in the accounting profession. The courses are offered to the students at the tuition for undergraduate courses and will apply toward their bachelor's degree. After completing the bachelor's degree (approximately 120 credits), students selecting the Accelerated Emphasis may complete the Master's Degree in Management by taking an additional 22 credits.

Accounting students have extensive opportunities to meet business professionals and gain practical experience. An active Accounting student organization supports these efforts and helps students to meet others with like interests. Faculty members encourage participation in the internship program, through which students learn and earn credits while working in real business settings. Each spring semester, the VITA (Volunteer Income Tax Assistance) program is offered for credit where students train using an IRS program and assist in tax return preparation for elderly and low income taxpayers from the community.

Entrance and Exit Requirements

Students can declare an Accounting major or minor at any time with any number of credits through a simple online process. To declare, students must complete an online [Declaration of Major/Minor/Certificate e-form](#), which includes reading and accepting an Honor Code (pre-declaration form). An advisor is assigned to a student after the e-form is received.

Students must maintain a cumulative GPA of 2.5 to proceed in the course progression for an Accounting major or minor. All students must meet Accounting's exit requirement to graduate with an Accounting major. Students intending to graduate with this major must have a minimum 2.5 cumulative grade point average.

***150 Credit-Hour Requirement for CPA License**

Students should be aware that the state of Wisconsin requires 120 college credit hours to write the Uniform CPA Exam, while 150 college credit hours are required to become a licensed CPA. The UW-Green Bay Accounting program is designed so that students with Accounting majors will have several options to earn the credits required for the CPA exam and become licensed as a CPA. An Accounting adviser assists each student in determining which option best meets his or her interests.

Accounting Major - General Emphasis

Code	Title	Credits
Supporting Courses		27-31
<u>ACCTG 201</u>	Principles of Financial Accounting	
<u>ACCTG 202</u>	Principles of Managerial Accounting	
<u>ECON 202</u>	Macro Economic Analysis	
<u>ECON 203</u>	Micro Economic Analysis	
<u>BUS ADM 130</u>	Spreadsheet and Information Systems	
<u>BUS ADM 201</u>	Principles of Sustainability in Business	
<u>BUS ADM 202</u>	Business and Its Environment	
<u>PHILOS 227</u>	Business Ethics	
Statistics:		
<u>BUS ADM 220</u>	Business Statistics	
or <u>MATH 260</u>	Introductory Statistics	
Writing:		
<u>WF 200</u>	Professional Writing for Business Majors ¹	
Upper-Level Courses		45
Core Courses		
<u>BUS ADM 305</u>	Legal Environment of Business	
<u>FIN 343</u>	Corporation Finance	
<u>MGMT 389</u>	Organizational Behavior	
<u>MKTG 322</u>	Principles of Marketing	
Capstone Experience:		
<u>MGMT 482</u>	Capstone in Business Strategy	

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

Code	Title	Credits
Accounting Courses		
<u>ACCTG 301</u>	Intermediate Accounting I ²	
<u>ACCTG 313</u>	Intermediate Accounting II	
<u>ACCTG 323</u>	Intermediate Accounting III	
<u>ACCTG 314</u>	Advanced Accounting	
<u>ACCTG 410</u>	Introduction to Income Tax Theory and Practice	
<u>ACCTG 411</u>	Accounting Information Systems	
<u>ACCTG 412</u>	Auditing Standards and Procedures	
<u>ACCTG 414</u>	Cost Accounting	
<u>ACCTG 452</u>	Accounting Data Analytics	
Electives		9
Choose 3 of the following courses: ³		
<u>BUS ADM 306</u>	Business Law ³	
<u>ACCTG 316</u>	Governmental and Nonprofit Accounting ³	
<u>ACCTG 415</u>	Advanced Income Tax Theory and Practice ³	
<u>FIN 446</u>	Advanced Corporation Finance	
<u>SCM 380</u>	Project Management	
<u>SCM 200</u>	Principles of Supply Chain Management	
Total Credits		81-85

¹ Satisfied for students with an ACT English score of 32 or higher

² Students must earn BC or better in [ACCTG 201](#), [ACCTG 202](#), and [ACCTG 301](#) in order to take upper-level courses in Accounting.

