

University of Louisville

New Academic Program Proposal Template: 11-23-2021

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, undergraduate, graduate, and professional programs are to complete this New Academic Program Proposal template. There is a separate template for certificate credentials.

All templates and forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

To avoid unnecessary delays, please ensure that all questions are addressed clearly and completely and that all necessary forms are completed and submitted.

Some questions may seem repetitive, but they reflect CPE questions and must be answered exactly in the format requested. CPE readers won't have access to previous information submitted. Responses to the questions in this template are needed exactly in the format requested in each question.

If the question asks for a description, you must provide a description rather than referencing information provided elsewhere in a different format (such as a table). As well, if you decide to provide additional information in tables (such as assessment rubrics, data, etc.) you must also describe the material. We are unable to copy tables into the CPE online portal.

Questions about the template and process can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

NOTE: All unit approval processes must be completed and documented before submitting this proposal.

Send the following materials, as well as any questions or concerns, to the **Program Approval Service Account** (PROGAPPR@louisville.edu). The program approval process will not begin until all of the above documents are received. Please submit all materials listed below at the same time.

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- Gray Associates Program Evaluation System Regional Scorecard
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter of Support from Program Director, Certificate in Managerial Analytics

General Program Information	
Program Name:	Master of Science in Accountancy and Analytics
Degree Level:	Master
Date:	
Department and Department Chair:	Michael Wade
School/College:	College of Business
Program Director and Contact (if different); (please also include title):	Michael Wade
CIP Code:	52.1301
Program Type (collaborative, joint, or single institution):	Single institution
Is this program an advanced practice doctorate?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Number of Credit Hours required:	34
Method of Delivery (online, face-to-face):	Face-to-face
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	
Proposed Implementation Date (semester and year):	Fall 2022
Anticipated Date for Granting First Degree:	Summer 2023
Have all unit approval processes been completed?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please provide a list of unit approval processes with approval dates:	Master of Accountancy Curriculum Committee approved the program on 01/20/2021 The College of Business faculty approved the program on 08/20/21

A. Overview

1. Provide a brief description of the program with its estimated date of implementation. (250 words or less; program’s purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.

CPE Instructions: The succinct program description should be readily understandable to a

constituent who is not familiar with the proposed discipline.

The College of Business is proposing that a Master of Science in Accountancy and Analytics (MSAA) degree program replaces the current Master of Accountancy (MAC) degree program. The program aligns with the needs for accounting and business analytics talent in the region. The seated program will have up to three credit hours offered online. The program uses the current accountancy content of the MAC degree program, which already consist of the College of Business graduate certificate in Managerial Analytics. Graduating students will have the option to apply for a graduate certificate in analytics as well as the MSAA. The program will require students to complete 34 credit hours of graduate course work. The program is cohort based and will require three semesters to complete. These are unchanged from the current MAC degree requirements. In addition, the program will seek a STEM eligible Classification of Instructional Programs (CIP) code. The program goal is to obtain STEM status, thereby opening up greater enrollment opportunities for international students. On average, there are 355 job openings per year in a 30 miles radius of Louisville, KY ([CareerBuilder](#)) Estimated date of implementation is August 22, 2022

2. Describe how the new program is consistent with the mission and goals of the institution.

CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.

UofL's 2020 Strategic Plan highlights the strong commitment the University has to the state of Kentucky and its economic health. The 2020 plans call for UofL to be a great place to learn, work, and invest. The plan has a target of 5,486 STEM+H students enrolled by 2022. This program has a STEM eligible CIP code, and thus contributes to that strategic goal. The development of a high quality MSAA degree broadens the educational opportunities at UofL and is entirely consistent with making UofL a great place to learn. The mission of the College of Business is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community. The MSAA program serves both missions by creating an opportunity for business professionals to have access to a continuing education program in the accounting and analytics area. The combination of accounting and analytics knowledge will satisfy regional labor requirements as businesses transition to a more data-driven environment. The need for skilled professionals in the area of managerial analytics is becoming acute and is expected to remain that way for some time. See Appendix A. Thus, the proposed MSAA program offers an efficient and accessible way to address the acute need for accounting talent combined with analytics knowledge.

3. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

- a. AACSB is the specialized accrediting agency related to this program
- b. The new program will be included in the next AACSB accreditation cycle.

4. Does this program have a clinical component? Yes No

If yes, discuss the nature, appropriateness, and availability of clinical sites.

