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Accounting Education

A Statistical Survey | 1972-73



Accounting Education | A Statistical Survey | 1972-73

Doyle Z. Williams, Ph.D., CPA



American Institute of Certified Public Accountants
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Contents

1	Preface
3	1 Introduction
3	Purpose of the Study
4	Previous Research
4	Studies About the Quality of Accounting Education
5	Descriptive Studies
7	The Design of the Study
8	Definition of Terms
9	2 Accounting Offerings by Four-Year and Graduate Institutions
9	Questionnaire Sample
10	Extent of Accounting Offerings
11	Size of School
13	Summary
14	3 Accounting Faculty Members of Four-Year and Graduate Institutions
14	Rank
16	Degrees Earned
17	Salaries
18	Teaching Load
20	Summary
21	4 Auxiliary Support
21	Professional Meetings
22	Research Grants
23	Library Holdings in Accounting
24	Availability of Computers
24	Sabbatical Leave Policies
25	Summary

26	5 Undergraduate Degree Programs in Accounting
26	Accounting Degrees Compared With Other Disciplines
27	Demographic Aspects of Accounting Graduates
31	Schools Which Confer Undergraduate Accounting Degrees
32	Type of Employment Sought
32	Curricula Requirements
39	Summary
40	6 Graduate Students and Programs in Accounting
40	Trend of Master's Degrees in Accounting
41	Graduate Programs in Accounting
43	Schools Conferring Master's Degrees in Accounting
44	Postgraduate Plans of Master's Degree Holders
45	Summary
47	7 Accounting Education in Community And Junior Colleges
47	Growth of Community and Junior Colleges
48	Types of Schools
50	Degrees Earned by Full-Time Accounting Faculty Members
52	Faculty Salaries
52	Teaching Load
53	Support Funds
53	Number of Accounting Graduates
56	Accounting Curricula
56	Summary
57	8 Summary and Conclusions
57	Types of Institutions Which Offer Accounting
58	Accounting Faculty
58	Auxiliary Support
59	Undergraduate Degree Programs in Accounting
60	Graduate Students and Programs in Accounting
60	Accounting Education in Community and Junior Colleges

Preface

During the 1968-1969 academic year, a national survey of accounting education was conducted by the American Institute of Certified Public Accountants and participating state societies. The survey findings were published in 1969 by the American Institute of Certified Public Accountants under the title "A Statistical Survey of Accounting Education: 1967-68." Because of the reception given to the initial exploratory study of selected quantitative aspects of accounting education, a follow-up study was initiated. This report is based upon the second national statistical survey of accounting education.

This second Accounting Education Survey project, like the first, was a joint undertaking of the American Institute of Certified Public Accountants and the participating state societies of CPAs. Its purpose was to obtain selected empirical data about accounting education that may be useful to accounting educators, practitioners, and others interested in advancing the academic preparation of those entering professional accounting careers.

The study provides a statistical description of selected characteristics of accounting education in junior, senior, and graduate institutions. Included in the study are empirical data describing the types of institutions that offer accounting programs and a

profile of accounting faculty members, including their educational backgrounds, salaries, and teaching loads. The extent of selected types of financial support available for accounting education is also described. In addition, quantitative data pertaining to accounting students and accounting curricula are presented.

The profile of accounting education presented in this study may be useful to those responsible for accounting education in recruiting students to accounting study, in providing adequate economic support for accounting education, and in planning curricula. This study may also be useful in assessing trends in the academic preparation of individuals for professional accounting careers. Finally, the findings of this study might suggest areas for further and more intensive research.

The author is grateful to those state societies that participated in the data-collection phase of this project. Their generous cooperation in distributing, following up, and collecting the questionnaires was invaluable in conducting the survey. Of course, special thanks are due to the schools that supplied the empirical data for this study.

Gratitude is also due Guy W. Trump, Vice President—Education and Regulation, American Institute of Certified Public Accountants, for it was through his helpful counsel that this study was planned and executed. In addition, special appreciation is due Daniel L. Sweeney for his assistance in directing this project to its fruition, Eric N. Melgren for developing the instrument used in collecting the data, and Martin H. Rosenberg for handling many of the administrative details. Finally, acknowledgment is due David Myrick and Terry L. Cunningham, students at Texas Tech University, for their assistance in tabulating the data.

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August 1973

1

Introduction

Purpose of the Study

The increasing emphasis on accounting education in the United States for the preparation of those entering the professional practice of accounting has given rise to the need for a comprehensive profile of collegiate accounting education. This study seeks to describe selected quantitative aspects of accounting education. Its purpose is to identify certain human and economic aspects of accounting education and to present a profile of accounting curricula.

The findings of this profile of accounting education may provide guidance in planning accounting curricula, in recruiting students to the study of accounting, and in obtaining economic support for accounting education. The study may also be useful in assessing trends in the academic preparation of accountants—a necessary step in determining the efforts to achieve high quality education. Finally, these data may suggest areas for further and more intensive research.

To place the findings of this study in perspective, a word is needed about the nature of related studies and the background for this investigation.

Previous Research

Historically, the development of the formal collegiate study of accountancy in the United States can be linked directly to the growth of the public accounting profession. Since the beginning of the twentieth century the accounting profession has turned over to the colleges and universities almost full responsibility for the basic education and much of the training of entrants into its ranks. For example, 95 percent of the 1970 CPA examination candidates had college degrees.¹

In May 1969, Council of the American Institute of Certified Public Accountants adopted the policy that at least five years of college study should be the standard education requirement for CPAs. For those who meet this standard, no qualifying experience should be required.²

The increasing emphasis on collegiate education as a requisite for professional accounting practice magnifies the importance of understanding clearly the nature of accounting education and its environment. Unfortunately, however, the data available for constructing an accurate national profile of accounting education has been limited.

Studies About the Quality of Accounting Education

Probably the most influential studies relating to accounting education in recent years have dealt with issues of quality. Among the many studies on the qualitative aspects of accounting education, the three which have received the greatest attention, and probably the widest acceptance, are the Gordon and Howell study,³ the Pierson study,⁴ and the *Horizons for a Profession* study by Roy and MacNeill.⁵

The Gordon and Howell study and the Pierson study were both published in 1959. Although the emphasis of these studies was on general business education, the findings were relevant to accounting education. And even though the impact of these studies is still being felt, some of the changes stimulated by these reports are clear. For example, accounting education, like general business education, has become in-

¹ Howard P. Sanders, "Factors in Achieving Success on the CPA Examination," *The Journal of Accountancy*, December 1972, p. 85.

² For a full analysis of the policy on education and experience requirements, see *Report of the Committee on Education and Experience Requirements for CPAs* (New York: American Institute of Certified Public Accountants, 1969).

³ Robert A. Gordon and James E. Howell, *Higher Education for Business* (New York: Columbia University Press, 1959).

⁴ Frank C. Pierson et al., *The Education of American Businessmen* (New York: McGraw-Hill Book Co., 1959).

⁵ Robert H. Roy and James H. MacNeill, *Horizons for a Profession* (New York: American Institute of Certified Public Accountants, 1967).

creasingly integrated with other disciplines. At the introductory levels, accounting education has increased its attention to a practical orientation. Accounting data for decision-making purposes has gained a prominent role in accounting education. At the advanced levels, quantitative techniques have been introduced. Finally, the number of accounting hours required for accounting majors has declined.⁶

Horizons for a Profession by Roy and MacNeill focused specifically on the educational needs of the beginning CPA. *Horizons* presents a common body of knowledge appropriate for one beginning practice as a CPA. Having met with general acceptance, the emerging impact of *Horizons for a Profession* on collegiate accounting education appears to be (1) increasing the emphasis on conceptual learning, (2) bringing added attention to and encouraging application of such tools as computers and quantitative methods and (3) portending formal education for accounting to include graduate study.

One other study focusing in large measure on accounting education deserves mention. In 1972, John W. Buckley authored a study entitled *In Search of Identity: An Inquiry Into Identity Issues in Accounting*.⁷ The purpose of Buckley's study was "to expose and validate prevailing issues and attitudes in accounting education and the profession at large, although the emphasis is definitely on the former."⁸ The study catalogues and examines several critical issues which face accounting educators and practitioners.

Descriptive Studies

In addition to the studies devoted primarily to curriculum and subject content matters, other studies have focused upon quantitative aspects of accounting education. Among the most recent empirical studies which have probably received the widest distribution are those by Simons,⁹ Kollaritsch,¹⁰ Keller,¹¹ and Williams.¹²

⁶ *Ibid.*, p. 165.

⁷ John W. Buckley, *In Search of Identity: An Inquiry Into Identity Issues in Accounting* (San Francisco: California Certified Public Accountants Foundation, 1972).

⁸ *Ibid.*, p. xi.

⁹ Harry Simons, *Education for Accountancy* (Los Angeles: University of California, Bureau of Business and Economic Research, 1960).

¹⁰ Felix P. Kollaritsch, *Opinions, Scholastic Rankings, and Professional Progress of Accounting Graduates* (Columbus, Ohio: The Ohio State University, College of Administrative Science, Department of Accounting, 1968).

¹¹ Donald E. Keller, *A Research Study of Some Aspects of Accounting Education in California* (San Francisco: California Certified Public Accountants Foundation, 1968).

¹² Doyle Z. Williams, *A Statistical Survey of Accounting Education: 1967-68* (New York: American Institute of Certified Public Accountants, 1969).

Simons' study, published in 1960, presents the findings of a survey of 1,237 graduates of the School of Business Administration, University of California, Los Angeles, who received the bachelor's degree with a concentration in accounting during the 12-year period from 1946 to 1957. The principal topics to which the study was addressed were, When and where was interest in accounting first conceived by the respondents? How were the respondents trained? What are their occupations? Are their aspirations being realized? Although the responses to these questions were highly enlightening with respect to the graduates of one school, their national applicability is a matter of conjecture.

Kollaritsch's study, published in 1968, consists of a survey of 1,220 individuals who graduated with bachelor's degrees from the department of accounting of the College of Administrative Science of The Ohio State University from 1920 to 1967. Information was obtained about the respondents' academic, social, and economic backgrounds; their employment patterns and changes; their successes and failures; and their remuneration. Like Simons' study, the study by Kollaritsch focused principally on the post-graduation careers of accounting students and was limited to the graduates of a single institution.