³ [BUS ADM 306](#), [ACCTG 316](#), and [ACCTG 415](#) are recommended to students planning to take the CPA exam.

Accelerated Emphasis - Integrated with graduate Management program

Code	Title	Credits
Supporting Courses		27-31
<u>ACCTG 201</u>	Principles of Financial Accounting	
<u>ACCTG 202</u>	Principles of Managerial Accounting	
<u>ECON 202</u>	Macro Economic Analysis	
<u>ECON 203</u>	Micro Economic Analysis	
<u>BUS ADM 130</u>	Spreadsheet and Information Systems	
<u>BUS ADM 202</u>	Business and Its Environment	
<u>BUS ADM 220</u>	Business Statistics	
or <u>MATH 260</u>	Introductory Statistics	
<u>PHILOS 227</u>	Business Ethics	
<u>WF 200</u>	Professional Writing for Business Majors ¹	
<u>BUS ADM 201</u>	Principles of Sustainability in Business	
Upper-level courses		54
Core courses		
<u>BUS ADM 305</u>	Legal Environment of Business	
<u>FIN 343</u>	Corporation Finance	
<u>MGMT 389</u>	Organizational Behavior	
<u>MKTG 322</u>	Principles of Marketing	
Capstone Experience:		
<u>MGMT 482</u>	Capstone in Business Strategy	
Accounting Courses		
<u>ACCTG 301</u>	Intermediate Accounting I ²	

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

Code	Title	Credits
<u>ACCTG 313</u>	Intermediate Accounting II	
<u>ACCTG 323</u>	Intermediate Accounting III	
<u>ACCTG 314</u>	Advanced Accounting	
<u>ACCTG 410</u>	Introduction to Income Tax Theory and Practice	
<u>ACCTG 411</u>	Accounting Information Systems	
<u>ACCTG 412</u>	Auditing Standards and Procedures	
<u>ACCTG 414</u>	Cost Accounting	
<u>ACCTG 452</u>	Accounting Data Analytics	
Accelerated - Graduate Courses		
<u>BUS ADM 624</u>	Marketing Research	
<u>BUS ADM 635</u>	Foundations of Strategic Information Management	
<u>FIN 646</u>	Advanced Corporation Finance	
Electives		9
Choose 3 of the following courses: ³		
<u>BUS ADM 306</u>	Business Law ³	
<u>ACCTG 316</u>	Governmental and Nonprofit Accounting ³	
<u>ACCTG 415</u>	Advanced Income Tax Theory and Practice ³	
<u>SCM 380</u>	Project Management	
<u>SCM 200</u>	Principles of Supply Chain Management	
Total Credits		90-94

¹ Satisfied for students with an ACT English score of 32 or higher

² Students must earn BC or better in [ACCTG 201](#), [ACCTG 202](#), and [ACCTG 301](#) in order to take upper-level courses in Accounting.

³ [BUS ADM 306](#), [ACCTG 316](#), and [ACCTG 415](#) are recommended to students planning to take the CPA exam.