5. Identify where the program will be offered.

- a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

The program will be offered in a seated format entirely at the UofL Belknap campus

- a. The program is intended to be ongoing.
- b. The primary target audience is recent graduates and accounting professionals who desire the professional mix between accounting and analytics.
- c. The primary delivery method will be seated
- d. The new program is intended to replace the existing Master of Accountancy (MAC) program with the same content.

6. Describe the rationale and need for the program to include how the institution determined need.

Most states have at least two or three public universities that offer a graduate degree in accountancy. As seen in Appendix B, the SREB table of public schools shows that 60 SREB public schools offer a variant of a master degree in accountancy. Some of these programs are very large: e.g., the University of Tennessee MAC program matriculates more than 100 students per year. Clearly, employer and student demand impels public schools to offer and maintain graduate degrees in accountancy. The UofL graduate program in accountancy has matriculated between 15 and 20 students per year over the prior decade. The current enrollment is 30 students. The program is viable. The new MSAA program that is sought to replace the extant MAC is expected to lead to a doubling of enrollments, especially when the program achieves STEM status, which should open the door for international students to get visas for taking this program when they cannot get visas for non-STEM-eligible programs. The College of Business already has marketing efforts planned to support this growth upon approval.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.

For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum (Choose either Cultural Diversity or Effective Communication)
- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge

- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

- To equip graduates with technical accounting knowledge of GAAP (Generally Accepted Accounting Principles) and GAAS (General Accepted Auditing Standards)
- To prepare graduates to assume leadership positions in the professional practice of accounting as Certified Public Accountants.
- Functional knowledge of data science from a managerial perspective. Functional knowledge involves and understanding of statistics, data management, data acquisition, and data interpretation and reporting.
- Programmatic or professional understanding of the results of data effectively, especially in terms of data visualization and data storytelling.

8. Describe how each program-level student learning outcome will be assessed.

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.

The learning objectives for the program are:

Functional knowledge of accounting and analytics plus programmatic skills of problem solving, global and demonstrated teams skills.

Appendix C shows how accounting functional knowledge will be measured; Appendix D shows how analytics functional knowledge will be measured; and Appendix E shows how programmatic skills will be measured. These Excel-based report forms will be used for by all faculty completing all assurance of learning reports. Given the cohort nature of the program, each course is offered only once per year. Attainment of learning objectives will be measured every time it is taught, or once per year. Minimum sample sizes of 20 students (or one half of the target cohort size) will be sought. Students will be randomly selected. In addition to assessing whether students are achieving learning objectives, faculty are expected to generate a “close the loop” statement for each assessment. These statements represent the continuous quality improvements that faculty are proposing. Program faculty meet with the program director and review assurance of learning results. The faculty and program director will collectively generate an action plan. This will be generated annually – normally during the summer semester. The action plan will be submitted to the Head of the School of Accountancy and to the Associate Dean for Programs to ensure to that appropriate processes have been followed.

9. Highlight any distinctive qualities of the proposed program.

CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your

institution; etc).

The MSAA degree program consist of the current MAC accounting curriculum, which consists 22 credit hours of accounting (e.g., auditing) and programmatic (e.g., leadership) course work, with 12 credit hours of the extant College of Business graduate Managerial Analytics certificate. A total of 34 credit hours. The MSAA thus builds on existing faculty skills with the College of Business to create a new and most unique graduate level accounting degree. For example, within the Southern Regional Education Board(SREB) states, we could only identify two public schools that offered graduate level accounting degrees where accountancy was combined with another discipline in their program title. Both cases combined accountancy with finance. Within the SREB region, the UofL degree program would be the only one combining accountancy with analytics. Furthermore, very few graduate level accountancy programs possess STEM status. The MSAA program will be most unique when STEM status is combined with the re-visioned program content that merges accountancy with analytics. Students can earn also a Microsoft Office Specialist credential/badge for taking either the Associate or Expert exam based on what they learn in the Spreadsheet Modeling for Analytics course.

10. Describe the admission and graduation requirements for the program.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.

Admission requirements:

- Two letters of recommendation
- Professional resume
- Personal statement
- Application fee
- Official college transcripts from all institutions attended
- GMAT or GRE scores (waivers are available)
- Undergraduate degree with major accountancy or other discipline if combined with an accounting certificate
- All other standard Graduate School policies will be followed: e.g., minimum undergraduate GPA of 2.5;
- International applicants will follow standard UofL graduate school policies

Graduation requirements:

- Completion of the 34 credit hours of course work as provided in this proposal
- Adherence to all UofL Graduate School requirements: e.g., minimum GPA of 3.0; at most 2 C grades, three grades with variance request; D grades do not count toward degree.

11. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
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There are no tracks of concentrations					

12. Describe administrative oversight to ensure the quality of the program.

Who will oversee the program and how do their credentials/qualifications align with that role?
 How does program oversight include curriculum review and approval to ensure program integrity and rigor?

The College of Business assigns a program director. All graduate program directors within the College of Business are full-time instructors. Due to the highly professional nature of accountancy (i.e., Certified Public Account (CPA) credentialing) and consistent with AACSB requirements, the College of Business treats accountancy as a separate “School of Accountancy” within its hierarchy. Thus the MSAA program director will directly report to the head of the School of Accountancy and indirectly to the Associate Dean of Programs. Internal standards dictate that the current director of the Master of Accountancy and the anticipated director of the MSAA shall possess a CPA qualification. The graduate level Managerial Analytics certificate program, which is available to MBA students on an optional basis and which will be required within the newly visioned MSAA, is currently managed by a separate program director. This current Managerial Analytics program director as well is a full-time instructor within the College of Business. That individual directly reports to an Assistant Dean within the College. The MSAA program director will chair the MSAA curriculum committee that provides faculty curriculum governance. The director of Managerial Analytics certificate is a member of College of Business Graduate Certificate Curriculum Committee. Clearly, the MSAA program director and the Managerial Analytics program will collaborate to ensure that overall programmatic goals are being met within the MSAA degree program.

13. For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

The College of Business for many years has been offering eight-week compressed courses within the 12-month Master of Accountancy degree program. Contact time is not diminished versus a course of similar credit hours spread out over a longer time frame. The instructor is required to complete the standard assurance of learning and Student Learning Outcomes documentation. The course learning objectives are no different than if the course were spread out across time. The 34-credit hour program is taught in a cohort format and is very evenly spread out across three semesters with approximately 11 credit hours taught within each of the fall, spring, and summer semesters. Students are not able to “load up” by self-enrolling in any given semester. The 11 credit hours (or so) of compressed courses within a semester are themselves scheduled to ensure a smooth student workload. Thus the “forced” smoothness of the of the student workload when combined with effective oversight in terms of faculty ensuring learning objectives are met (in part through use of mandatory assurance of learning standards) allows the College of Business to properly manage and control that achievement of program learning objectives.

14. Please answer the following:

- a) Will this be a 100% distance learning program? Yes No

CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

NOTE: If you check "yes" to this question, you must check at least one of the items listed below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

15. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

The Master of Science in Accountancy and Analytics program will replace the Master of Accountancy program.

16. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

The MSAA is intended to replace the MAC degree program. In a sense, the MAC will completely support the MSAA. The MSAA is expected to collaborate with the graduate Managerial Analytics certificate to deliver the analytics courses required in the program.

17. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

No new faculty are required to staff the program. We are forecasting a cohort size of 35 in the initial year. We predict 35 students because it is a modest increase over our current 30 students, which we expect because we will be acquiring a STEM classification and advertising this to international students who are more likely to get visas for STEM-based programs. Given that the program is based on a cohort model, this translates into a faculty to student ratio of one faculty member for every 35 students.

18. a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

See attached

b. Describe the physical facilities and instructional equipment available to support this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The existing College of Business physical facilities and instructional equipment are adequate to support the program.

C. Demand

Student Demand

19.a. Provide evidence of student demand.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable. Please use the [PES+](#) platform from Gray Associates in your response.

CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding [sample size, sampling](#)

methodology, and response rate.

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
AY23	35	35
AY24	35	35
AY25	40	40
AY26	40	40
AY27	45	45

The international market for STEM-eligible programs such as this is broad, in part because of the increased chances of visa approvals. By advertising to this market, as well as to the SREB region in which there are no merged accounting and analytics program, we expect to see slow but steady growth for this program.

Employer Demand

20. If the program is designed for students to enter the workforce immediately, please complete Appendix A.

Academic Disciplinary Needs

21. If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

The program is not a response changes in academic or disciplinary need.

D. Cost and Funding

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

22. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years.

This program will not require additional instructional resources. The existing MAC and proposed MSAA program that it replaces are both 34 credit hours and are spread over 12 months. Fixed program cost will remain constant. Some variable costs increase if enrollment increases (as expected). The financial model for the MSAA program provides more details on revenue, cost and expenditures.

23. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

The proposed MSAA degree program will not result in any changes to other programs. The MSAA program that displaces the MAC degree are identical in credit hours (34) and length (12 months). The Managerial Analytics courses within the proposed MSAA degree program are currently offered in various MBA programs in the same time slots that are required for the MSAA degree program. No new Managerial Analytics course sections are required. No additional faculty or staff are required, nor do any faculty or staff require reassignment.

24. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.

There are no additional investments required for the proposed MSAA degree program that replaces the current MAC program. Both the extant MAC and its proposed replacement MSAA are cohort programs. No change in the retention rate, currently at about 95% of students graduating on time, is expected. An increase in tuition dollars generated is expected through an increase in program market appeal, both in terms of program content (adding analytics to the proposed degree program) and in terms of geographic scope (through greater appeal to international students), should STEM status eventually be obtained. The state employment are needs are clearly demonstrated in data provided in Appendix A. Mo new costs are expected as the proposed MSAA program displaces an exist MAC program.

25.a. Complete the New Program Budget Spreadsheet.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.

- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student’s home academic program.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.

- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

25.b. Please provide contingency plans in the event that required resources do not materialize.

The program does not require any additional resources.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

26. Provide a brief description of institutional assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university’s mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) and Assurance of Learning (AoL) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In these reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs, AoLs, and program goals.

AoLs are completed after each iteration of a class, used for class improvement, and summarized for accreditation reviews. The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost’s office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO and AoL reports and assessment process

27. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

When a new program is created, an “Academic Alert” is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

28. What are the plans to evaluate students’ post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university’s regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program’s ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program’s performance shall be reviewed by Council staff following criteria established in the Council’s Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

Appendix A. Employer Demand.

The MSAA program is designed for students to enter the workforce immediately. Therefore, we provide the required table with employment statistics for MSAA graduates. CPE requires the use of the PES+ data provided by Gray and Associates. We included that data, as required, and also supplementary data from the Occupational Outlook Handbook, which had some job categories that seemed more consistent with what we expect for graduates from the MSAA.

First, the data from PES+:

Type of Job	State BLS Mean Wages	BLS State # of Job Openings (Last 12 Months)	State BLS 10-year Growth (CAGR)	Regional BLS Mean Wages	BLS Regional # of Job Openings (Last 12 Months)	Regional BLS 10-year Growth (CAGR)	National BLS Mean Wages	BLS National # of Job Openings (Last 12 Months)	National BLS 10-year Growth (CAGR)
Management Sciences and Quantitative Methods, Other	\$62,710	51	0.9%	\$62,506	63	0.9%	\$75,727	1,814	1.4%
Accounting and Related Services, Other	\$59,316	5	0.4%	\$60,652	4	0.5%	\$69,941	467	0.5%
Accounting	\$66,119	1,658	0.5%	\$66,387	1,522	0.6%	\$71,328	178,738	0.6%
Accounting and Computer Science	\$70,298	0	0.6%	\$70,410	0	0.8%	\$76,383	22	0.9%
Accounting and Finance	\$70,303	32	0.6%	\$71,209	30	0.7%	\$76,172	3,682	0.7%
Financial Planning and Services	\$75,063	31	0.5%	\$76,010	31	0.6%	\$74,730	4,268	0.5%
Statistics, General	\$74,877	10	1.6%	\$75,863	10	1.7%	\$81,477	1,765	1.9%
Auditing	\$57,023	117	0.5%	\$58,638	101	0.6%	\$62,589	13,972	0.6%

Data gathered from [Gray & Associates Program Evaluation System](#).

Next, the data from the Occupational Outlook Handbook:

Type of Job	State Avg Wage	State # of openings	State Growth Projections (% / #)	Regional Avg Wage	Regional # of openings (Annual)	Regional Growth Projections (% / #)	National Avg Wage	National openings (2019-29)	National growth projections (%)
Accountants and auditors	\$67,660	1,320	9.8% 1,200	\$70,116	2,077	7.9% 2,160	\$71,550	6,1700	4%
Actuaries	No data	--	--	--	20	19.0% 40	\$108,350	4,900	18%
Budget Analysts	\$59,580	80	3.1% 30	\$67,910	53	2.9% 23	\$76,540	9,500	3%