Keller, on the other hand, sought to construct a state-wide profile of accounting education in California. His study, published in 1968, was based upon data obtained in March 1966. Keller circularized California accounting educators, CPA practitioners, and recently hired staff accountants to ascertain (1) feelings concerning desirable accounting education, (2) actual education of those hired, and (3) present and past accounting curricula of California colleges and universities. Although Keller's study was limited to one state, its publication offered probably the most complete profile then available of the quantitative aspects of accounting education.

The Keller and other studies were, in part, the genesis of the idea that a national profile of selected quantitative aspects of accounting education might be beneficial. In addition, it was believed that a national profile of accounting education that included information about accounting curricula would be useful in evaluating the long-range impact of *Horizons for a Profession*. Because of the need for more comprehensive data about accounting education, the first Accounting Education Survey was undertaken in 1967-68 by the American Institute of Certified Public Accountants in cooperation with participating state societies of CPAs. The results of the first survey were published in 1969 under the title *A Statistical Survey of Accounting Education, 1967-68*.¹³

In response to the reactions to the first Accounting Education Survey, a second survey was undertaken during 1972-73. The chief objective of the second survey was to determine the changing nature of accounting

¹³ *Ibid.*

Table 1

Participation of Higher Educational Institutions
Offering Accounting Courses in the 1972-73
Accounting Education Survey

Participating States	Number of Usable Questionnaires Completed	Participating States	Number of Usable Questionnaires Completed
Alabama	11	Montana	6
Alaska	1	Nevada	2
Arizona	7	New Hampshire	2
Arkansas	13	New Jersey	18
California	54	New Mexico	5
Colorado	12	New York	45
Connecticut	11	North Carolina	25
District of Columbia	4	Ohio	26
Florida	20	Oklahoma	15
Georgia	4	Oregon	6
Hawaii	7	Pennsylvania	38
Illinois	34	Rhode Island	6
Indiana	22	South Carolina	4
Iowa	16	South Dakota	6
Kansas	13	Tennessee	15
Kentucky	9	Texas	17
Louisiana	18	Utah	5
Maryland	7	Virginia	31
Massachusetts	25	Washington	27
Michigan	20	West Virginia	11
Minnesota	14	Wisconsin	13
Mississippi	11	Vermont	3
Nebraska	22	Total	681

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

education in the United States as a result of the multiplicity of forces bearing upon it and upon other areas of higher education.

The Design of the Study

Collecting the empirical data for the second Accounting Education Survey, again, was a joint effort of the American Institute of Certified Public Accountants and the state societies of CPAs. The questionnaires used in the survey were developed by the Institute. During the 1972-73 academic year, participating state societies distributed the questionnaires

to the colleges and universities in their respective states. An attempt was made to include in the survey every institution of higher education offering any accounting courses in the participating states.

All state societies were invited to participate in the survey. Schools in 44 states and the District of Columbia participated.¹⁴

The completed questionnaires were returned by the schools to the respective participating state societies, which, in turn, forwarded the completed survey materials to the Institute for tabulation and analysis. Table 1, page 7, reports the number of schools that completed usable questionnaires in each state where questionnaires were distributed. The data tabulated from the questionnaires for each participating state were combined into a composite tabulation. This composite tabulation serves as the basis for this report. Colleges and universities may find it useful to compare their local conditions with these findings.

Definition of Terms

For purposes of this report, accounting offerings are divided into two categories—"some accounting" and an "accounting program." "Some accounting" refers to institutions which offer accounting courses but not an accounting program. "Accounting program" refers to a course of study in which the student's major field of concentration is accounting. These distinctions apply to all types of institutions discussed in this report.

¹⁴ Questionnaires were distributed directly to the colleges and universities in New York State by the AICPA.

2

Accounting Offerings by Four-Year and Graduate Institutions

Little empirical data exists describing the types of institutions which offer accounting programs. This section of the study presents data about four-year and graduate collegiate institutions which offer some accounting courses and an accounting program.

Questionnaire Sample

Table 2, page 10, presents data about the number of four-year and graduate institutions in the United States and the percentage of those schools which participated in the second Accounting Education Survey. For classification purposes, those few schools that offer undergraduate programs for the upper two years only—junior and senior—of a four-year program are included in the “four-year” category.

As noted in Table 2, there were 1,665 four-year and graduate institutions in the fall of 1970. About three of every four were supported privately. In the 45 jurisdictions represented in the study, the number of schools that completed usable questionnaires constituted almost one-third of all the schools in the United States.

Table 2**Participation of Four-Year and Graduate Institutions
In the 1972-73 Accounting Education Survey**

Type of Institution	Number of Institutions in the United States, Fall 1970 ¹	Number of Usable Questionnaires Completed	Percent of Questionnaires Completed
Public	435	253	58.2%
Private	1,230	262	21.3%
Total	1,665	515	30.9%

SOURCE: ¹ *Digest of Educational Statistics—1971 Edition* (Washington, D.C.: U.S. Government Printing Office, 1971), p. 87.

It should be noted, however, that questionnaires were distributed only to those institutions believed to offer accounting courses. The proportion of such institutions represented in the survey is obviously greater than the proportion of usable questionnaires returned to the total population of higher educational institutions in the United States as reported in Table 2.

Extent of Accounting Offerings

Table 3, opposite, indicates the extent of accounting offerings by those institutions that returned usable questionnaires. As in the previous survey, the returns were probably proportionally higher for those schools that offer an accounting program, influencing the distribution of schools represented in the sample.

The data in Table 3 suggests that those schools that have both graduate and undergraduate curricula are more likely to offer a full course of study in accounting than those institutions that have only undergraduate curricula.

A greater proportion of publicly supported colleges and universities offer accounting programs than do privately supported institutions. This relationship is noted in Table 4, opposite, where it is reported that 90.9 percent of the public schools responding to the survey offer accounting programs while only 74.0 percent of the private institutions offer a full program in accounting. (It should be noted, however, that the percentages reported in Table 4 of both public and private schools offering accounting programs should be reduced to eliminate any sample bias arising from the fact that a greater proportion of schools offering accounting programs returned questionnaires.) Because there are more

Table 3

Extent of Accounting Offerings by Four-Year and Graduate Institutions Classified by Type of Curricula, 1972-1973

Extent of Accounting Offerings	Under-graduate Four-Year Program Only	Under-graduate and Graduate Programs	Graduate Program Only	Other	Total
(Sample Size)	(n = 216)	(n = 272)	(n = 11)	(n = 16)	(n = 515)
Some accounting	26.9%	8.8%	54.5%	25.0%	17.7%
Accounting program	73.1	91.2	45.5	75.0	82.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 4

Extent of Accounting Offerings by Public and Private Four-Year and Graduate Institutions, 1972-73

Extent of Accounting Offerings	Public	Private	Total
(Sample size)	(n = 253)	(n = 262)	(n = 515)
Some accounting	9.1%	26.0%	17.7%
Accounting program	90.9	74.0	82.3
Total	100.0%	100.0%	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

four-year and graduate private schools than public institutions, a greater absolute number of private schools offer accounting than do public colleges and universities. However, as reported in Table 5, page 12, viewed on a relative basis, public institutions are more likely to offer a full course of study in accounting than private schools.

Size of School

There appears to be a direct positive relationship between the size of the school and the extent of accounting offerings. As indicated in Table 6, page 12, almost 70 percent of those institutions offering some ac-

Table 5

Extent of Accounting Offerings by Four-Year and Graduate Institutions Classified by Type of Support, 1972-73

Type of Support	Extent of Accounting Offerings		
	Some Accounting	Accounting Program	Total
(Sample size)	(n = 91)	(n = 424)	(n = 515)
Private:			
Church related	39.6%	29.0%	30.9%
Not church related	35.2	16.7	20.0
Total private	74.8	45.7	50.9
Public	25.2	54.3	49.1
Total	100.0%	100.0%	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 6

Extent of Accounting Offerings by Four-Year and Graduate Institutions Classified by School Size, 1972-73

Enrollment	Extent of Accounting Offerings		
	Some Accounting	Accounting Program	Total
(Sample size)	(n = 91)	(n = 424)	(n = 515)
Less than 2,000	69.3%	28.0%	35.4%
2,000 to 4,999	19.9	25.0	24.1
5,000 to 7,999	5.5	14.3	12.8
8,000 to 10,999	3.3	9.7	8.5
11,000 to 14,999		6.7	5.4
15,000 to 17,999	1.0	4.0	3.5
18,000 to 21,999		5.7	4.9
22,000 to 24,999	1.0	2.6	2.1
25,000 and more		4.0	3.3
Total	100.0%	100.0%	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

counting courses, but not a full program in accounting, reported an enrollment of less than 2,000; approximately 90 percent reported a total student body of less than 5,000. Only two schools participating in the survey that offer some accounting reported enrollments of more than 11,000 students. These data suggest that an accounting program is available on campus to most college students in the United States.

Summary

A profile of four-year and graduate institutions in the United States offering courses in accounting in the Fall of 1972 reveals that those institutions offering course work in business at the graduate level only are less likely to offer an accounting program than are institutions that also have undergraduate business offerings. Further, publicly supported institutions are more likely to offer an accounting program than private colleges and universities. As a corollary, those schools that do not offer an accounting program tend to have relatively small enrollments. Thus, accounting education is available to most college students.

3

Accounting Faculty Members of Four-Year and Graduate Institutions

Educators and others having an interest in accounting education often inquire about accounting faculty members. Some of the questions that often arise are these: What ranks do they hold? What are their salaries? What are their teaching loads? How do these characteristics of accounting faculty members compare with those in other disciplines? Are the characteristics changing? These are the questions to which this section of the study is directed.

Rank

Table 7, opposite, reveals that almost one-fourth of all full-time accounting faculty members hold the rank of full professor, slightly more than one-fourth hold the rank of associate professor, and slightly more than one-third hold the rank of assistant professor. As can be noted in Table 7, the ranks held by full-time accounting faculty members closely parallel those held by faculty in all disciplines. Thus, there is no evidence that accounting faculty members are subject to standards of promotion different from those followed in other disciplines.