Accounting Minor

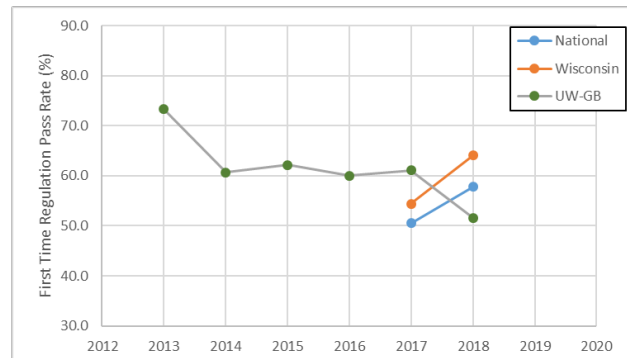
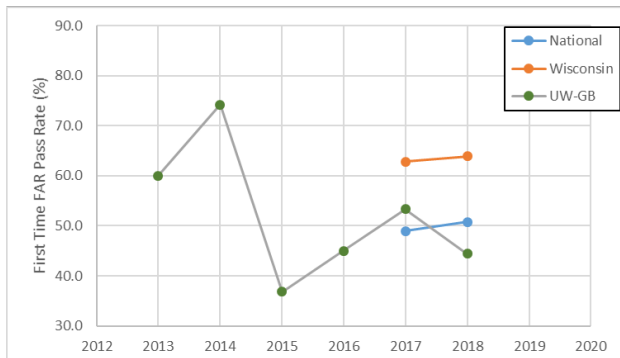
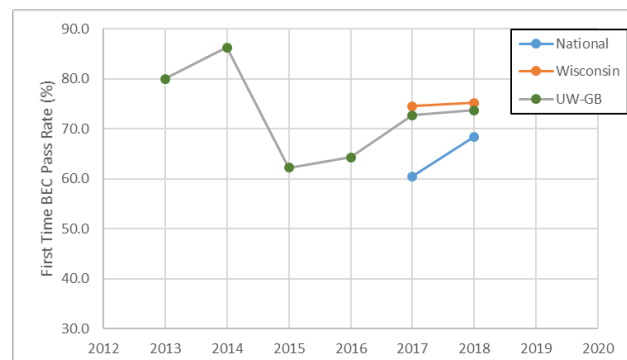
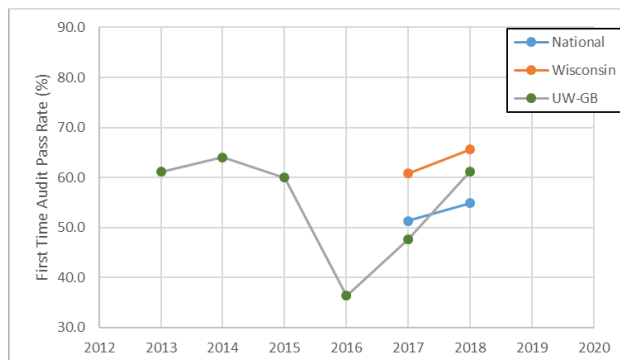
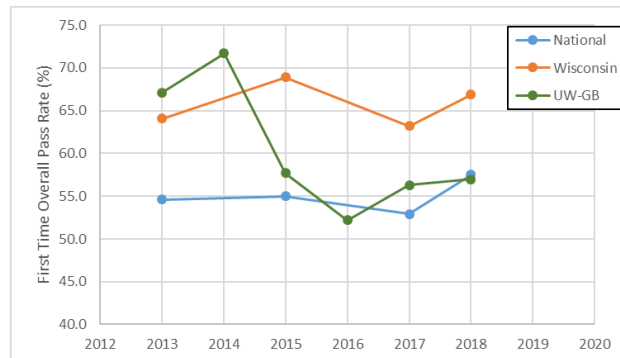
Code	Title	Credits
Supporting Courses		9-12
<u>ACCTG 201</u>	Principles of Financial Accounting	
<u>ACCTG 202</u>	Principles of Managerial Accounting	
<u>ECON 202</u>	Macro Economic Analysis	
or <u>ECON 203</u>	Micro Economic Analysis	
<u>WF 200</u>	Professional Writing for Business Majors ¹	
Upper-Level Courses ²		15-17
<u>ACCTG 301</u>	Intermediate Accounting I ²	
<u>BUS ADM 305</u>	Legal Environment of Business	
or <u>MKTG 322</u>	Principles of Marketing	
<u>ACCTG 313</u>	Intermediate Accounting II	
or <u>ACCTG 414</u>	Cost Accounting	
Choose two of the following courses:		
<u>ACCTG 314</u>	Advanced Accounting	
<u>ACCTG 316</u>	Governmental and Nonprofit Accounting	
<u>ACCTG 410</u>	Introduction to Income Tax Theory and Practice	
<u>ACCTG 411</u>	Accounting Information Systems	
<u>ACCTG 415</u>	Advanced Income Tax Theory and Practice	
Total Credits		24-29

¹ Satisfied for students with an ACT English score of 32 or higher

² Students must earn BC or better in [ACCTG 201](#), [ACCTG 202](#), and [ACCTG 301](#) in order to take upper-level courses in Accounting.