Compensation, Benefits, & Job Analysis Specialists	\$58,290	70	8.8% 60	\$59,037	137	6.6% 137	\$64,560	7,500	8%
Database Administrators	\$87,370	90	13.4% 130	\$80,550	127	7.9% 177	\$93,750	12,800	10%
Financial and Investment Analysts, Risk Specialists, Financial Specialists	\$67,850	180	10% 180	\$69,770	333	6.8% 357	\$81,590	26,800	5%
Financial Examiners	\$67,040	40	8% 40	\$77,723	53	5.6% 50	\$81,090	4,900	7%
Management Analysts	\$77,780	670	18.8% 1,030	\$80,383	1,073	9.1% 1,357	\$85,260	93,800	11%
Market Research Analysts and Marketing Specialists	\$57,950	680	22.4% 1,110	\$58,743	1,107	15.1% 1,823	\$63,790	130,300	18%
Statisticians	\$82,860	10	33.3% 30	\$81,877	43	16.9% 103	\$92,030	14,900	33%
Survey Researchers	\$49,970	10	20% 10	\$52,310	13	1.7% 7	\$59,170	-400	-4%
Tax examiners and Collectors, and Revenue Agents	\$49,630	130	-4.8% -80	\$53,243	83	-0.1% -70	\$54,890	-2,400	-4%

Data gathered from the Bureau of Labor Statistics' [Occupational Outlook Handbook](#) and [Occupational Employment Statistics](#); and the Projections Managing Partnership's [State Occupational Projections](#) (2018-2028). Please note that national projections are for the period of 2019-2029.

Appendix B. Partial List SBER Public Schools Offering Graduate Accountancy Degree Programs

Partial List of SREB Public Universities with Master of Accountancy (MAC) or Master of Science in Accountancy (MSA)		
SREB States	List of schools with Master of Accountancy (MAC) degree program	List of Schools with Master of Science in Accountancy degree program (MSA)
Alabama	Auburn; The University of Alabama; Alabama State University; University of North Alabama; University of Southern Alabama	
Kentucky	University of Louisville; Western Kentucky University ¹ ; Northern Kentucky University	University of Kentucky
Arkansas	Arkansas State University; University of Arkansas; University of Central Arkansas	
Delaware		University of Delaware; Towson University; Morgan State University
Florida	University of Florida; Florida State University; Florida International University; University of South Florida; Florida Atlantic University; University of North Florida	University of Central Florida; Florida Gulf Coast University
Georgia	University of Georgia; Georgia State University; Georgia Southern University; Kennesaw State University; University of West Georgia; Valdosta State University; Georgia College & State University; University of North Georgia	
Louisiana	Louisiana State University – Baton Rouge ; Louisiana Tech University / Grambling State University	University of Louisiana at Lafayette; University of New Orleans
Maryland		Morgan State University; Towson University; University of Baltimore; University of Maryland, College Park; University of Maryland Global Campus*
Mississippi	Delta State University; Jackson State University; Mississippi State University; University of Mississippi; University of Southern Mississippi	
North Carolina	North Carolina State University; University of North Carolina at Chapel Hill; University of North Carolina at Charlotte; Western Carolina University	Appalachian State University; East Carolina University; University of North Carolina at Greensboro; University of North Carolina at Wilmington
Oklahoma	Oklahoma State University; University of Oklahoma	East Central University; Northeastern State University*
South Carolina	Clemson University; Coastal Carolina University; University of South Carolina-Columbia	
Tennessee	University of Tennessee; Middle Tennessee State University; East Tennessee State University	University of Memphis
Texas	Angelo State University; Lamar University; Rice University	Prairie View A&M University
Virginia	College of William and Mary; George Mason University	Old Dominion University; University of Virginia
West Virginia	West Virginia University	
<p>The typical MAC and MSA degree programs are one year in length for full-time students. Credit hours typically range between 30 and 36 credit hours. MAC and MSA degree programs qualify to sit for CPA exams. MSA degree program typically offer more quantitative courses in analytics and statistics.</p> <p>* Master of Science in Accountancy and Finance</p> <p>¹ Master of Accountancy & Data Analysis Program</p>		

Appendix C. Measuring MSAA Assurance of Learning for Accounting and Related Functional Knowledge

