NEW ACADEMIC DEGREE PROGRAM
SUMMARY FOR PROGRAM ANNOUNCEMENT

Institution	Stockton University
New Academic Degree Program Title	Accounting
Degree Designation	Bachelor of Science
Degree Abbreviation	B.S.

Introduction:

Stockton University recently celebrated its fiftieth year. Since its beginning as a small state college located on the boardwalk in Atlantic City, it has grown into a regional university offering undergraduate, master's, and doctoral degrees, that educates almost 10,000 students each year. Along the way, Stockton University has remained committed to offering a liberal arts education through interdisciplinary education. Stockton's Strategic Plan explains: "Stockton's liberal arts education pairs rigorous academic training with high-quality, co-curricular experiences to equip students not just for their first job, but also for long-term professional success, and a lifetime of learning, growing, and succeeding."[1]

As Stockton University has grown, so have its offerings related to business studies. Currently, the Business Studies program sits in the School of Business, along with several other programs. In the 2021-2022 academic year, there were more than one thousand Business Studies majors, pursuing two-degree options: a Bachelor of Arts in Business Studies and a Bachelor of Science in Business Studies. Within the Bachelor of Science, students choose from six concentrations – Accounting, Business Analytics, Finance, Financial Planning, Management, and Marketing.

In this proposal, along with two companion proposals, the Business Studies program seeks to convert three of its existing concentrations (Accounting, Business Analytics, and Finance) into separate discipline-specific programs that offer their own Bachelor of Science degrees. The new majors will maintain the same curriculum, faculty, and other structures as the existing concentrations – the essential aspect of these proposals is simply to change the concentrations into stand-alone majors. This proposal focuses on the creation of a Bachelor of Science in Accounting; the proposals for the Business Analytics and Finance programs have been submitted concurrently.

Importantly, the creation of a Bachelor of Science in Accounting aligns with several strategies Stockton plans to pursue as part of its current Strategic Plan, which focuses on six key areas: Inclusive Student Success, Diversity and Inclusion, Teaching and Learning, Strategic Enrollment

[1] Stockton University, "Strategic Plan 2025," https://stockton.edu/academic-affairs/documents/stockton-strategic-plan.pdf, at p. 9.

Management, Financial Sustainability, Campus Community, Communication, and Shared Governance.[2]

For example, under the area of Inclusive Student Success, Stockton plans to "[b]uild enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool." Creating a program that is focused solely on Accounting will attract a wider array of prospective students to consider Stockton for their undergraduate degree. Accounting degrees have become the standard in this field and students interested in Accounting are looking for such degrees. Moreover, creating a stand-alone Accounting degree will allow students to compare Stockton's program with peer programs at other well-regarded institutions via third-party rankings. At present, Stockton's Accounting concentration does not appear in such rankings because of its status as a concentration within a major. This obscures the educational opportunities it offers to those interested in Accounting, limiting the reach of the program.

Under the area of Teaching and Learning, Stockton plans to "[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields." Setting Accounting apart as a stand-alone program will provide the faculty with greater flexibility to shape the program curriculum to meet the changing needs of this field. For example, as discussed below, the skills and knowledge expected of CPAs are evolving, and this new program will allow the curriculum to adapt to these changes.

As part of Strategic Enrollment Management, Stockton seeks to "[d]evelop enrollment and retention strategies at the institutional, school and program levels that account for our mission, market demand, cost, and capacity." As explained in greater detail below, setting Accounting apart as a stand-alone program is consistent with market demand, as students and employers in the field expect such a degree for those pursuing a career in the accounting field. The new Accounting degree will help Stockton's School of Business maintain strong enrollment moving forward, particularly considering the relatively low cost of a degree at Stockton, a state university.

Finally, the new Accounting degree is consistent with Stockton's mission, which is "to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education."[3] The new degree in Accounting will provide a robust educational opportunity for those seeking to enter the accounting profession, including 80 credits focused on accounting and related business topics, along with 48 credits of non-business courses, including Stockton's general studies curriculum that ensures students have an interdisciplinary, liberal arts education.

---

[2] Ibid., at 8-9.

[3] Stockton University, "Mission Statement", at https://www.stockton.edu/president/mission-statement.html

Overview of proposed new academic degree program:

With its new Accounting program, Stockton University seeks to transform its existing concentration in Accounting within the Business Studies degree into a discipline-specific degree that is consistent with norms and expectations in the field of Accounting. It will not result in substantial changes to the Accounting curriculum Rather, it will carry over the existing curriculum, which is similar to Accounting programs across the country. Since the new program will retain the faculty from the Accounting concentration and rely on the same administrative and facilities support, it will not require significant additional resources.

Stockton University is pursuing this change now for several reasons. In recent years, alumni, students, potential employers, and other stakeholders have expressed confusion and discontent regarding the name of the Business Studies degree.[4] These stakeholders have stated that the current degree, "Business Studies" indicates a broad study of business, rather than a deep exploration of a specialized program, even for students who pursue a concentration. While the concentration in Accounting does provide specialized education in Accounting, akin to Accounting programs elsewhere, the current degree name seems to obscure this reality. For example, because accounting is a concentration within the Business Studies program, students searching for accounting program information online or in publications on degree programs are not directed to Stockton; employers have a similar problem.