Appendix B

A. CPA Pass Rates (Post Graduation Attainment)



CPA Pass Rates: The above figures represent the First Time Pass Rate, and the Wisconsin Averages are likely skewed higher by inclusion of UW-Madison, whose pass rate is roughly 130% that of the remainder of UW-Institutions. CPA test categories include, Overall, Auditing and Attestation (Audit), Business Environment and Concepts (BEC), Financial Accounting and Reporting (FAR), and Regulation. Our goal is to trend somewhere between national and Wisconsin pass rates, noting specific needs to improve FAR and Regulation pass rates, which would also improve the overall pass rates.

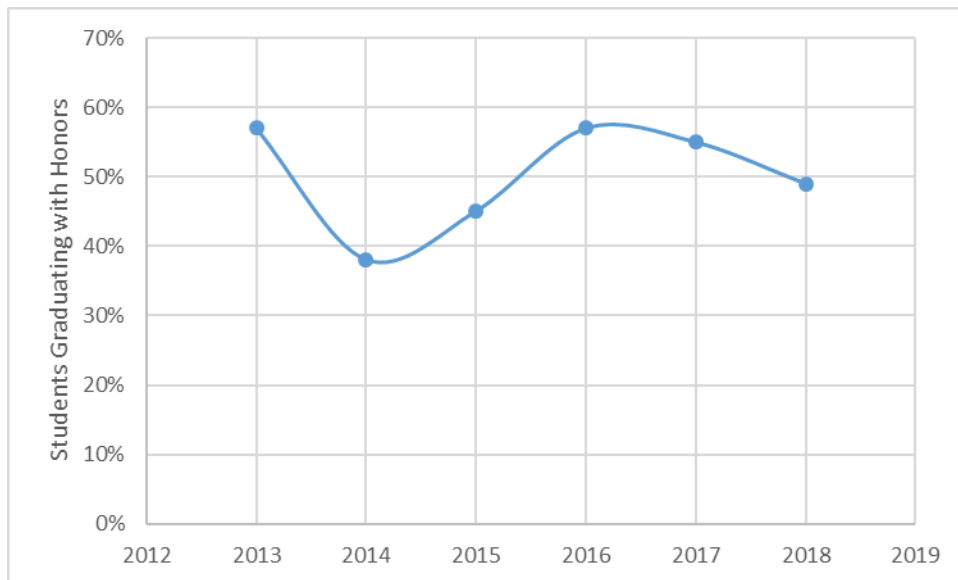
- Key Takeaways: Based on results of First time (above) and composite scores (not presented), prioritization priorities seem appropriate for the Regulation and Financial

Accounting and Reporting sections. Significant improvements in student Auditing, BEC, and FAR scores have occurred over the last several years. Nevertheless, the overall pass rates remain similar to national averages, FAR pass rates fell below national averages in 2018, and Regulation pass rates have remained flat, falling below national averages in 2018.

B. Student Honors (Point of Graduation).

Honors requirements for students who earn Bachelor degrees are:

- Cum Laude designation requires a cumulative grade point average from 3.500 to 3.749;
- Magna Cum Laude designation requires a cumulative grade point average from 3.750 to 3.849;
- Summa Cum Laude designation requires a cumulative grade point average of 3.850 or higher;