Year	Course	Faculty	Term	1=unacc	2=poor	3=good	4=excl	Rubric Items	Close the Loop Statement
2021	MSAA 660 Financial Statement Analysis		Fall					Learn analytical tools necessary to evaluate financial and economic data (Adv. spreadsheets techniques, Statistical methods, Adv. ratio analysis; liquidity, solvency, risk, and profitability, Vertical and horizontal analysis, Strategic and Prospective analysis) to obtain useful information for managerial decision making.	
								Using Harvard case methods, apply analytical tools above that are necessary to evaluate financial and economic data to provide useful information as inputs to managerial decision making.	
								Be able to extract SEC financial data and reports as inputs to financial analysis.	
								Be able to read and interpret financial analysis reports to capture key fundamentals that describe a company within its industry peers.	
								Complete a group project and standard financial analysis report of two publicly listed companies that incorporates all techniques and learning objectives of each component of the course.	
2021	MSAA 622 Advanced Accounting Information Systems		Fall					Data and Information Technology: The student should be able to extract, transform, and load data (ETL). Understand and apply the cleaning process and use data to present analysis.	
								Data and Information Technology: Define and identify the different parts of the Information System and their role in business processes and apply that understanding to diagram and analyze key business processes.	
								Corporate Governance: The student should be able to understand and discuss the concept of corporate governance generally and the COSO framework specifically, including the objectives and structure of the COSO framework.	
								Corporate Governance: Students should be able to apply the COSO framework to engage in risk assessment and control design as it relates to information systems and business process risk and assurance.	
								Risk, Maintenance, and Security: Students should be able to understand and discuss the three major categories of Information Technology General Controls (Change Management, Logical Access, System Operations) and the System Development Lifecycle (SDLC) and apply that understanding to identify vulnerabilities and threats to the security and integrity of the accounting information system.	
								Professional Ethics: The student should be able to identify and understand general ethical frameworks and relevant professional ethics guidelines and apply those frameworks and guidelines to an analysis of unethical behavior and fraud within the accounting information system.	
2021	MSAA 668 Statistical Analysis		Fall					Differentiate between various types of data and demonstrate the ability to employ correct methods in analyzing each type.	
								Effectively describe and summarize data sets	
								Draw appropriate inferences about a population from correctly sampled data within the population and present your findings in the context of the data and not in a generic statistical response	
								Employ advanced data analysis techniques on large data sets and present your findings in a clear, concise and organized format that allows non-statisticians to understand your findings	
								Develop a critical eye for the misuse of data, statistical methods, and inappropriate analysis that results in you being a better consumer of statistical information	
2021	MSAA 620 Advanced Audit		Spr					Supplement students' analytical and higher order thinking skillset by having them to write a memo that identifies a problem, discusses how the problem will be addressed, and proposes a plan to test the problem	
								Demonstrate an understanding of the role of Big Data in an audit setting, and how Big Data can be used when gathering audit evidence.	
								Demonstrate an understanding of AU 316, Consideration of Fraud in a Financial Statement Audit, and the related journal entry testing requirements.	
								Identify potential data analytic queries that support journal entry testwork upon understanding the business, processes, and risk factors	
								Describe the impact that the results of the journal entry testwork and detailed follow-up approach have on audit risk and the overall audit engagement (i.e., what should the auditors do next and/or how should the audit plan be adjusted)?	
2021	Leadership	Neary	Summer					Demonstrate an understanding of a variety of leadership theories and their application	
2021	Leadership	Neary	Summer					Demonstrate an understanding of the application of leadership theory	
2021	Leadership	Neary	Summer					Integrate research and resources related to leadership theory and practice into a variety of functional areas	
2021	Leadership	Neary	Summer					Use the higher order thinking skills of analysis, synthesis, and evaluation in the application of leadership theory and practice	

Appendix D. Measuring MSAA Assurance of Learning for the Analytics Component of the Degree Program