A stand-alone Accounting degree will provide several additional benefits, including greater career opportunities for graduates, potentially growing enrollment in the program, allowing for greater curricular flexibility to meet the changing needs of the discipline, and greater visibility for the program, including enabling it to be included in comparative rankings with equivalent programs at other institutions. For example, the current accounting concentration does not appear in U.S. News and World Reports Accounting program rankings and is missing from other third-party rankings.

Sufficient academic quality

The new Accounting program will use similar curriculum, learning outcomes, and assessment methods as the existing Accounting concentration. Stockton University's Business Studies program is accredited by the Association to Advance Collegiate Schools of Business (reaccreditation was recently awarded in Spring 2022). The new Accounting program would remain under the Stockton University School of Business AACSB banner, and go through

[4] These sentiments have been expressed to Business Studies faculty members in a number of settings, including during meetings of Stockton's Business Advisory Board and the recent Presidential Task Force on a Strategic Pathway to Achieve Stockton University's Goal for Business and Hospitality Excellence in Atlantic City. See, e.g., Stockton University, "Presidential Task Force on a Strategic Pathway to Achieve Stockton University's Goal for Business and Hospitality Excellence in Atlantic City" (2020), https://www.stockton.edu/academic-affairs/task-force/documents/presidential-school-of-business-task-force-report.pdf.

reaccreditation on a regular basis, which will continue to ensure that the program offers a high-quality education.

Curriculum:

Stockton offers a 128-credit undergraduate degree. The Bachelor of Science in Accounting will include 80 program credits and 48 "at-some-distance" credits that must be taken in non-business-related disciplines. The required program courses include:

Business Administration Core Courses	**Cr**	**Accounting Courses**	**Cr**
CIST 1206 – Statistics	4	ACCT 2110 – Financial Accounting	4
ECON 1200 – Macroeconomics	4	ACCT 2120 – Managerial Accounting	4
ECON 1400 – Microeconomics (ASD course)	4	ACCT 3110 – Intermediate Accounting I	4
BUSA 2110 – Technology in Business	4	ACCT 3120 – Intermediate Accounting II	4
BSNS 2120 – Introduction to Bus. Analytics	4	ACCT 3122 – Cost Accounting	4
MGMT 2110 – Introduction to Management	4	ACCT 3251 – Tax. of Individuals & Entities	4
MKTG 2110 – Marketing Principles	4	ACCT 4110 – Auditing	4
PLAW 2120 – Bus. Law I *or* PLAW 3110 – Legal, Social, and Ethical Environ. of Business	4	ACCT 3430 – Accounting and Management Information Systems	4
MGMT 3120 – Operations Management	4	ACCT 4120 – Advanced Accounting	4
FINA 3110 – Introduction to Finance	4	ACCT 4130 – Contemporary Issues in Acct.	4
BSNS 4112 – Business Policy & Strategies	4		

Among the 48 at-some-distance credits, Accounting students will have to take a variety of General Studies courses across a variety of disciplines, including GAH (Arts and Humanities), GNM (Natural Sciences and Mathematics), GSS (Social and Behavioral Sciences), and GIS (Interdisciplinary Skills and Topics).

Thus, the new Accounting program's curriculum (which is the same as the existing Accounting concentration) is similar to accounting programs throughout the country. The required coursework beyond the program courses ensures students experience the breadth of educational experiences that Stockton's liberal arts education offers. A curriculum worksheet and course descriptions for the courses listed above can be found in Appendix A.

Learning Outcomes:

The Accounting program will adopt the existing learning outcomes from the Business Studies program, which include Fundamental Business Skills, Critical Thinking and Problem Solving, Ethical Reasoning Professional Communication, Teamwork and Inclusion, and Technology Agility, all of which can be found in Appendix B. The new Accounting program will also establish a new discipline-specific learning outcome: *Graduates will apply and synthesize concepts learned throughout the Accounting Program to demonstrate a level of professional competency required of a new entrant into the accounting profession.* Table B1 also shows how each learning outcome will be achieved in the courses required in the Accounting program.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include: Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and Teamwork and Collaboration. Table B2 also shows how the Accounting program's learning outcomes match with Stockton's ELOs.

Assessment:

Assurance of learning is an integral part of the academic environment in Stockton University's School of Business. Accordingly, assessment of student outcomes will be conducted systematically and routinely by the new Accounting program. The program will utilize the School's recently revamped assessment policies and procedures. Assessment amongst Business programs is led by the Business Program Assessment Committee, which works with program chairs to oversee the assessment process. This includes tracking compliance with assessment timelines, evaluating assessment results, and ensuring that corrective actions are taken, and reassessment is completed when assessment results indicate that expected outcomes are not being met. The Assessment Process Timeline, the completion of which is overseen by the Assessment Committee, can be found in Appendix C.