Table 7

Rank Held by Accounting Faculty Compared With All Disciplines at Four-Year and Graduate Institutions, 1967-68, 1971-72, and 1972-73

Rank	Full-Time				Part-Time
	All Disciplines		Accounting		Accounting
	1967-68 ¹	1971-72 ²	1967-68 ³	1972-73 ⁴	1972-73 ⁴
(Sample size)	(n = 187,260)	(n = 218,465)	(n = 1,440)	(n = 2,578)	(n = 1,799)
Professor	24.7%	25.8%	21.9%	24.1%	4.6%
Associate Professor	22.6	24.2	26.0	25.5	5.6
Assistant Professor	32.6	34.7	34.2	34.9	10.4
Instructor	18.4	13.5	16.0	14.2	34.7
Graduate Teaching Assistant					27.9
Other	1.7	1.8	1.9	1.3	16.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

- SOURCES:** ¹ Research Division—National Education Association, *Salaries in Higher Education 1967-68* (Washington, D.C.: National Education Association, 1968), p. 36.
- ² Research Division—National Education Association, *Salaries Paid and Salary Related Practices in Higher Education, 1971-72* (Washington, D.C.: National Education Association, 1972), pp. 9-11.
- ³ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 15.
- ⁴ 1972-73 Accounting Education Survey Questionnaire.

The data in Table 7 suggest no significant changes in ranks held by full-time accounting faculty members over the last five years. In the absence of significant external forces, few changes in rank would be expected.

As noted in the first Accounting Education Survey, accounting education, relative to other disciplines, employs an unusually high proportion of part-time faculty members. The schools participating in the 1972-73 Accounting Education Survey reported a total of 2,578 full-time accounting faculty members, and 1,799 part-time accounting faculty members, including graduate teaching assistants. Thus, there are almost seven part-time accounting faculty members for every ten educators teaching accounting on a full-time basis.

The ratio of part-time to full-time faculty members in accounting is compared with the same ratio in a cross section of all disciplines in Table 8, page 16. The data presented in Table 8 indicates that the proportion of part-time accounting faculty members, excluding graduate

teaching assistants, is more than twice that in other disciplines, although the proportion of graduate teaching assistants to full-time faculty members is less than that in other disciplines. For the five-year period reported, there is a significant decrease in the ratio of part-time accounting faculty members to full-time accounting faculty members. However, the ratio is still significantly higher in accounting than in other disciplines and accordingly continues to deserve close attention by those concerned about the quality of accounting education.

Degrees Earned

An analysis of the highest degrees earned by full-time accounting faculty members for 1967-68 and 1972-73, compared to a cross section of all disciplines, is presented in Table 9, opposite. The survey data reveal that in 1972-73, 40.9 percent of accounting faculty members possessed the doctorate, whereas five years earlier only 31.4 percent held the doctorate. Additional analysis is needed to identify fully the causes for the reported increase.

Although there has been almost a 10 percent increase in the number

Table 8

Relationship Between Part-Time and Full-Time Faculty Members in All Disciplines and in Accounting at Four-Year and Graduate Institutions, 1967-68, 1971-72, and 1972-73

Group	Number of Part-Time Teachers Per 100 Full-Time Teachers		Total
	Part-Time Excluding Graduate Teaching Assistants	Graduate Teaching Assistants	
All disciplines			
1967-68 ¹	25.5	26.5	52.0
1971-72 ²	23.1	30.1	53.2
Accounting			
1967-68 ³	57.3	28.4	85.7
1972-73 ⁴	49.3	19.0	68.3

SOURCES: ¹ Research Division—National Education Association, *Salaries in Higher Education, 1967-68* (Washington, D.C.: National Education Association, 1968), pp. 8 and 37.
² Research Division—National Education Association, *Salaries Paid and Salary Related Practices in Higher Education, 1971-72* (Washington, D.C.: National Education Association, 1972), pp. 8 and 40.
³ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 16.
⁴ 1972-73 Accounting Education Survey Questionnaire.

Table 9

Highest Degrees Earned by Full-Time Accounting Faculty Compared to All Disciplines at Four-Year and Graduate Institutions, 1967-68 and 1972-73

Degree	Accounting Faculty		All Disciplines 1967 ³
	1967-68 ¹	1972-73 ²	
(Sample size)	(n = 1,309)	(n = 2,621)	
Ph.D.	23.4%	33.2%	
D.B.A.	3.4	5.4	
Ed.D.	2.1	1.3	
Other doctorate	2.5	1.0	
Total doctorates	31.4	40.9	47.0%
Master's	63.2	53.8	45.8 ^a
Bachelor's	5.4	5.3	7.2
Total	100.0%	100.0%	100.0%
Law degree	6.4%	4.3%	
CPA	59.7%	58.1%	

NOTE: ^a Includes selected first professional degrees.

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 17.

² 1972-73 Accounting Education Survey Questionnaire.

³ *Number and Characteristics of Employees in Institutions of Higher Education—Fall 1967* (Washington, D.C.: U.S. Government Printing Office, 1970), p. 14.

of accounting faculty members with the doctorate, the proportion is still below that for all disciplines.

The percentage of full-time accounting faculty members who are CPAs has remained relatively stable during the five-year period reported in Table 9. Also, the percentage of accounting faculty members who hold a law degree has changed only slightly from 1967-68 to 1972-73.

Salaries

The academic year (nine to ten months) base salaries of full-time accounting faculty members are presented in Table 10, page 18. Excluded from these data are fringe benefits and supplementary non-school income obtained from consulting, royalties, accounting practices, and other sources. At the lower end of the scale, 7.6 percent of the accounting faculty members reported receiving salaries in 1971-72 of less than \$10,000 whereas almost 16 percent of the faculty members from

a cross section of disciplines are in this category. At the other end of the scale, the distribution of accounting salaries again appears to be higher than that for other disciplines.

In addition to a comparison of the distribution of salaries between accounting and a cross section of all disciplines, it may be useful to examine the change in median salaries of accounting educators during the last five years. Based upon the data in Table 11, opposite, the increase was about 25 percent, or approximately 5 percent per year. Considering inflation and other increases (e.g., social security withholdings), the real purchasing power of accounting educators has made little, if any, gain.

Although it was not practical to obtain salary data by rank for accounting faculty members, such data for all disciplines may be of interest. Table 12, opposite, reveals that in most instances there is an 18 to 25 percent salary differential between successive ranks.

Teaching Load

As reported in Table 13, page 20, in 1972-73 about nine out of every ten full-time accounting faculty members teach 12 or less classroom

Table 10

Academic Year Base Salaries of Full-Time Accounting Faculty Members Compared With All Disciplines at Four-Year and Graduate Institutions, 1967-68, 1971-72, and 1972-73

Salary Range	1967-68	All Disciplines ²	1972-73 ³	1971-72 ⁴
	Accounting ¹		Accounting	All Disciplines
(Sample size)	(n = 1,346)	(n = 187,260)	(n = 2,392)	(n = 218,465)
Less than \$10,000	39.2%	46.6%	7.6%	15.7%
\$10,000 to \$11,999	27.2	22.9	16.1	23.9
\$12,000 to \$13,999	17.4	13.6	20.7	21.2
\$14,000 to \$15,999	7.6	7.7	21.6	15.0
\$16,000 to \$17,999	4.3	4.3	14.1	9.4
\$18,000 or more	4.3	4.9	19.9	14.8
Total	100.0%	100.0%	100.0%	100.0%

- SOURCES:** ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 18.
² Research Division—National Education Association, *Salaries in Higher Education, 1967-68* (Washington, D.C.: National Education Association, 1968), p. 15.
³ 1972-73 Accounting Education Survey Questionnaire.
⁴ Research Division—National Education Association, *Salaries Paid and Salary Related Practices in Higher Education, 1971-72* (Washington, D.C.: National Education Association, 1972), p. 16.

hours per week. However, almost one-half teach 10 to 12 hours per week. There does appear to be a slight decrease in teaching loads over the five-year period examined.

An American Accounting Association committee recommended in 1968 that “for instruction at the introductory level, the teaching load

Table 11

A Comparison of Median and Average Academic Year Salaries of Accounting Educators With Other Disciplines, Fall 1967 and 1972

	Median Salaries	Average Salaries
Accounting		
1967	\$11,617 ¹	N/A
1972	\$14,517 ²	N/A
All academic disciplines		
1967	\$11,033 ³	N/A
1972	N/A	\$14,552 ⁴

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 11.
² 1972-73 Accounting Education Survey Questionnaire.
³ “On the Financial Prospects for Higher Education: The Annual Report on the Economic Status of the Profession, 1967-68,” *AAUP Bulletin* (Summer, 1968), p. 197.
⁴ “Surviving the Seventies: Report on the Economic Status of the Profession, 1972-73,” *AAUP Bulletin* (Summer, 1973), p. 211.

Table 12

Weighted Average Nine-Month Salaries of Full-Time Faculty Members by Rank and Type of Institution for All Disciplines, 1972-73

Type of Institution	Rank			
	Professor	Associate Professor	Assistant Professor	Instructor
Category I ^a	\$20,900	\$15,380	\$12,610	\$ 9,810
Category II A ^b	18,670	14,770	12,290	10,000
Category II B ^c	16,370	13,020	10,990	9,280

NOTES: ^a Includes institutions which offer the doctorate degree and which conferred in the most recent three years an annual average of fifteen or more earned doctorates covering a minimum of three non-related disciplines.
^b Includes institutions awarding degrees above the baccalaureate but not included in Category I.
^c Includes institutions awarding only the baccalaureate or equivalent degree.

SOURCE: “Surviving the Seventies: Report on the Economic Status of the Profession, 1972-73,” *AAUP Bulletin* (Summer, 1973), p. 194.

Table 13

Classroom Teaching Hours Per Week of Full-Time Accounting Faculty Members at Four-Year and Graduate Institutions, 1967-68 and 1972-73

Teaching Load	1967-68 ¹	1972-73 ²
(Sample size)	(n = 1,412)	(n = 2,579)
6 hours or less	9.1%	10.7%
7 to 9 hours	27.8	31.4
10 to 12 hours	50.7	48.2
13 to 15 hours	10.6	8.0
More than 15 hours	1.8	1.7
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 20.
² 1972-73 Accounting Education Survey Questionnaire.

should not exceed ten hours per week.”¹⁵ The committee adds, “The teaching load should not exceed nine hours when only three-hour courses are taught.”¹⁶ Obviously, further reductions are needed for accounting faculties to meet these standards.