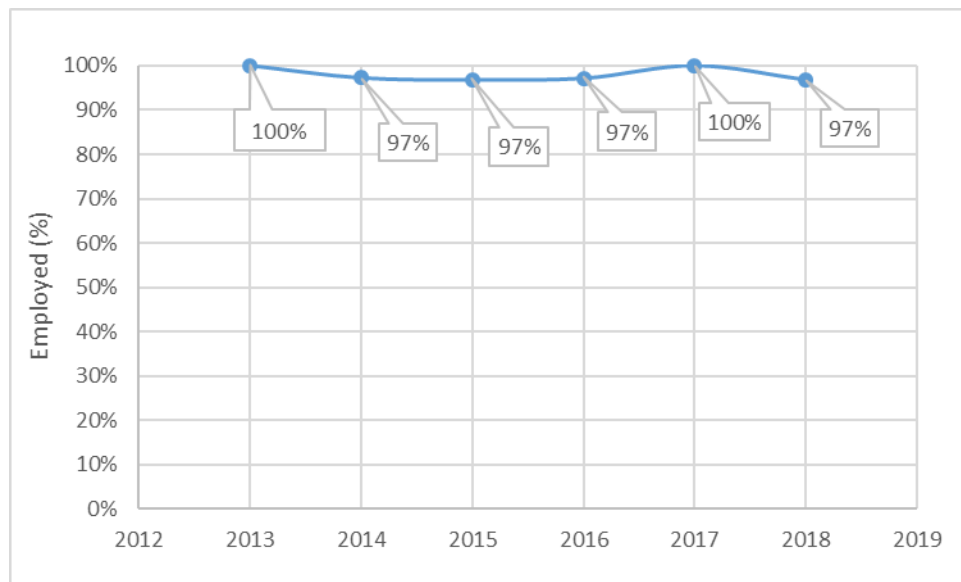


- Key Takeaways: Roughly half of all Accounting majors graduate with honors (≥ 3.50 GPA).

Appendix C

A. Employment (Post Graduation Attainment)

Year refers to Spring Graduating Class, which includes the previous December, the current May, and August.



- Key Takeaways:** Based on Career Services' First Destination Survey (<https://www.uwgb.edu/careers/survey/>) Accounting graduates are being employed at a high rate, averaging 98% over the last three years. These students average a mean salary of \$47,742 (median: \$50,667). On average 3%, or roughly one student per year enrolls directly into graduate school.

B. Senior and Alumni Surveys

CSB Survey of Students' Opinions.

Each spring students carrying a declared major within the CSB complete a *Survey of Students' Opinions*. A sub-set of the questions are addressed to Accounting Majors specifically. In the spring 2020, 43 students out of about 200 Accounting majors responded to the survey.

Note: Ratings are on a Scale of 1 (lowest) to 5 (highest). The CSB sets a minimum score for each category of 3.5 (~70%) as minimally acceptable, but needing improvement, and 4 (~80%) as satisfactory.

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

Question	Ratings - aggregated
Overall, I am satisfied with my Accounting education	4.1
In-class faculty and student interactions are good	4.1
Knowledge and expertise of faculty is high	4.1
Quality of teaching by faculty is good	3.9
Good variety of courses available to meet my interests	3.8
Courses were offered in modes of presentation that met my needs	4.0

UW-Green Bay Alumni Survey.

The University collects a program satisfaction survey from alumni who graduated 3 years prior. For the students who graduated between Fall 2009 and Spring 2014, 54 of 221 (24%) possible graduates of the Accounting program responded.

Note: Ratings are on a Scale of 1 (lowest) to 5 (highest). The CSB sets a minimum score for each category of 3.5 (~70%) as minimally acceptable, but needing improvement, and 4 (~80%) as satisfactory.

Area	Ratings - aggregated
Overall satisfaction with the Accounting Major	3.6
Faculty-student relationships	3.6
Knowledge and expertise of the faculty	3.7
Quality of teaching	3.6
If you could start college over, would you still pick Accounting at UW-Green Bay	83% agreed

Appendix D – Research Productivity

Refereed Publications					
Faculty Name	Year	Journal Name	Title	Research	Refereed
KATHERINE BURKE	2020	Journal of Accounting and Finance	New PCAOB Audit Requirements Using the Work of a Company's Specialists	AIS	Yes
STEVEN MUZATKO	2016	Journal of Accounting and Finance	The Relationship between Audit Fees and Earnings Quality of Financial Institutions	BDS	Yes
STEVEN MUZATKO	2015	Banking and Finance Review	Audit Firm Reputation and Earnings Quality in Publicly Traded US Bank Holding Companies	BDS	Yes
JAMES DOERING	2014	Taxes - The Tax Magazine	Foreign Tax Credits: Substance Prevails Over Form, But Uncertainty Remains	AIS	Yes
JAMES DOERING	2014	Taxes - The Tax Magazine	Supreme Court Applies FICA Tax To Some Severance Payments	AIS	Yes
JAMES DOERING	2013	Taxes - The Tax Magazine	The Controversy Over Supplemental Unemployment Benefits and FICA Taxes	AIS	Yes
JAMES DOERING	2013	Taxes - The Tax Magazine	The Creditability of the U.K. Windfall Tax: Substance Versus Form	AIS	Yes
Conference Proceeding					
Faculty Name	Year	Conference	Title	Research	Refereed
HEATHER KAMINSKI:	2013	Institute of Management Accountants Annual Conference	Ethical Issues Surrounding Accounting Faculty Compensation Compression and Inversion	BDS	
Conference Presentations					
Faculty Name	Year	Conference	Title	Research	Refereed
KATHERINE BURKE	2020	MBAA International Annual Conference	New PCAOB Audit Requirements for the Use of Specialist	AIS	Yes
KARL SCHINDL	2020	Instructional Development Institute	Mindfully Engaging: Examining the Role of Various Mindfulness Traits on Academic Engagement	TLS	