A recent example of how assessment results are used to improve and inform curriculum decisions within the Accounting program can be seen in a "close the loop" follow-up assessment conducted in Spring 2021. This assessment focused on the following learning outcome: "Graduates will be able to organize, record, and report business transactions." This was assessed in ACCT 2110 – Financial Accounting, where students were asked to perform accounting transactions (Accounting Cycle) and how they are organized, recorded, and reported. An assessment conducted in Fall 2017 indicated a curriculum change was needed because only 66% of the students assessed scored 70% or higher on the assessment instrument. In response to these results, faculty created standardized syllabi, assignments, and exams across all sections of the course to create a more consistent learning experiences for students. The Spring 2021 Assessment produced much stronger results with 89% of the students scoring 70% or higher when assessing the same learning outcome.

Additional Methods for Measuring Success and Guiding Curriculum Change:

In recent years, the Accounting concentration has enhanced its curriculum in response to other, indirect measures of curriculum effectiveness. In Fall 2018, Accounting faculty began an initiative to revise and augment the accounting curriculum as part of a five-year review cycle. The faculty utilized varying sources of data to guide curriculum change.

For example, faculty members queried the Stockton Business Advisory Board, benchmarked 17 competing universities, and considered current and projected accounting trends for organizations. Faculty also examined NJ CPA exam data. In 2017, the Stockton University student pass rate for FAR was 30%, when the average for all NJ schools was 36%. In 2018, the Stockton University student pass rate for FAR fell to 24.4% when the average was 37.7%. This suggested a need to expand the Financial Accounting and Reporting (FAR) curriculum, among other changes.

The results of the analysis lead to significant changes to the curriculum. First, Advanced Accounting, which was originally an elective, was added as a required course. Second, Contemporary Issues in Accounting, a new capstone course, was added as a required course. Then, Individual Tax and Business Entities Tax were combined into one required tax course, Taxation of Individuals and Entities. Relatedly, two tax electives were added, Advanced Individual Taxation and Advanced Entities Taxation. Finally, Government and & Not for Profit Accounting was changed from a required course to an elective course. All these changes became effective for Accounting students enrolling in fall 2019.

As demonstrated in the previous examples, Business Advisory Board feedback, benchmarking as well as studying business and industry trends, provided guidance for the curriculum changes noted above. In addition to rigorous assessment activities, program success will be evaluated in several other indirect ways including:

- Evaluation of the students' feedback on IDEA reports (student evaluation of teachers)
- Discussions with students during preceptorial advising
- Feedback gathered from students in exit surveys
- Feedback from external stakeholders and focus group panels
- Number of job placements and feedback from those employers through Office of Career Education & Development surveys
- Stockton University students' CPA exam data

Additionally, The American Institute of CPAs (AICPA) and the National Association of State Boards of Accountancy (NASBA) will be launching a new CPA Licensure Model under their "CPA Evolution" initiative in 2024.[5] These changes require CPA exam candidates to achieve and demonstrate three core competencies; accounting, auditing and attestation, and taxation, as well as proficiency in one of three disciplines: Business Advisory and Reporting (BAR), Information Systems and Controls (ISC), or Tax Compliance and Planning (TCP). To support universities and colleges in adapting curricula so that students can be prepared for the new licensure model, the AICPA and NASBA released a new model curriculum.[6] The new Accounting program will use the new CPA Licensure Model and accompanying model curriculum as another source of guidance as it continues to evaluate, assess, and revise its curriculum.

Sufficient evidence of labor market demand for the program

Varying sources of data suggest that the labor market demand for Accounting remains strong, as do starting salaries for Accounting professions. The U.S. Bureau of Labor Statistics (Table D1) projects 7% growth in the accounting and auditing profession from 2020 to 2030 and lists the

[5] NASBA, "New Model for Licensure, New CPA Exam Expected to Launch 2024" (2021), https://www.evolutionofcpa.org/

[6] AICPA, "AICPA and NASBA Release CPA Evolution Model Curriculum" (June 5, 2021), https://www.aicpa.org/news/article/aicpa-and-nasba-release-cpa-evolution-model-curriculum

2021 median salary of $73,560.[7] For 2021, the *U.S. News & World Report* ranks accounting as #13 in "best business jobs", and they cite entry-level salaries ranging from $46,000 to $68,000.[8]

Moreover, an analysis of Gray Associates Data for the New Jersey market (August 2022) was conducted of student demand and employment. Student Demand is very strong with a score of 33 (99th percentile), indicating that this major enjoys a high level of interest. Inquiry and search volume are stable. Employment is also very strong with a score of 17 (99th percentile). BLS 10th percentile annual wages are $50,946 (meaning 90% of accountants and auditors earn a higher salary). The BLS mean wage for accountants and auditors in this market is $85,358. The results of the Gray Associates Data Analysis can be found in Table D2. Additionally, Stockton University is located within 90 minutes of both the New York City and Philadelphia metropolitan areas, which have the first and seventh highest employment levels for accountants and auditors (Table D3), respectively.[9]

In a CNBC Interview in 2015, Warren Buffett said, "Accounting is the language of business, and you have to be as comfortable with that as you are with your own native language to really evaluate business."[10] The study of accounting also builds critical skills that are essential for a successful business career. These skills include analysis, organization, critical thinking, interpersonal communication, adaptability, time management, industry knowledge, spreadsheet proficiency, team collaboration, and writing.[11] Thus, students who graduate with degrees in Accounting not only find themselves prepared for accounting and auditing positions that are in high demand, but also prepared to take on different roles throughout the business sector, due to the broadly applicable skills that are developed in these programs.