Summary

To summarize, the salaries and ranks held by full-time accounting faculty members appear to compare favorably with those of a cross section of all disciplines. However, accounting educators, and educators as a whole, have made little, if any, real economic gains during the last five years. Although the proportion of full-time accounting faculty members holding the doctorate has increased almost ten percent during the last five years, the ratio is still below that of a composite of academic disciplines. Another favorable characteristic of accounting education in general appears to be its declining reliance upon part-time faculty members; although, this ratio is still unfavorable relative to other disciplines. Finally, teaching loads of accounting faculty members declined slightly from 1967-68 to 1972-73. These early signals bear further observation before being confirmed as trends.

¹⁵ “A Report of the 1964-67 American Accounting Association Committee to Compile a Revised Statement of Educational Policy,” *The Accounting Review—Committee Reports*, XLIII (1968), p. 62.

¹⁶ *Ibid.*

4

Auxiliary Support

A qualified faculty which possesses a deep interest in teaching is of paramount importance for effective education. Although less significant, selected types of auxiliary support can also contribute to a well-rounded educational effort. Examples of such support include opportunities and facilities for faculty development and research. This section of the study presents data about the use of funds (1) for faculty to attend professional meetings and engage in research, (2) for library facilities, (3) to make available computers for faculty and student use, and (4) for sabbatical leave programs.

Professional Meetings

Attendance at, and participation in, professional meetings are important to the professional development of faculty. The benefits of discussing new developments and exchanging ideas with fellow professionals are well known. It is self-evident that educational institutions should foster and encourage this type of

activity. However, as reported in Table 14, below, slightly more than one-fifth of the schools which offer an accounting program provided less than \$100 for all accounting faculty members to attend professional meetings for the year ended August 31, 1972. About 75 percent provided less than \$1,000 for this purpose. The picture is not appreciably improved over that which existed five years earlier. Obviously, increased financial support is still needed for faculty members of different schools to exchange ideas.

Research Grants

The financial support provided for faculty research in accounting, however, appears even more deficient than that provided for faculty participation in professional meetings. As noted in Table 15, opposite, about three out of every four schools provided less than \$500 in research funds for their accounting faculty members for the year ended August 31, 1972. Many of these schools provided no research funds. Only about 12 percent of the schools provided research funds of \$2,500 or more—the minimum to support one graduate research assistant. Unfortunately, little improvement can be noted over the last five years. When the benefits of research which accrue to the researcher, to his institution and his students, and to the accounting profession are considered, it is still apparent that immediate steps should be taken to increase substantially this aspect of support for accounting education.

Table 14

Total Disbursements for Full-Time Accounting Faculty Members To Attend Professional Meetings by Four-Year and Graduate Schools Offering an Accounting Program for the Twelve Months Ended August 31, 1967 and 1972

Disbursements	1967 ¹	1972 ²
(Sample size)	(n = 263)	(n = 391)
Less than \$100	27.3%	20.7%
\$ 100 to \$ 499	44.1	41.2
\$ 500 to \$ 999	16.3	14.6
\$1,000 to \$1,499	6.9	7.4
\$1,500 to \$1,999	2.3	6.4
\$2,000 or more	3.1	9.7
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 22.

² 1972-73 Accounting Education Survey Questionnaire.

Library Holdings in Accounting

Adequate library holdings are essential to both student and faculty research. Table 16, below, reports the estimated number of bound accounting volumes in the libraries of colleges and universities which offer an accounting program. The adequacy of an accounting library

Table 15

Total Research Grants to Full-Time Accounting Faculty Members At Four-Year and Graduate Schools Which Offer an Accounting Program for Twelve Months Ended August 31, 1967 and 1972

Amount of Total Grants	1967 ¹	1972 ²
(Sample size)	(n = 242)	(n = 357)
Less than \$500	82.6%	76.5%
\$ 500 to \$ 999	2.1	5.6
\$1,000 to \$1,499	4.1	2.2
\$1,500 to \$1,999	2.5	2.0
\$2,000 to \$2,499	2.1	1.4
\$2,500 or more	6.6	12.3
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 23.
² 1972-73 Accounting Education Survey Questionnaire.

Table 16

Estimated Number of Bound Volumes in Accounting Collection Of Four-Year and Graduate Schools Which Offer an Accounting Program, 1967-68 and 1972-73

Number of Volumes	1967-68 ¹	1972-73 ²
(Sample size)	(n = 270)	(n = 392)
Less than 200	19.6%	14.3%
200 to 499	23.7	18.4
500 to 999	14.4	14.8
1,000 to 1,999	11.9	14.0
2,000 to 3,499	6.7	8.4
3,500 or more	8.5	9.2
Unknown	15.2	20.9
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 24.
² 1972-73 Accounting Education Survey Questionnaire.

can be determined only by considering the number of students who will have access to the holdings, the level of the accounting program the library serves, and the quality of the holdings.¹⁷ For example, a doctoral program requires more extensive holdings than does an undergraduate program. It is doubtful, however, given the body of accounting literature, that fewer than 1,000 bound volumes could be considered adequate for any four-year or graduate program. Yet, almost one-half of such schools estimate that their school's library holdings consist of fewer than 1,000 bound volumes in accounting in 1972.

Availability of Computers

The immense impact of EDP upon accounting and auditing has been well established. As a corollary, it has been widely accepted that formal education has the responsibility to provide much of the professional preparation of accountants in EDP, including the facility for using the computer. Table 17, opposite, reveals a significant increase in the availability of computers for use by accounting faculty members during the last five years. Perhaps the time will soon arrive when the computer is available to all accounting faculty members.

Sabbatical Leave Policies

The benefits of a sabbatical leave program are well known. The professor is granted released teaching time with salary, usually every seventh year, to engage in a period of self-renewal. This time may be spent in research, developing new course materials, gaining competence in new areas of accounting, or other self-renewing activities. Table 18, opposite, reveals, however, that at one out of every four schools sabbatical leave programs are not available for accounting faculty members. However, there appears to be a favorable trend toward sabbatical leaves.

With the increasing emphasis on the emerging areas of computers, quantitative methods, and the behavioral sciences, the need for increased opportunities for accounting faculty members to gain competence in these areas through sabbatical leave periods of "catch-up" study is self-evident.

¹⁷ For a general discussion of college library standards, see Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, XXVI (September, 1965), pp. 371-80, and American Library Association, Association of College and Research Libraries, "Standards for College Libraries," *College and Research Libraries*, XX (July, 1959), pp. 274-80.

Table 17

Availability of Computer for Accounting Faculty Members' Use at Four-Year and Graduate Schools Which Offer an Accounting Program, 1967-68 and 1972-73

Availability for Faculty Use	1967-68 ¹	1972-73 ²
(Sample size)	(n = 272)	(n = 392)
Available for faculty use	76.8%	90.3%
For research		83.7
For instructional purposes		90.3
For gaming		79.6

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 24.
² 1972-73 Accounting Education Survey Questionnaire.

Table 18

Availability of Sabbatical Leave Program at Four-Year and Graduate Schools Which Offer an Accounting Program, 1967-68 and 1972-73

	1967-68 ¹	1972-73 ²
(Sample size)	(n = 263)	(n = 392)
Has sabbatical leave program	60.1%	73.9%
Does not have sabbatical leave program	39.9	26.1
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 25.
² 1972-73 Accounting Education Survey Questionnaire.

Summary

A sketch of selected aspects of auxiliary support provided for accounting education reveals the need for increased assistance in several areas. The financial support provided to accounting faculty members for attendance and participation in professional meetings and to engage in accounting research would probably be considered deficient by any standard. Library holdings in accounting appear inadequate. However, the computer has become more available to accounting faculty members during the last five years and sabbatical leave programs appear to be more readily available than in the past.

5

Undergraduate Degree Programs In Accounting

Because of the soaring demands for qualified accounting graduates, much attention is given to recruiting students to the study of accounting. This section of the study seeks to present data which may suggest how successful these recruiting efforts have been in terms of quantity. In addition, data about accounting curricula requirements are presented that may be useful in evaluating the quality of accounting programs. Where the data are available, trend analyses are also presented.

Accounting Degrees Compared With Other Disciplines

The number of undergraduate degrees conferred in accounting almost doubled during the 1960s. As noted in Table 19, opposite, however, the percentage of all bachelor's degrees conferred in accounting has declined slightly since 1956-57. In 1956-57, 3 percent of all bachelor's and first professional degrees conferred were in accounting. In 1969-70 the ratio had dropped to 2.7 percent.

Among the questions these data suggest are these: What are the causes for the decline in the ratio of accounting degrees to total bachelor's and professional degrees conferred? Are the causes related to the accounting profession's recruiting efforts? Or is the decline the result of growth in other expanding fields?

Demographic Aspects of Accounting Graduates

In assessing the success of recruiting efforts, it may be helpful to consider certain demographic aspects of accounting education. Based on 1969-70 data reported in *Earned Degrees Conferred*, Table 20, page 28, reports for each state and section of the United States the total bachelor's degrees conferred in all disciplines, the bachelor's degrees conferred in accounting, and the ratio of accounting degrees to total bachelor's degrees. In addition, the ratio of accounting degrees to total bachelor's degrees is presented for 1966-67. The five states reporting the largest number of accounting graduates in 1969-70 were New York (2,147), Pennsylvania (1,546), Ohio (1,331), Texas (1,319), and Illinois (1,295).

Table 19

Undergraduate Accounting Degrees Compared With Total Bachelor's and First Professional Degrees

Year	Bachelor's and First Professional Degrees Conferred ^a	Bachelor's Degrees Conferred in Accounting	Percent Accounting Degrees	Percent Increase in Accounting Degrees in Five-Year Intervals
1956-57	338,436 ¹	10,069 ³	3.0%	39.0% (est.)
1961-62	420,485 ²	11,436 ³	2.7	13.6
1966-67	594,862 ³	15,692 ⁵	2.6	37.2
1969-70	798,070 ⁴	21,354 ⁶	2.7	N/A

NOTE: ^a Years 1956-57 and 1961-62 include those master's degrees considered first professional degrees. The data for 1966-67 exclude first professional master's degrees.

SOURCES: ¹ Phyllis Ann Kaplan, ed., *Standard Education Almanac—1968* (Los Angeles: Academic Media, Inc., 1968), p. 294.

² *Earned Degrees Conferred: Part A—Summary Data—1966-67*

(Washington, D.C.: U.S. Government Printing Office, 1969), p. 4.