Year	Course	Faculty	Term	1=unacc	2=poor	3=good	4=excel	Rubric Items	Close the Loop Statement
2022	ANLY 635 Storytelling with Data		Spr					Translate data and analyses into a narrative that provides context for your message	
								Create informative, clutter-free data visualizations to support your message	
								Explain data and analyses in ways that are clearly understood by receivers	
								Provide concise explanations that quickly get to the point without losing context or content	
								Make recommendations that convince a variety of business receivers to adopt a particular belief	
								Present yourself professionally in diverse business communication contexts	
2022	ANLY 610 Database		Spr					Understand the relevance and role of databases to what you do at work	
								Understand the model of a reasonably complex relational database	
								Design a simple relational database and/or make changes to an existing relational database design	
								Write reasonably complex SQL queries to retrieve data from a single table	
								Write reasonably complex SQL queries to retrieve data from multiple tables	
								Write SQL queries to alter existing data	
2022	ANLY 630 Blockchain		Sum					Understand basic concepts and status of blockchain	
								Understand private permissioned blockchains and why they are suitable for use in an enterprise	
								Have a deep understanding of real world blockchain implementations and blockchain use cases	
								Use design thinking technique to develop first blockchain use case	
								Understand important aspects of designing a blockchain-based solution and blockchain regulations	
2022	ANLY 615 Artificial Intelligence		Sum					Understand the relevance and role of predictive modeling using AI algorithms in a business context	
								Understand the process of creating a typical predictive model	
								Contribute to the analysis and design of a complex predictive model for a business problem	
								Be able to interpret the output of a predictive model.	
								Create a decision tree model for a simple business problem	
2022	ANLY 620 Advanced Business Analytics		Sum					Create a neural network model for a simple business problem	
								Understands and is able to develop predictive models	
								Make decisions using advanced predictive model	
								Understands and is able to use advanced tools such as SAS, SPSS	
								Investigate the role of time as an important factor in modelling decisions	
2022	ANLY 625 Spreadsheet Modeling for Analytics		Sum					Understands how to test different strategies using a data-driven approach	
								Build and apply data validation rules to enforce data integrity	
								Analyze and summarize data using wildcards, Boolean logic, functions, and decision-support tools	
								Visually present raw and summarized data using embedded presentation tools	
								Demonstrate knowledge gained from performing data analysis using written or oral techniques.	

Appendix E. Measuring MSA Assurane of Learning for Programmatic Skills

Year	Course	Faculty	Term	1=unacc	2=poor	3=good	4=excel	Rubric Items	Close the Loop Statement
2021	MSAA 660 Financial Statement Analysis		Fall					Using Harvard case methods, apply analytical tools above that are necessary to evaluate financial and economic data to provide useful information as inputs to managerial decision making.	
2021	MSAA 622 Advanced Accountin g		Fall					Data and Information Technology: The student should be able to extract, transform, and load data (ETL). Understand and apply the cleaning process and use data to present analysis.	
								Data and Information Technology: Define and identify the different parts of the Information System and their role in business processes and apply that understanding to diagram and analyze key business processes.	
2021	MSAA 622 Advanced Accountin g Informatio n Systems		Fall					Data and Information Technology: The student should be able to extract, transform, and load data (ETL). Understand and apply the cleaning process and use data to present analysis.	
2021	MSAA 668 Statistical Analysis		Fall					Differentiate between various types of data and and demonstrate the ability to employ correct methods in analyzing each type.	
								Effectively describe and summarize data sets	
2021	MSAA 620 Advanced Audit		Spr					Supplement students' analytical and higher order thinking skillset by having them to write a memo that identifies a problem, discusses how the problem will be addressed, and proposes a plan to test the problem	
								Demonstrate an understanding of the role of Big Data in an audit setting, and how Big Data can be used when gathering audit evidence.	
2021	Global Learning	Germain	Summer					Students demonstrate an appreciation of global business through global reserch and export transactions.	
2021	Global Learning	Germain	Summer					Students demonstrate an appreciation of global business the actual conducting of business in a forighn country.	
2021	Capstone Project I & II	Scott	Summer					Demonstrate the ability to craft strategies and recommended action steps to solve problems	
2021	Capstone Project I & II	Scott	Summer					Demonstrate the ability to apply interpersonal, teamwork, communication and leadership skills	
2021	Corporate Tax	Blum	Summer					Identify the different forms of business entities and understand the relative tax and nontax advantages and disadvantages of each.	
2021	Corporate Tax	Blum	Summer					Prepare a book-to-tax reconciliation for Schedule M-1 of the 1120 Corporate Tax Return.	
2021	Advanced Corporate Finance Reporting	Callahan	Summer					Develop executive level concise writing skills for summary reports that communicate the complexities of consolidated financial statement reporting results by requiring this item in each weekly assignment.	
2021	Advanced Corporate Finance Reporting	Callahan	Summer					Develop SEC , Auditing and FASB research skills that are required for firm combinations accounting and know the difference between Regulation S-K, focused on qualitative descriptions and the related Regulation S-X focus on the financial statements. Skills demonstrated in real firm analysis (Example Coke etc.)	