Duplication with comparable programs of study in the State

The proposed conversion will not create any additional duplication with ongoing programs at other colleges in New Jersey, as it is merely changing an existing concentration in Accounting to a discipline-specific degree. The Bachelor of Science degree in Accounting at Stockton would be a similar program to those offered at other universities in New Jersey. However, since Stockton's Accounting concentration has existed for many years with significant enrollment, transitioning the concentration into a discipline-specific degree would not change the number of available

---

[7] Retrieved from: https://www.bls.gov/OOH/business-and-financial/accountants-and-auditors.htm?utm_source=bisk.com&utm_medium=display&utm_campaign=bisk.com_university-logos&utm_content=logo&campaignid=7014M000001QTiiQAG.

[8] U.S. News & World Report, Jan. 2021. "2021 Top 100 Best Paying Jobs." Retrieved from: https://www.ais-cpa.com/average-cpa-salary-and-compensation/.

[9] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-2011 Accountants and Auditors," (May 2021), at https://www.bls.gov/oes/current/oes132011.htm#st

[10] CNBC, "CNBC Excerpts: Billionaire Investor Warren Buffett on CNBC's "Squawk Box" Today," (March 2, 2015), at https://www.cnbc.com/2015/03/02/cnbc-excerpts-billionaire-investor-warren-buffett-on-cnbcs-squawk-box-today.html

[11] Accounting.com Staff, "Top Accounting Skills for Success," September 27, 2021, at https://www.accounting.com/resources/top-skills-for-accountants/

programs in the state. Rather, it puts Stockton's program on similar footing with most programs in New Jersey and beyond. Appendix E shows existing Accounting programs and concentrations in New Jersey, along with other regional, comparable programs.

Requirement of significant additional State resources

The six existing B.S. Business Studies concentrations (Accounting, Business Analytics, Finance, Financial Planning, Management, and Marketing) and the B.A. in Business Administration are already administered as part of the School of Business's faculty, facilities, and budget. Accordingly, there will be no additional operating expenses, library expenses, and office/staff requirements. To confirm there will be no new faculty hiring requirements directly related to the transition from concentrations to degrees, we examined the 2020 AACSB standards for deployment and faculty qualification for Accounting, along with the proposed Business Analytics and Finance programs, and the remaining Business Studies concentrations. Appendix F features Table F1 that confirms each discipline-specific degree exceeds the AACSB 60% deployment requirement and the 75% overall undergraduate requirement. Table F2 in Appendix F confirms each proposed discipline-specific degree exceeds the AACSB 40% Scholarly Academic (SA) requirement and the combined 90% overall requirement. Therefore, moving from concentrations to discipline-specific degrees will not require the hiring of any additional faculty to support our AACSB accreditation.

The only additional resources required by the creation of this program relates to the need for a program chair. Currently within Business Studies, there is a program chair, who also serves as the Associate Chair for Accounting, along with Associate Chairs for the other concentrations (Business Analytics, Finance, Marketing, and Management). With the creation of the Accounting, Business Analytics, and Finance programs, three new chairs will be created in Fall 2024 to replace existing associate chairs. Appendix G outlines the increase in chair compensation totaling $34,295. Additionally, the reduced size of the Business Studies program will cause a change to the compensation for chairs of other programs in the university, pursuant to the Fall 2024 tier calculation cycle outlined in the local agreement between Stockton University and the Stockton Federation of teachers. The administration is aware of the projected increase and has indicated their support.

APPENDIX A

CURRICULUM FOR PROPOSED B.S. in ACCOUNTING

B.S. ACCOUNTING

Fall 2023 – Spring 2024

BSNS REQUIREMENTS: All BSNS program courses must be completed with a grade of "C" or better. 80 credits

BSNS core:	
CIST 1206 Statistics	(4)
ECON 1200 Macroeconomics	(4)
BUSA 2110 Technology in Business	(4)
ACCT 2110 Financial ACCT	(4)
ACCT 2120 Managerial ACCT	(4)
BSNS 2120 Introduction to Business Analy	(4)
MGMT 2110 Intro to Management	(4)
MKTG 2110 Marketing Principles	(4)
PLAW 2120 Business Law I **OR** PLAW 3110 Legal, Social, Ethical …	(4)
FINA 3110 Introduction to Finance	(4)
MGMT 3120 Operations Management	(4)
BSNS 4112 Business Policy & Strategies (seniors only)	(4)
Students who previously took FINA 3115 may use it in place of FINA 3110.	
Transfer students may use transferred courses (including Introduction to Business) as "Other Business Courses", to satisfy the minimum number of credits (80) for this area.	