³ Robert H. Roy and James H. MacNeill, *Horizons for a Profession* (New York: American Institute of Certified Public Accountants, 1967), p. 48.

⁴ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1972), p. 6.

⁵ *Earned Degrees Conferred: Part A—Summary Data—1966-67*, op. cit., p. 13.

⁶ *Earned Degrees Conferred—Summary Data—1969-70*, op. cit., p. 11.

Table 20

Percent of Bachelor's Degrees Conferred in Accounting by
Region and State, 1966-67 and 1969-70

	Total Bachelor's Degrees Con- ferred Requir- ing 4 or 5 Years, 1969-70 ¹	Total Bachelor's Degrees Con- ferred in Accounting, 1969-70 ²	Percent of Bachelor's Degrees in Accounting, 1969-70	Percent of Bachelor's Degrees in Accounting, 1966-67 ³
Total United States*	795,243	21,354	2.7%	2.8%
New England	56,349	1,588	2.8	2.8
Connecticut	10,918	297	2.7	2.7
Maine	4,118	70	1.7	1.6
Massachusetts	29,455	959	3.3	3.9
New Hampshire	4,180	84	2.0	.4
Rhode Island	4,793	178	3.7	.9
Vermont	2,885	—	—	.9
Mideast	152,266	4,894	3.2	3.4
Delaware	1,533	49	3.2	3.2
District of Columbia	5,854	161	2.8	3.1
Maryland	12,076	409	3.4	3.6
New Jersey	18,007	582	3.2	3.5
New York	67,481	2,147	3.2	3.5
Pennsylvania	47,315	1,546	3.3	3.2
Great Lakes	158,679	4,336	2.7	2.9
Illinois	38,449	1,295	3.4	3.3
Indiana	22,188	518	2.3	2.9
Michigan	35,295	754	2.1	2.7
Ohio	41,811	1,331	3.2	3.2
Wisconsin	20,936	438	2.1	2.1
Plains	80,780	1,451	1.8	1.8
Iowa	14,312	277	1.9	2.1
Kansas	12,161	309	2.5	2.8
Minnesota	18,040	251	1.4	1.5
Missouri	18,347	396	2.2	1.6
Nebraska	9,417	78	.8	.8
North Dakota	3,867	75	1.9	2.6
South Dakota	4,636	65	1.4	1.3

NOTE: * Excludes service schools. Since not all schools stipulate specific majors for degrees in business, in some instances the data for accounting graduates may be incomplete.

SOURCES: ¹ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), p. 7.

² *Earned Degrees Conferred—Institutional Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-10.

³ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), pp. 28-29.

Table 20 (continued)

Percent of Bachelor's Degrees Conferred in Accounting by
Region and State, 1966-67 and 1969-70

	Total Bachelor's Degrees Con- ferred Requir- ing 4 or 5 Years, 1969-70 ¹	Total Bachelor's Degrees Con- ferred in Accounting, 1969-70 ²	Percent of Bachelor's Degrees in Accounting, 1969-70	Percent of Bachelor's Degrees in Accounting, 1966-67 ³
Southeast	152,336	4,326	2.8%	2.5%
Alabama	12,868	407	3.2	2.9
Arkansas	7,217	254	3.5	3.6
Florida	19,773	794	4.0	3.9
Georgia	13,911	315	2.3	1.9
Kentucky	12,018	404	3.4	2.7
Louisiana	13,617	501	3.7	3.1
Mississippi	8,784	321	3.7	3.4
North Carolina	18,587	278	1.5	1.3
South Carolina	7,835	152	1.9	.5
Tennessee	15,916	403	2.5	2.7
Virginia	13,744	296	2.2	1.7
West Virginia	7,996	201	2.5	3.4
Southwest	64,167	2,018	3.1	3.8
Arizona	7,896	175	2.2	3.8
New Mexico	4,081	88	2.2	2.6
Oklahoma	12,012	436	3.6	4.3
Texas	40,178	1,319	3.3	3.8
Rocky Mountain	28,606	858	3.0	3.3
Colorado	11,923	261	2.2	2.4
Idaho	2,743	103	3.8	2.5
Montana	3,746	110	2.9	3.8
Utah	8,837	346	3.9	4.3
Wyoming	1,357	38	2.8	3.0
Far West	96,306	1,712	1.8	2.0
Alaska	315	8	2.5	4.9
California	67,836	1,187	1.7	2.0
Hawaii	2,612	126	4.8	5.1
Nevada	1,006	58	5.8	6.8

NOTE: ^a Excludes service schools. Since not all schools stipulate specific majors for degrees in business, in some instances the data for accounting graduates may be incomplete.

SOURCES: ¹ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), p. 7.
² *Earned Degrees Conferred—Institutional Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-10.
³ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), pp. 28-29.

Table 20 (continued)

Percent of Bachelor's Degrees Conferred in Accounting by Region and State, 1966-67 and 1969-70

	Total Bachelor's Degrees Conferred Requiring 4 or 5 Years, 1969-70 ¹	Total Bachelor's Degrees Conferred in Accounting, 1969-70 ²	Percent of Bachelor's Degrees in Accounting, 1969-70	Percent of Bachelor's Degrees in Accounting, 1966-67 ³
Oregon	9,923	65	.7%	1.0%
Washington	14,614	268	1.8	1.9
Outlying Areas	5,154	171	3.3	2.4
Guam	79	4	5.1	—
Puerto Rico	5,646	167	3.0	2.5
Virgin Islands	29	—	—	—

NOTE: ^a Excludes service schools. Since not all schools stipulate specific majors for degrees in business, in some instances the data for accounting graduates may be incomplete.

SOURCES: ¹ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), p. 7.

² *Earned Degrees Conferred—Institutional Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-10.

³ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), pp. 28-29.

The national ratio of accounting degrees to total bachelor's degrees (excluding first professional degrees included in Table 19) remained relatively stable from 1966-67 to 1969-70. The states reporting more than 50 accounting graduates with the highest percentage of accounting graduates in 1969-70 were Nevada (5.8 percent), Hawaii (4.8 percent), Florida (4 percent), Utah (3.9 percent), and Idaho (3.8 percent).

Among the states, only the Southeast reported an increase of the ratio of accounting degrees to total bachelor's degrees for the three-year period from 1966-67 to 1969-70. The regions reporting the greatest decline in the percentage of accounting graduates were the Southwest and the Rocky Mountain areas.

The data in Table 20 raises several questions for further research. Why are there such disparate ratios of accounting graduates to the total number of graduates in various parts of the country? Why are some regions increasing while others are decreasing with respect to the portion of students studying accounting? Are the causes sociological or economic? Does the data reflect the results of recruiting efforts in various localities? These and other questions might be fruitfully pursued to determine the future direction of the supply of accounting graduates.

Schools Which Confer Undergraduate Accounting Degrees

The only accrediting agency for business administration programs is the American Assembly (formerly Association) of Collegiate Schools of Business. The question often arises as to the proportion of undergraduate accounting degrees which are conferred by AACSB accredited schools. Table 21, below, indicates that slightly more than one-half of all bachelor's degrees conferred in accounting are conferred by schools without AACSB accreditation. Interestingly, this ratio remained unchanged from 1966-67 to 1969-70, although several schools received accreditation during this period. These data also suggest several questions for the profession: What is the contributory value of accreditation, if any, to the graduates of AACSB schools? Should the profession assist those schools which are not accredited in attaining accreditation if they desire to do so?

From what size accounting programs do accounting students graduate? Table 22, page 32, suggests that in 1972 about one-third of the schools that offer accounting programs graduate fewer than 25 accounting students per year. On the other hand about 16 percent of the schools which offer accounting programs confer 100 or more undergraduate accounting degrees annually. Thus, there are both small and large programs with about six out of every ten schools graduating fewer than 50 accounting majors each year. However, the data in Table 22 suggests that the increase in accounting graduates during the last five years has been accomplished in large measure by larger programs in existing schools rather than more programs in schools not previously offering an accounting program.

Table 21

Proportion of Bachelor's Degrees in Accounting Conferred by AACSB Accredited Schools, 1966-67 and 1969-70

AACSB Accreditation	1966-67		1969-70	
	Number of Degrees Conferred ¹	Percent	Number of Degrees Conferred ²	Percent
Accredited	6,945	44.3%	9,535	44.7%
Non-accredited	8,747	55.7	11,819	55.3
Total	15,692	100.0%	21,354	100.0%

SOURCES: ¹ *Earned Degrees Conferred: Part B—Institutional Data—1966-67* (Washington, D.C.: U.S. Government Printing Office, 1968), pp. 23-25.
² *Earned Degrees Conferred—Institutional Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-10.

Table 22

Number of Bachelor's Degrees Conferred in Accounting for
The Twelve Months Ended August 31, 1967 and 1972

Number of Graduates	1967 ¹	1972 ²
(Sample size)	(n = 270)	(n = 404)
Less than 25	47.4%	34.9%
25 to 49	22.6	23.3
50 to 99	15.2	22.0
100 to 149	8.9	8.9
150 and above	1.5	7.4
Unknown	4.4	3.5
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 31.

² 1972-73 Accounting Education Survey Questionnaire.

Table 23, opposite, lists the 25 schools which reported conferring the largest number of bachelor's degrees in accounting during 1969-70. Nine of these schools were not accredited by the AACSB. These nine schools conferred 1,301 degrees or about 6 percent of the total bachelor's degrees awarded in accounting.

The 25 schools with the largest full-time daytime undergraduate enrollments in commerce and business administration in 1971-72 are listed in Table 24, page 34. It is interesting to note that only four of these institutions were not accredited by the AACSB.

Type of Employment Sought

The five-year period from 1967 to 1972 witnessed a shift in the employment sought by accounting students receiving bachelor's degrees. As reported in Table 25, page 35, in 1967, 30 percent sought careers initially in public accounting. In 1972, 41 percent chose this career route. On the other hand, the percentage of students who continued with their education in graduate school or went into military service decreased significantly, no doubt reflecting the changes in the draft laws.

Curricula Requirements

Those responsible for the professional training of accountants often desire to know the educational background of those who receive bach-

elor's degrees in accounting. Moreover, those who wish to assess the changes in accounting education resulting from *Horizons for a Profession* or other developments might also find useful a comparative profile of curricula requirements for accounting undergraduates before and after *Horizons*.