COMPREHENSIVE UNDERGRADUATE ACCOUNTING PROGRAM REVIEW

KATHERINE BURKE	2019	Decision Sciences Institute (DSI)	How Cost of Quality Affects the Marketing Activities in Organizations	AIS	Yes
HEATHER KAMINSKI:	2019	Christian Business Faculty Association Conference	Common Ground: Bridging the Gap Between On Ground and Online Student Engagement	TLS	
KARL SCHINDL	2017	MBAA International Annual Conference	Efforts to Increase Financial Literacy in Higher Ed: A Look at Colleges and Universities in Wisconsin.	TLS	
STEVEN MUZATKO	2013	American Society of Business and Behavioral Sciences, Annual Meeting	The Moderating Effect of Website Seals on Reputation and Design as Determinant of Website Trust	BDS	Yes

Appendix E – Articulation Agreements



UNIVERSITY of WISCONSIN
GREEN BAY

Course Transfer Agreement
Northeast Wisconsin Technical College (NWTC) Accounting Associate Degree to
UW-Green Bay Bachelor of Business Administration with a Major in Accounting

Effective Date: 9/1/2019

Review Date: 06/01/2020

Transfer Plan Highlights:

- 67 credits transfer from NWTC to UW-Green Bay.
- As few as 92 credits are needed to complete your degree at UW-Green Bay.
- You can complete your degree, start to finish, in four and a half years.
- In total, students will earn at least 150 credits to be eligible for the CPA license.
- See details on the next pages.

Course Transfer Conditions:

- Students must be accepted to UW-Green Bay to receive transfer credits.
- The table on page 2 details course to course equivalencies.
- The tables on page 3 details additional requirements students must complete in order to earn the Bachelor of Business Administration degree with a major in Accounting and a minor in Business Administration. Students must complete all UWGB residency requirements in order to graduate.
- NWTC courses taken outside of the accounting degree program will be evaluated on a course by course basis.

For more information, please contact:

UW-Green Bay Transfer Admissions

uwgb@uwgb.edu

920-465-2111


www.uwgb.edu/transfer

Austin E. Cofrin School of Business

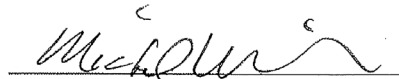
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 9/11/19

Mathew Dornbush
Dean – Austin E. Cofrin School of Business
University of Wisconsin – Green Bay



Michael Vander Heiden
Associate Dean – College of Business
Northeast Wisconsin Technical College



Course Transfer Agreement
Fox Valley Technical College (FVTC) Accounting Associate Degree to
UW-Green Bay Bachelor of Business Administration with a Major in Accounting

Effective Date: 9/1/2019

Review Date: 06/01/2020

Transfer Plan Highlights:

- At least 60 credits transfer from FVTC to UW-Green Bay.
- As few as 86 credits are needed to complete your degree at UW-Green Bay.
- You can complete your degree, start to finish, in four and a half years.
- In total, students will earn at least 150 credits to be eligible for the CPA license.
- See details on the next pages.

Course Transfer Conditions:

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- The tables on page 3 details additional requirements students must complete in order to earn the Bachelor of Business administration degree with a major in Accounting and a minor in Business Administration. Students must complete all UWGB residency requirements in order to graduate.
- FVTC courses taken outside of the accounting degree program will be evaluated on a course by course basis.

For more information, please contact:

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