Concentration Courses:	
ACCT 3110 Intermediate I	(4)
ACCT 3120 Intermediate II	(4)
ACCT 3122 Cost Accounting	(4)
ACCT 3251 Taxation of Individuals & Entities	(4)
ACCT 3430 ACCT and MGMT Info Systems	(4)
ACCT 4110 Auditing	(4)
ACCT 4120 Advanced Accounting	(4)
ACCT 4130 Contemporary Issues in ACCT	(4)
*****Additional Suggested Topics for CPA Exam Candidates:***	
ACCT 4950 Internship	(4)
ACCT 3261 Advanced Individual Taxation	(4)
ACCT 3262 Advanced Entities Taxation	(4)
ACCT 3310 Government & Not for Profit	(4)
PLAW Courses	(4)
***Students planning to better prepare for the CPA exam and/or who wish to pursue graduate studies in Accounting may choose to register for additional electives beyond the minimum curriculum requirements*	

GENERAL STUDIES REQUIREMENTS: 48 credits

G COURSES: (32 total credits) No more than 12 credits in any "G" category may be applied towards the BS degree.

GEN General Interdisciplinary	(4)	GNM General Natural Science & Math	(4)
GIS-General Integration & Synthesis (Jr. yr.)	(4)	GNM General Natural Science & Math	(4)
GAH General Arts & Humanities	(4)	GSS General Social Science	(4)
GAH General Arts & Humanities	(4)	GSS General Social Science	(4)

AT SOME DISTANCE Electives: (16 total credits) ECON 1400 Microeconomics required (4 credits).
Additional 12 credits should be courses unrelated to your major (may include CSIS courses).

ECON 1400 Microeconomics	(4)		(4)
	(4)		(4)

GENERAL STUDIES OUTCOME REQUIREMENTS: These course attributes should be completed within the 128 credits needed to graduate.

(A) Arts		(V) Values/Ethics	
(H) Historical Consciousness		(I) International/Multicultural	
(R1) Race and/or Racism Intensive		(R2) Race and/or Racism Education	

GENERAL STUDIES WRITING REQUIREMENT: (4 courses)
Two W1 courses may be in transfer. W2 courses must be taken at Stockton.

W1		W1/W2		W1/W2		W1/W2 at 3000 Level

GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)
Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton.

Q1		Q2		Q1 or Q2		

APPENDIX B

LEARNING OUTCOMES FOR B.S. IN ACCOUNTING

1) Accounting Specific Learning Objective

Graduates will apply and synthesize concepts learned throughout the Accounting Program to demonstrate a level of professional competency required of a new entrant into the Accounting profession.

2) Fundamental Business Skills

Graduates will be able to perform fundamental business skills in management, finance, accounting, marketing, and business analytics.

A. Graduates will be able to apply current management and administrative practices and theories.
B. Graduates will be able to manage the flow of funds within organizations.
C. Graduates will be able to organize, record, and report business transactions.
D. Graduates will be able to utilize the interrelationships between customers, products, and companies to guide effective decision making.
E. Graduates will be able to apply theories and skills of statistical data analysis and management science to support decision-making processes.

3) Critical Thinking and Problem Solving

Graduates will be able to diagnose problems in various business situations, gather and analyze relevant information to understand the problems, and select and implement appropriate solutions, and evaluate outcomes.

4) Ethical Reasoning

Graduates will be able to demonstrate ethical reasoning by recognizing moral dilemmas, analyzing their effects on stakeholders, and applying ethics theories to determine alternative solutions to those dilemmas.

5) Professional Communication

Graduates will be able to communicate effectively in a professional environment.

A. Oral communication: Graduates will be able to deliver information in a persuasive, logical, and organized manner with a professional demeanor using appropriate visual aids.
B. Written communication: Graduates will be able to create informational, analytical, and technical documents that are organized and concise, and incorporate credible sources.

6) Teamwork and Inclusion

Graduates will be able to work effectively with various stakeholders in increasingly diverse and global business environments.

A. Graduates will be able to interact effectively with team members.
B. Graduates will be able to contribute their expertise to collaborative projects.
C. Graduates will be able to recognize and implement inclusive and equitable business practices in diverse business environments.

7) Technology Agility

Graduates will be able to use technology to support performance in varying business situations.

A. Graduates will be able to select and use appropriate technology to gather, analyze, and interpret data to solve business problems.
B. Graduates will be able to adapt to emerging technologies.
C. Graduates will be able to identify ethical issues related to the use of technology and data, including privacy and security.