Table 26, page 36, presents average course hour requirements of the schools which participated in the Accounting Education Survey in 1967 and 1972. The table also presents the curriculum suggested by the AICPA committee on education and experience requirements for CPAs.

Table 23

The Twenty-Five Schools Conferring the Largest Number of Bachelor's Degrees in Accounting, 1969-70

School	Number of Degrees	AACSB Accreditation as of 1969-70
1. Bentley College of Accounting and Finance	396	
2. Pennsylvania State University	365	X
3. CUNY—Bernard Baruch College	328	X
4. University of Illinois	223	X
5. Pace College	211	
6. University of Texas at Austin	174	X
7. California State University—Long Beach	173	
8. Northern Illinois University	173	X
9. San Diego State University	171	X
10. Brigham Young University	164	X
11. University of Puerto Rico Piedras	164	
12. California State University—Los Angeles	159	X
13. University of Cincinnati	157	X
14. University of Florida	152	X
15. Texas Tech University	151	X
16. Cleveland State University	144	
17. University of Washington	143	X
18. Long Island University—Brooklyn Center	139	
19. Northeastern University	137	X
20. CUNY—Brooklyn College	133	
21. La Salle College (Pennsylvania)	133	
22. Boston College	128	X
23. Mississippi State University	126	X
24. Western Michigan University	125	
25. Temple University	121	X

SOURCE: *Earned Degrees Conferred—Institutional Data—1969-1970* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-10.

Table 24

The Twenty-Five Schools Registering the Largest Number of Full-Time Daytime Undergraduate Students in Commerce and Business Administration, 1971-72

School	Enrollment	AACSB Accreditation as of 1970-71
1. Rutgers University	5,635	X
2. CCNY—Bernard Baruch College	5,474	X
3. University of Texas at Austin	4,826	X
4. Texas Tech University	4,319	X
5. University of Tennessee	4,206	X
6. Arizona State University	3,726	X
7. University of Arizona	3,456	X
8. Georgia State University	3,413	X
9. California State University—Los Angeles	3,177	X
10. University of Puerto Rico	3,177	
11. General Motors Institute	3,075	
12. University of Maryland	2,987	X
13. North Texas State University	2,904	X
14. Northeastern University	2,865	X
15. University of Hawaii	2,827	X
16. University of South Carolina	2,823	X
17. Michigan State University	2,800	X
18. Western Michigan University	2,774	X
19. Oklahoma State University	2,768	X
20. University of Wisconsin—Whitewater	2,744	
21. San Diego State University	2,729	X
22. Ferris State University	2,726	
23. University of Georgia	2,694	X
24. University of Alabama	2,681	X
25. University of Texas at Arlington	2,532	X

SOURCE: *Delta Sigma Pi Twenty-Third Biennial Survey of Universities Offering an Organized Curriculum in Commerce and Business Administration* (Oxford, Ohio: Delta Sigma Pi Educational Foundation, 1972).

The committee's model program is based on its analysis of *Horizons for a Profession*.

The major differences between the course hours suggested by the committee on education and experience requirements for CPAs and those required by the schools in 1967-68 were in the areas of EDP, accounting, and quantitative methods. Over the subsequent five-year period, during which time the committee's recommendations were published, the schools have moved closer to the committee's recommendation with respect to EDP and quantitative methods. During this time the

schools increased their requirements for EDP on the average of 1.1 semester hours and for quantitative methods by 1.4. However, in both instances, current requirements remain substantially below those recommended by the committee.

To date, it appears that the schools have not moved a significant number of the accounting courses to the fifth year to make room for increased emphasis in quantitative methods, economics, and EDP. It will be of interest to note the extent, if any, to which these changes occur in the years ahead.

Table 27, page 37, presents a more detailed analysis of the accounting and EDP courses by schools participating in the Accounting Education Survey in 1972-73. This data is compared with similar data for 61 AACSB accredited schools in 1967-68.

In 1972-73, almost one-half (48 percent) require 27 to 31 semester hours (or equivalent) of accounting. A sizeable percent require more than 31 hours. These requirements are in sharp contrast to the 18-21 hours recommended for the four-year program by the committee on education and experience requirements for CPAs.

Most of the schools require two courses in introductory accounting principles, and in intermediate (financial) accounting. The majority

Table 25
 Type of Employment Sought by Accounting Majors Graduating With Bachelor's Degrees for the Twelve Months Ending August 31, 1967 and 1972

Type of Employment	1967 ¹	1972 ²
(Sample size)	(n = 5,135)	(n = 15,277)
Were seeking and/or obtained full-time employment with a CPA or PA firm engaged in the practice of public accounting	30.1%	41.0%
Were seeking and/or obtained full-time employment in business/industry	23.7	29.3
Were seeking and/or obtained full-time employment with federal, state, or local governments	10.0	8.4
Continued with their education in graduate school	12.0	7.9
Went into military service	10.8	2.6
Other	4.3	1.3
Undeterminable	9.1	9.5
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 34.
² 1972-73 Accounting Education Survey Questionnaire.

Table 26**Average Semester Hour Equivalents Required for Bachelor's Degree in Accounting, 1967-68 and 1972-73**

Subjects	1967-68 ¹	1972-73 ²	Suggested by AICPA Committee on Education and Experience Requirements for CPAs ³ (Four-Year Program)
(Number of schools)	(n = 274)	(n = 384)	
Mathematics	5.5	6.0	18 ^a
Statistics	3.6	4.0	
Non-business and non-economics courses other than mathematics	42.3	41.9	42
Behavioral Science	N/A	5.9	6
Non-business and non-economics courses other than mathematics and behavioral science	N/A	36.0	36
Economics	8.7	8.2	12
Business law	5.1	4.9	4
EDP	1.5	2.6	6-7 ^b
All other business courses, except accounting	13.2 ^c	15.0 ^c	22 ^a
Accounting, excluding EDP	26.3	28.3	18-21

NOTES: ^a "Mathematics and Statistics" includes six hours of quantitative applications in business.
^b Includes information systems in business.
^c Excludes electives.

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 35.
² 1972-73 Accounting Education Survey Questionnaire.
³ Committee on Education and Experience Requirements for CPAs, *Academic Preparation for Professional Accounting Careers* (New York: American Institute of Certified Public Accountants, 1968), p. 17.

of schools require one course in income taxes and one course in cost or managerial accounting. Only about one-sixth of the schools do not require an advanced financial accounting course. Similarly, about 85 percent of the schools require some course work in auditing.

In 1972-73, 41 percent of the schools do not provide for any accounting electives. In these programs all of the accounting courses

Table 27**Semester Hour Accounting and EDP Course Requirements, 1967-68 and 1972-73**

Semester Hours	1967-68 ¹	1972-73 ²
(Number of schools)	(n = 61) ^a	(n = 372)
Total Accounting, excluding EDP		
Less than 18	0%	3%
18-20	6	4
21-23	11	8
24-26	25	20
27-29	30	26
30-31	18	22
32 or more	10	17
Total	100%	100%
Accounting Principles—Introductory		
3	11%	5%
4-5	7	14
6	72	63
7 or more	10	18
Total	100%	100%
Intermediate Financial Accounting Theory		
None	3%	1%
1-3	25	10
4	5	5
5	11	10
6	49	61
7 or more	7	13
Total	100%	100%
Income Taxes		
None	25%	10%
1-2	5	5
3	55	61
4	6	12
5	6	2
6 or more	3	10
Total	100%	100%

NOTE: ^a Includes only AACSB accredited schools participating in the 1967-68 Accounting Education Survey.

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), pp. 36-37.

² 1972-73 Accounting Education Survey Questionnaire.

Table 27 (continued)

Semester Hour Accounting and EDP Course Requirements, 1967-68 and 1972-73

Semester Hours	1967-68 ¹	1972-73 ²
Cost and/or Managerial		
None	8%	4%
1-3	56	58
4	12	11
5	5	5
6 or more	19	22
Total	100%	100%
Advanced (Financial) Accounting		
None	38%	16%
1-3	41	51
4-5	11	14
6 or more	10	19
Total	100%	100%
Auditing		
None	26%	15%
1-2	7	4
3	60	67
4-6	7	14
Total	100%	100%
Accounting Electives Required		
None	51%	41%
1-3	13	26
4-6	11	20
7-9	15	7
More than 9	10	6
Total	100%	100%
EDP		
None	56%	27%
1-2	16	9
3	26	52
5	2	12
Total	100%	100%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), pp. 36-37.

² 1972-73 Accounting Education Survey Questionnaire.

required for a degree are specified. The student has no choice of which course(s) he may take to fulfill the program's accounting requirements.

Although the sample data for the two time periods reported in Table 27 are not completely comparable, they do suggest a significant shift in EDP requirements. It is safe to conclude that for the first time in history, the majority of accounting students are required to take at least one EDP course. Equally as clear, however, is the fact that the EDP education of accounting students still falls short of that envisioned by the AICPA's committee on education and experience requirements for CPAs.

Summary

The available evidence indicates that the ratio of accounting degrees to total bachelor's degrees conferred appears to vary significantly among the different sections of the United States and the total remained relatively unchanged for the three-year period from 1966-67 to 1969-70.

A profile of accounting curricula reveals that major differences between the course hours suggested for a four-year program by the committee on education and experience requirements for CPAs and those required by the schools still remain for hours in EDP, accounting, and quantitative methods. Although there has been an increase in the requirements for quantitative methods and EDP, to date the schools have not moved a significant number of the accounting courses to the fifth year to make room for the emphasis in quantitative methods, economics and EDP that was envisioned by the committee on education and experience requirements for CPAs. The recommendations of *Horizons for a Profession* remain to be implemented in most schools.

6

Graduate Students and Programs In Accounting

As a result of the recommendation by the committee on education and experience requirements for CPAs that at least five years of college study be the education requirement for the beginning CPA,¹⁸ increased attention has been devoted to graduate education for accountants. This section of the study attempts to present selected aspects of the graduate education of accounting students.

Trend of Master's Degrees in Accounting

Table 28, opposite, presents data about the trend of master's degrees conferred in accounting. This data suggests that the ratio of master's degrees in accounting to total master's degrees has declined slightly since 1956-57. This decline is evidenced by the substantial increase in total master's degrees conferred while the number of master's degrees in accounting has increased only slightly from 1966-67 to 1969-70.