Table B1: Courses in BS Accounting Program Where Learning Outcomes are Achieved

		B.S. In Accounting Learning Outcomes															
			Business Skills							Comm		Team/Inc			Tech		
		1	2:A	2:B	2:C	2:D	2:E	3	4	5:A	5:B	6:A	6:B	6:C	7:A	7:B	7:C
Required Courses	ACCT 2110-Financial Accounting	X	X	X	X	X	X	X	X		X	X			X	X	
	ACCT 2110-Managerial Accounting	X	X	X	X	X	X	X	X		X	X			X	X	
	ACCT 3110 Intermediate I	X	X	X	X	X	X	X	X		X	X	X		X	X	
	ACCT 3120 Intermediate II	X	X	X	X	X	X	X	X		X	X	X		X	X	
	ACCT 3122 Cost Accounting	X	X	X	X	X	X	X	X		X	X			X	X	
	ACCT 3251 Taxation of Individuals & Entities	X	X	X	X		X	X	X		X	X			X	X	
	ACCT 3430 ACCT and MGMT Info Systems	X	X	X	X	X	X	X	X		X	X	X		X	X	
	ACCT 4110 Auditing	X	X	X	X	X	X	X	X		X	X	X		X	X	
	ACCT 4120 Advanced Accounting	X	X	X	X	X	X	X	X		X	X			X	X	
	ACCT 4130 Contemporary Issues in ACCT	X	X	X	X		X	X	X	X	X	X	X		X	X	
Elective Courses	ACCT 3261 Advanced Individual Taxation	X	X	X	X		X	X	X		X	X			X	X	
	ACCT 3262 Advanced Entities Taxation	X	X	X	X		X	X	X		X	X			X	X	
	ACCT 3310 Government & Not for Profit	X	X	X	X	X	X	X	X		X	X			X	X	

*** The Accounting program will also include required course work in other Business disciplines that will provide further opportunities to meet these learning outcomes.

Table B2: BS Accounting Learning Outcomes Mapped to Stockton University's Essential Learning Outcomes

		B.S. In Accounting Learning Outcomes															
			Business Skills							Comm		Team/Inc			Tech		
		1	2:A	2:B	2:C	2:D	2:E	3	4	5:A	5:B	6:A	6:B	6:C	7:A	7:B	7:C
Stockton University Essentail Learning Outcomes	Adapting to Change	X				X										X	X
	Communication Skills	X			X					X	X	X	X				
	Creativity and Innovation	X				X	X	X									
	Critical Thinking	X						X	X						X		
	Ethical Reasoning	X						X	X						X		
	Global Awareness	X															
	Information Literacy and Research Skills	X	X		X	X	X	X	X		X	X	X		X		
	Program Competence	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
	Quantitative Reasoning	X	X	X	X	X	X	X		X	X				X	X	X
	Teamwork and Collaboration	X								X	X	X	X				

APPENDIX C
BUSINESS STUDIES ASSESSMENT COMMITTEE
ASSESSMENT TIMELINE

Role:	Team Leader for Course Assessment of a particular Learning Objective (LO), in a particular course, in a particular semester, SHOULD:			
Semester before:	Review previous assessment activities / instruments for same LO		Plan	
	Repeat/Revise/Redo assessment instrument		Do	
	Get discipline faculty approval for assessment instrument		Check	
	Set up evaluation matrices		Act	
	Set assessment goals			
	Get buy-in for administration to all sections (including adjuncts)			
	Report to disciplinary faculty on or before 2nd precepting day			
	Report to Assessment Committee that "ready to go" by 2nd precepting day			
Semester of:	Oversee administration (in all sections)			
	Collect student data/enter into evaluation matrices			
	Get results/compile statistics			
	Make recommendations (course changes, curriculum changes, other changes, task forces, instrument changes*)			
	Discuss with discipline faculty at *end-of-semester meeting			
	For course or discipline level recommendations, get disciplinary buy-in, develop implementation plan (including responsible person)**			
Semester after:	Report results in start-of-semester program faculty meeting			
	For course or discipline level recommendations, deliver close-the-loop evidence to assessment committee ASAP			
	* Jan for Fall assessments, May for Spring Assessments (before retreat)			
	**Feb BSNS meeting for Fall assessments, Retreat for Spring assessment			
* If the ONLY recommendation to come from this assessment activity is to change the assessment instrument, then redo instrument and the assessment in subsequent semester				

APPENDIX D
MARKET DEMAND DATA

Table D1: U.S. Bureau of Labor Statistics – Quick Facts: Accountants and Auditors

Quick Facts: Accountants and Auditors	
2020 Median Pay	$73,560 per year $35.37 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	1,392,200
Job Outlook, 2020-30	7% (As fast as average)
Employment Change, 2020-30	96,000

Table D2: Gray Associates Data Analysis – Accounting in New Jersey

CIP: 52.0301 Accounting

Student Demand
Score: 33 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	95	Google Search Volume (3 Months)*	18,758	8
	97	International Page Views (12 Months)	1,162	NS
	99	New Student Enrollment Volume (12 Months)	631	4
	99	On-ground Completions at In-Market Institutions	1,473	12
	99	Online Completions by In-Market Students	122	4
	99	Sum of On-ground and Online Completions	1,595	3
Growth	43	Google Search YoY Change (Units)*	57	0
	0	New Student Enrollment Vol. YoY Change (Units)	-92	-1
	99	Completion Volume YoY Change (Units)	63	3
	30	Google Search YoY Change (%)*	0%	0
	39	New Student Enrollment Vol. YoY Change (%)	-13%	NS
	52	Completion Volume YoY Change (%)	4%	0