Table 29, page 42, reveals that between 1966-67 and 1969-70, a decreasing proportion of college

¹⁸ *Report of the Committee on Education and Experience Requirements for CPAs, op. cit., p. 7.*

trained accountants received accounting education at the master's level. Although the number of bachelor's degrees conferred increased approximately 40 percent, the number of master's degrees conferred in accounting increased only nominally.

Graduate Programs in Accounting

One hundred fifty-five schools that participated in the 1972-73 Accounting Education Survey indicated they offer a graduate program in

Table 28

Ratio of Master's Degrees in Accounting to Total Master's Degrees Conferred

Year	Total Master's Degrees ^a	Total Master's Degrees in Accounting ^b	Percent of Master's Degrees in Accounting	Five-Year Percent Increase in Master's Degrees in Accounting
1956-57	61,940 ¹	414 ³	.7%	N/A
1961-62	84,889 ²	511 ³	.6	23.4%
1966-67	157,892 ²	1,024 ⁴	.6	100.4
1969-70	209,387 ⁵	1,083 ⁴	.5	N/A

NOTES: ^a Those master's degrees considered first professional are excluded from the 1956-57 and 1961-62 data. For 1966-67, all master's degrees are included.

^b Since many schools do not classify graduate students by area of specialization, data on graduate degrees in accounting are incomplete. To the extent that the data have been reported on a consistent basis, however, some tentative insights with respect to trends may be gained from these data.

SOURCES: ¹ Phyllis Ann Kaplan, ed., *Standard Education Almanac—1968* (Los Angeles: Academic Media, Inc., 1968), p. 294.

² *Earned Degrees Conferred: Part A—Summary Data—1966-67* (Washington, D.C.: U.S. Government Printing Office, 1968), p. 4.

³ Robert H. Roy and James H. MacNeill, *Horizons for a Profession* (New York: American Institute of Certified Public Accountants, 1967), p. 48.

⁴ *Earned Degrees Conferred: Part A—Summary Data—1966-67* (Washington, D.C.: U.S. Government Printing Office, 1968), p. 13.

⁵ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1972), p. 6.

⁶ *Ibid.*, p. 11.

accounting. Table 30, page 42, indicates the type of master's degree programs these schools offer. About three-fourths offer an MBA program and 31.2 percent a master of science program. Those schools which offer a master of science program normally also offer the MBA program.

The number and types of doctoral programs offered in accounting are reported in Table 31, opposite. In 1970, 56 schools offered programs of concentration in accounting at the doctoral level, representing a 24.4 percent increase over 1968. Thirty-nine schools offered the Ph.D. degree, 12 the DBA and 5 schools offered both degrees.

The number of doctoral degrees conferred to candidates concentrating in accounting almost doubled from 1966 to 1970, as reported in Table 32, opposite. The most significant increase has occurred between 1969 and 1970, the last year for which data is available. The increases notwithstanding, the demand for doctorates in accounting by the academic community continues to out-pace supply.

Table 29
A Comparison of Master's to Bachelor's Degrees Conferred in Accounting

Period	Total Bachelor's Degrees Conferred in Accounting	Master's Degrees Conferred in Accounting	
		Number	Percent of Bachelor's
1956-57	10,069 ¹	414 ¹	4.1%
1961-62	11,436 ¹	511	4.5
1966-67	15,692 ²	1,024 ²	6.5
1969-70	21,354 ³	1,083 ³	5.1

SOURCES: ¹ Robert H. Roy and James H. MacNeil, *Horizons for a Profession* (New York: American Institute of Certified Public Accountants, 1967), p. 48.
² *Earned Degrees Conferred: Part A—Summary Data—1966-67* (Washington, D.C.: U.S. Government Printing Office, 1968), p. 4.
³ *Earned Degrees Conferred—Summary Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1972), p. 11.

Table 30
Types of Master's Degree Programs in Accounting Offered By One Hundred Fifty-Five Schools, 1971-72

Type of Program	Number of Programs	Number of Schools
Master of Business Administration (MBA)	118	76.1%
Master of Science (MS)	49	31.6
Other Masters	31	20.0

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 31

Doctoral Programs in Accounting, 1968 and 1970

Degree Programs	Number of Schools		Percent Increase
	1968 ¹	1970 ²	
Ph.D.	31	39	25.8%
DBA	9 ^a	12	33.3
Both	5	5	0.0
Total	45^a	56	24.4%

NOTE: ^a Harvard University has been added to the data as originally reported.

SOURCES: ¹ William F. Crum, "A Survey of Doctoral Programs in Accounting," *The Journal of Accountancy*, CXXVII (January, 1969), p. 89.

² William F. Crum, "The Second Survey of Doctoral Programs in Accounting," *The Journal of Accountancy*, CXXXI (June, 1971), p. 86.

Table 32

Doctoral Degrees Conferred in Accounting, 1966-70

Year	Degrees Conferred	Percent Increase Over Previous Year
1966	75	N/A
1967	86	14.6%
1968	92	6.9
1969	114	23.8
1970	144	26.3

SOURCE: William F. Crum, "The Second Survey of Doctoral Programs in Accounting," *The Journal of Accountancy*, CXXXI (June, 1971), p. 87.

Schools Conferring Master's Degrees in Accounting

Table 33, page 44, lists the schools which were reported in *Earned Degrees Conferred* as conferring 15 or more master's degrees in accounting during 1969-70. Only eight schools reported conferring thirty or more master's degrees in accounting. In general, the enrollment in individual programs has declined since 1966-67, although its counterbalance has been the increase in the number of master's programs.

Because some schools do not classify graduates by area of specialization and many holders of undifferentiated MBA degrees enter the accounting profession, the data in Table 34, page 45, lists the 25 schools reported conferring the largest number of master's degrees in commerce and business administration for the year 1971-72. Fifteen, including the largest five, of these programs are offered by private institutions.

Postgraduate Plans of Master's Degree Holders

The data in Table 35, page 46, reports postgraduate degree plans of a sample of those who received master's degrees in accounting for the twelve months ended August 31, 1972. A greater proportion were seeking careers in industry than in public accounting. Few master's degree holders in accounting seek positions in government or enter the military. It is noteworthy that more than 6 percent continue with their education, presumably in doctoral programs or possibly law school.

Table 33
Schools Which Conferred Fifteen or More
Master's Degrees in Accounting, 1969-70^a

School	Number of Accounting Master's Degrees Conferred
1. University of Pennsylvania	54
2. New York University	51
3. Syracuse University	46
4. University of Illinois	43
5. Michigan State University	40
6. CUNY—Bernard Baruch College	38
7. University of Chicago	33
8. University of Texas at Austin	31
9. DePaul University	29
10. University of Missouri (Columbia)	27
11. University of Wisconsin (Madison)	27
12. Fairleigh Dickinson University	24
13. Georgia State University	24
14. Xavier University (Ohio)	24
15. Northeastern University	23
16. Golden Gate College	20
17. University of Southern California	20
18. Roosevelt University	18
19. University of Bridgeport	17
20. Temple University	16
21. Brigham Young University	15
22. Indiana University	15
23. Oklahoma State University	15

NOTE: ^a Since some schools do not classify graduates by area of specialization, these data may be incomplete. Thus, Tables 33 and 34 should be considered in conjunction with one another.

SOURCE: *Earned Degrees Conferred—Institutional Data—1969-70* (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 103-09.

Table 34

The Twenty-Five Schools Conferring the Largest Number of Master's Degrees in Commerce and Business Administration, 1971-72

School	Number of Master's Degrees Conferred
1. Harvard University	797
2. Columbia University	650
3. New York University	620
4. University of Chicago	613
5. University of Southern California	560
6. Michigan State University	523
7. University of Pennsylvania	488
8. Northwestern University	439
9. Georgia State University	432
10. University of Missouri (Columbia)	425
11. University of California—Los Angeles	380
12. Loyola University (Chicago)	370
13. University of Michigan	349
14. Indiana University	320
15. Wayne State University	312
16. CUNY—Bernard Baruch College	305
17. Xavier University (Ohio)	293
18. University of Colorado	282
19. Golden Gate College	279
20. Stanford University	278
21. University of California—Berkeley	255
22. St. John's University	250
23. Fordham University	245
24. University of Scranton	243
25. Boston University	238

SOURCE: *Delta Sigma Pi Twenty-Third Biennial Survey of Universities Offering an Organized Curriculum in Commerce and Business Administration* (Oxford, Ohio: Delta Sigma Pi Educational Foundation, 1972).

Summary

Although graduate education continues to increase for the general populace in the United States, in general, the number of master's degrees conferred increased only nominally from 1966-67 to 1969-70. Enrollments in graduate programs in accounting have not kept pace with graduate programs in other disciplines, although there has been an increase in the number of institutions offering graduate education in accounting.

Table 35

Postgraduate Plans of Selected Master's Degree Recipients in Accounting Graduating During Twelve Months Ended August 31, 1972

Type of Employment Sought	Percent
(Sample size)	(n = 2,614)
Were seeking and/or obtained full-time employment with a CPA or PA firm engaged in the practice of public accounting	35.2%
Were seeking and/or obtained full-time employment in business/industry	43.6
Were seeking and/or obtained full-time employment with federal, state, or local governments	3.7
Continued with their education in graduate school	6.3
Went into military service	.9
Other	3.0
Undeterminable	7.3
Total	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

7

Accounting Education in Community And Junior Colleges

The rapid growth of community and junior colleges during the 1960's has introduced an important new dimension into collegiate education in accounting. The increased number of students attending a two-year school prior to entrance into a senior college has altered in many respects the established patterns of recruiting students to accounting study and the nature of their professional preparation. This section of the study examines some of the quantitative aspects of accounting education in community and junior colleges.

Growth of Community and Junior Colleges

The explosive growth in community and junior college enrollments is reported in Table 36, page 48. In 1961, the number of students enrolled in the 678 two-year schools totaled 748,169. By 1972, enrollment had increased almost four-fold to 2,866,062. The number of schools had grown to 1,141.

As reported in Table 37, opposite, every state has at least two community or junior colleges. This data also indicates that community and junior college education is well established in the most populous states. For example, states with the largest number of two-year schools are California, North Carolina, Texas, New York, and Illinois.

Types of Schools

As noted in Table 38, page 50, about 80 percent of the two-year schools in the United States are public institutions—a ratio in sharp contrast to that of senior and graduate institutions. One hundred sixty-six community and junior colleges participated in the 1972-73 Accounting Education Survey.