Employment*
Score: 17 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	97	Job Postings Total (12 Months)*	4,554	3
	99	BLS Current Employment*	67,936	4
	98	BLS Annual Job Openings*	5,818	2
Size: ACS Bach. Outcomes	99	Job Postings Total (12 Months)*	7,008	NS
	99	BLS Current Employment*	52,090	NS
Growth (Direct Prep)	72	BLS 1-Year Historical Growth*	-0.5%	0
	55	BLS 3-Year Historic Growth (CAGR)*	0.9%	0
	41	BLS 10-Year Future Growth (CAGR)*	0.2%	NS
Saturation (Direct Prep)	43	Job Postings per Graduate*	2.1	-1
	61	BLS Job Openings per Graduate*	2.7	0
Wages (Direct Prep)	60	BLS 10th-Percentile Wages*	50,829	NS
	66	BLS Mean Wages*	85,103	NS
American Community Survey Bachelor's Degree Outcomes	85	Wages (Age < 30)	$56,530	4
	82	Wages (Age 30-60)	$113,057	4
	30	% with Any Graduate Degree	28%	NS
	38	% with Masters	23%	NS
	28	% with Doct/Prof Degree	5%	NS
	19	% Unemp. (Age <30)**	2%	2
	73	% Unemp. (Age 30-60)**	2%	-1
	98	% in Direct Prep Jobs	59%	NS

TABLE D3: U.S. Bureau of Labor Statistics – Metropolitan areas with the highest employment level in Accountants and Auditors

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	117,800	13.57	1.45	$ 52.56	$ 109,330
Los Angeles-Long Beach-Anaheim, CA	59,470	10.40	1.11	$ 43.13	$ 89,700

Washington-Arlington-Alexandria, DC-VA-MD-WV	41,850	14.27	1.52	$ 47.91	$ 99,640
Chicago-Naperville-Elgin, IL-IN-WI	38,800	9.17	0.98	$ 39.06	$ 81,250
Dallas-Fort Worth-Arlington, TX	34,070	9.49	1.01	$ 42.17	$ 87,720
Boston-Cambridge-Nashua, MA-NH	32,300	12.50	1.34	$ 45.15	$ 93,910
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	29,440	11.09	1.19	$ 42.24	$ 87,870
Atlanta-Sandy Springs-Roswell, GA	29,260	11.30	1.21	$ 39.93	$ 83,050
Houston-The Woodlands-Sugar Land, TX	28,800	9.94	1.06	$ 44.33	$ 92,200
Miami-Fort Lauderdale-West Palm Beach, FL	26,060	10.63	1.14	$ 38.05	$ 79,140

APPENDIX E
ACCOUNTING PROGRAMS AT PEER INSTITUTIONS

Undergraduate Accounting Concentrations or Degrees at Stockton University and Peer Institutions' Business Schools

Peer Institutions	Accounting
Stockton University	*Concentration*
Farleigh Dickinson University	Degree
Kean University	Degree
Monmouth University	*Concentration*
Montclair University	Degree
NJ Institute of Technology	Degree/ *Concentration*
Ramapo College of New Jersey	Degree
Rider University	Degree
Rowan University	Degree
Rutgers University – Camden	Degree
Rutgers University – New Brunswick	Degree
Saint Joseph's University	Degree
Seton Hall University	*Concentration*
Temple University	Degree
The College of New Jersey	Degree
University of Delaware	Degree
Widener University	*Concentration*
William Paterson University	Degree

Note: The business schools in all of the above institutions, except Kean University, are accredited by AACSB.

APPENDIX F

Table F1. Faculty Deployment Data

Deployment Fall 2022 Based on Capacity					
*Based on AACSB 2020 Standards Table 3.1-must be >60% per program and 75% overall in Undergraduate Programs *Based on SCH*					
Program	**Professor**	**Participating Credit Hours**	**Supporting Credit hours**	**Total Credit Hours**	**Total Deployment Ratio**
ACCT		**2640**	**420**	**3060**	**86%**
	ABBOTT J	120		120	
	CABARLE C	560		560	
	CHAKRABORTY V	420		420	
	GLAUM C		280	280	
	JONES D	280		280	
	JOSEPH J		140	140	
	NULL ACCT	140		140	
	PALATNIK B	560		560	
	ROBINSON M	560		560	
BUSA		**1935**	**400**	**2335**	**83%**
	ABDRABOUH W		60	60	
	BAIK H	60		60	
	GOGANZER B		60	60	
	KRAFT E	400		400	
	PERKINS W		140	140	
	PRESS J		140	140	
	TAVAKKOL B	420		420	
	WANG J	495		495	
	ZHAO S	560		560	
FINA		**1400**	**700**	**2100**	**67%**
	BONVILLE T		140	140	
	BUSLER M	140		140	
	CHEN J	420		420	
	DOBREV P	420		420	
	HASSAN M		140	140	
	HINA B		280	280	
	LI W	420		420	
	OLESZEWSKI K		140	0	

MGMT		**3080**	**140**	3220	**96%**
	AMADIO M	520		520	
	CHOUDHURY M	360		360	
	DE FEIS G	260		260	
	FERGUSON R	360		360	
	GOODNIGHT C	260		260	
	JONES J	200		200	
	KUNZMAN P		140	140	
	PEARLSTEIN J	260		260	
	SMALL E	360		360	
	HAWLEY K	500		500	
MKTG		**2595**	**560**	**3195**	**81%**
	ADELIZZI-SCHMIDT S		140	140	
	BARR J	420		400	
	CAHILL B		140	140	
	CLAPP S		140	140	
	FAGAN L		140	420	
	HAN J	420		280	
	KENING P	280		140	
	MUKHERJEE A	420		560	
	ONEL N	560		315	
	YE N	215		380	
	ZHANG Y	280		280	
PLAW		1035		1035	100%
	DIENER K	335		335	
	LATOURETTE A	280		280	
	WATIES C			140	
	WOLF K	280		280	
Grand Total					**85%**

* SCH is based on course capacity; actual enrollment numbers cannot be counted until after 10th day. Actual calculations will vary, and sometimes by a few percentage points based on course enrollment

Table F2. Faculty Qualifications Data

Qualifications Fall 2022 Based on Capacity							
*Based on 2020 AACSB Standards Table 3.1 -must be >40% SA, Overall cannot drop below 90% (IP+SA+PA) combined qualifications *Based on SCH **Committee Review Pending*							
Program	**Professor**	**IP**	**PA**	**SA**	**Total**	**Must be at least 40%-SA**	**Combined total must be above 90%**
ACCT		**1120**		**2015**	**3135**	**64.27%**	**100%**
	ABBOTT J			120	120		
	CABARLE C			560	560		
	CHAKRABORTY V			420	420		
	GLAUM C	280			280		
	JONES D			280	280		
	JOSEPH J	140			140		
	NULL ACCT	140			140		
	PALATNIK B			635	635		
	ROBINSON M	560			560		
BUSA		**260**	**700**	**1820**	**2780**	**65.47%**	**100%**
	ABDRABOUH W	60			60		
	BAIK H			240	240		
	GOGANZER B	60			60		
	KRAFT E			400	400		
	PERKINS W		140		140		
	PRESS J	140			140		
	TAVAKKOL B			525	525		
	WANG J			495	495		
	ZHAO S		560		560		
FINA		280		1970	2250	**87.56%**	**100%**
	BONVILLE T	140			140		
	BUSLER M			290	290		
	CHEN J			420	420		
	DOBREV P			420	420		
	HASSAN M			140	140		
	HINA B			280	280		
	LI W			420	420		
	OLESZEWSKI K	140			140		
MGMT		**1000**		**2660**	**3085**	**86.22%**	**100%**
	AMADIO M			520	520		
	CHOUDHURY M			360	360		

	DE FEIS G			410	410		
	FERGUSON R	360			360		
	JONES J			275	275		
	KUNZMAN P	140			140		
	PEARLSTEIN J			260	260		
	SMALL E			360	360		
	GOODNIGHT C			400	140		
	HOLTZMAN D			75	75		
	HAWLEY K	500			500		
MKTG		**1340**		**2410**	**3750**	**64.27%**	**100%**
	ADELIZZI-SCHMIDT S	**140**			**140**		
	BARR J			440	440		
	CAHILL B	140			140		
	CLAPP S	140			140		
	FAGAN L	140			140		
	HAN J			420	420		
	KENING P	280			280		
	MUKHERJEE A			495	495		
	ONEL N			560	560		
	YE N			215	215		
	ZHANG Y			280	280		
PLAW			140	895	1035	**86.47%**	**100.00%**
	DIENER K			335	335		
	LATOURETTE A			280	280		
	WOLF K			280	280		
	WATIES C		140				
Grand Total		**4000**	**840**	**11770**	**16995**	**69.26%**	**100%**

* SCH is based on course capacity; actual enrollment numbers cannot be counted until after 10th day. Actual calculations will vary, and sometimes by a few percentage points based on course enrollment

**Final qualifications have not been designated for AY22-23 as of this date, the committee convenes in Sept

APPENDIX G

Degree Chair/Associate Chair Comparison Fall 23

Discipline	Current	Proposed	Tier Level/WA	Difference
ACCT*	$34,295	$19,855	Tier 2: WA-12	
BUSA*	7,220	16,245	Tier 1: WA-8	
FINA*	14,440	19,855	Tier 2: WA-13	
FINP				
BA*	0	34,295	Tier 5: WA-88	
MGMT**	14,440	14,440	Tier 2: Associate Chair	
MKTG**	14,440	14,440	Tier 2: Associate Chair	
TOTAL	**$84,835**	**$119,130**		**$34,295**

* Program Chair
**Associate Program Chair