Slightly more than three-fourths of the two-year schools participating in the survey offer an accounting program (Table 39, page 50). One

Table 36
Growth in Number and Enrollment of Community and Junior Colleges

Year	Number of Junior Colleges	Enrollment	Percent of Increase in Enrollment
1961	678	748,619	
1962	704	818,869	9.4%
1963	694	929,534	13.5
1964	719	1,043,963	12.3
1965	771	1,292,753	23.8
1966	837	1,464,099	13.3
1967	912	1,671,440	14.2
1968	993	1,954,116	16.9
1969	1,038	2,186,272	11.9
1970	1,091	2,450,451	12.1
1971	1,111	2,680,762	8.6
1972	1,141	2,866,062	6.9

SOURCES: The data for years 1961-1967 is from William A. Harper, ed., *1968 Junior College Directory* (Washington, D.C.: American Association of Junior Colleges, 1968), p. 8.

The data for years 1968-1969 is from William A. Harper, ed., *1970 Junior College Directory* (Washington, D.C.: American Association of Junior Colleges, 1970), p. 7.

The data for 1970-1972 is from Aikin Connor, ed., *1973 Community and Junior College Directory* (Washington, D.C.: American Association of Community and Junior Colleges, 1973), pp. 4 and 7.

Table 37

Community and Junior Colleges by States, 1972

State	Number of Junior Colleges	State	Number of Junior Colleges
Alabama	23	Nevada	3
Alaska	9	New Hampshire	10
Arizona	14	New Jersey	22
Arkansas	9	New Mexico	9
California	102	New York	59
Colorado	16	North Carolina	68
Connecticut	23	North Dakota	5
Delaware	6	Ohio	38
District of Columbia	3	Oklahoma	19
Florida	32	Oregon	16
Georgia	21	Pennsylvania	48
Hawaii	7	Rhode Island	2
Idaho	4	South Carolina	27
Illinois	56	South Dakota	4
Indiana	4	Tennessee	19
Iowa	26	Texas	63
Kansas	25	Utah	5
Kentucky	22	Vermont	6
Louisiana	7	Virginia	30
Maine	6	Washington	27
Maryland	20	West Virginia	7
Massachusetts	38	Wisconsin	31
Michigan	36	Wyoming	7
Minnesota	23	American Samoa	1
Mississippi	25	Canal Zone	1
Missouri	21	Puerto Rico	18
Montana	3	Total	1,141
Nebraska	15		

SOURCE: Aikin Connor, ed., *1973 Community and Junior College Directory* (Washington, D.C.: American Association of Community and Junior Colleges, 1973), p. 86.

study reports that 93.6 percent of the community and junior colleges in the United States offer elementary accounting.¹⁹

As is the case with senior institutions, the extent of accounting offerings by community and junior colleges tends to be related to the en-

¹⁹ "Report of the Committee on the Junior (Community) College Curriculum," *The Accounting Review, Supplement to Volume XLVIII* (1973), p. 41.

rollment of the school. For example, of the schools offering some accounting, 64.2 percent have total enrollment of less than 2,000 while only 40.2 percent of those offering an accounting program report similar enrollments. As noted in Table 40, opposite, only 2.5 percent of the schools offering some accounting reported enrollments of 11,000 or more.

Degrees Earned by Full-Time Accounting Faculty Members

Faculty education and background is an important element in assessing the quality of an educational program. The data in Table 41, opposite, suggests that the percentage of accounting faculty members teaching at two-year schools which participated in the 1972-73 survey was below that of all disciplines in 1967, the most recent year for which data are available. In 1972-73, only slightly more than one-fifth of the

Table 38

Participation of Community and Junior Colleges in The 1972-73 Accounting Education Survey

Type of Support	Total Community and Junior Colleges in U.S. ¹	Institutions Completing Questionnaire ²	
		Number	Percent of U.S. Total
Public	910	151	16.6%
Private	231	15	6.5
Total	1,141	166	14.5%

SOURCES: ¹ Aikin Connor, ed., *1973 Community and Junior College Directory* (Washington, D.C.: American Association of Community and Junior Colleges, 1973), p. 7.

² 1972-73 Accounting Education Survey Questionnaire.

Table 39

Extent of Accounting Offerings by Community and Junior Colleges, 1972-73

Extent of Accounting Offerings	Number of Schools	Percent
Some accounting	39	23.5%
Accounting program	127	76.5
Total	166	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 40

Extent of Accounting Offerings by Community and Junior Colleges Classified by School Size, 1972-73

Enrollment	Some Accounting	Accounting Program	Total
(Sample size)	(n = 39)	(n = 127)	(n = 166)
Less than 2,000	64.2%	40.2%	45.9%
2,000 to 4,999	23.1	33.1	30.7
5,000 to 7,999	7.7	11.8	10.8
8,000 to 10,999	2.5	7.1	6.0
11,000 to 14,999	0.0	4.7	3.6
15,000 and over	2.5	3.1	3.0
Total	100.0%	100.0%	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 41

Highest Degrees Earned by Full-Time Community and Junior College Accounting Faculty Members Compared With All Disciplines

Degree	Accounting Faculty Members		All Disciplines ³ (1967)
	1967-68 ¹	1972-73 ²	
(Sample size)	(n = 226)	(n = 437)	(n = 43,404)
Doctorate:			
Ph.D.	.4%	1.1%	
DBA	—	.2	
Ed.D.	.9	.7	
Other	2.7 ^a	.2 ^b	
Total doctorates	4.0%	2.2%	4.1%
Master's	78.3%	86.4%	74.8% ^c
Bachelor's	17.7	11.4	21.1
Total	100.0%	100.0%	100.0%
Law degree	6.6%	5.0%	
CPA	44.2	26.3	

NOTES: ^a Includes J.D. degrees.
^b Excludes J.D. degrees.
^c Includes selected first professional degrees.

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 51.
² 1972-73 Accounting Education Survey Questionnaire.
³ *Numbers and Characteristics of Employees in Institutions of Higher Education, Fall 1967* (Washington, D.C.: U.S. Government Printing Office, 1970), p. 15.

accounting teachers in two-year schools held the CPA certificate while five years earlier, 44.2 percent were certified. It appears that a large proportion of the recent entrants into teaching of accounting at two-year schools are not certified.

Faculty Salaries

A comparison of 1972-73 and 1967-68 academic year salaries of full-time accounting faculty members of community and junior colleges is presented in Table 42, below. In 1967-68, slightly more than two-thirds of the faculty earned less than \$10,000 whereas in 1972-73, only 8 per cent had earnings of less than \$10,000. In general, it appears that the economic gains over the five-year period from 1967 to 1972 of faculty of two-year schools exceeded that of their counterparts at senior level and graduate institutions.

Teaching Load

As might be expected, the teaching load of community and junior college accounting faculty members is greater than that of accounting faculty members in senior institutions. As reported in Table 43, opposite, in 1972-73 more than 75 percent of the community and junior col-

Table 42

Nine-Ten Month Base Salaries of Full-Time Community and Junior College Accounting Faculty Members, 1967-68 and 1972-73

Salary Range	1967-68 ¹	1972-73 ²
(Sample size)	(n = 232)	(n = 540)
Less than \$10,000	68.5%	8.0%
\$10,000 to \$11,999	19.4	18.1
\$12,000 to \$13,999	7.3	22.9
\$14,000 to \$15,999	3.9	21.1
\$16,000 to \$17,999	} .9	10.9
\$18,000 to \$19,999		4.4
\$20,000 to \$21,999		13.5
\$22,000 and over		1.1
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 52.

² 1972-73 Accounting Education Survey Questionnaire.

Table 43

Classroom Teaching Hours Per Week of Full-Time Community and Junior College Accounting Faculty Members, 1967-68 and 1972-73

Teaching Hours Per Week	1967-68 ¹	1972-73 ²
(Sample size)	(n = 236)	(n = 490)
6 hours or less	3.4%	4.5%
7-9 hours	2.1	3.9
10-12 hours	13.1	15.9
13-15 hours	61.5	50.0
More than 15 hours	19.9	25.7
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 53.
² 1972-73 Accounting Education Survey Questionnaire.

lege faculty teach more than 12 hours per week. More than 25 percent of the two-year college faculty teach more than 15 hours per week. Although in general there is a small decline in the teaching loads over the five-year period from 1967-68 to 1972-73, given the amount of time required to correct papers, prepare examinations, counsel students, and prepare and deliver lectures for five classes each week, it is apparent that little time is yet available for pursuits contributing to the continuing professional development of faculty members.

Support Funds

Support funds for full-time accounting faculty at community and junior colleges to attend professional meetings are severely limited. As noted in Table 44, page 54, 40.5 percent of the schools provided less than \$100 in 1971-72 for faculty to attend professional meetings.

Number of Accounting Graduates

Data pertaining to the number of students who complete community and junior college accounting programs is reported in Table 45, page 54. The majority of schools graduate less than 25 students a year in accounting.

How many community and junior college students continue with their education in a senior institution? Researchers have been unable

to provide a definitive answer to this question. Table 46, opposite, reports the estimates of 98 schools participating in the 1972-73 Accounting Education Survey. Almost one-half of the respondents at two-year schools believe that less than one-fourth of the accounting students continue their studies in senior level institutions. The career patterns of those who do not continue their formal education needs careful evaluation by the accounting profession.

Table 44

Total Disbursements for Full-Time Accounting Faculty Members to Attend Professional Meetings by Community and Junior Colleges Offering Accounting Programs for Twelve Months Ended August 31, 1967 and 1972

Range of Disbursements	1967 ¹	1972 ²
(Sample size)	(n = 54)	(n = 116)
Less than \$100	25.9%	40.5%
\$100 to \$499	59.3	45.8
\$500 to \$999	13.0	10.3
\$1,000 or over	1.8	3.4
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 53.
² 1972-73 Accounting Education Survey Questionnaire.

Table 45

Number of Degrees Conferred to Community and Junior College Accounting Students for the Twelve Months Ended August 31, 1967 and 1972

Number of Degrees Conferred	1967 ¹	1972 ²
(Sample size)	(n = 57)	(n = 83)
Less than 25	64.9%	60.2%
25 to 49	14.0	24.1
50 to 99	14.0	13.3
100 to 149	5.3	—
150 or more	1.8	2.4
Total	100.0%	100.0%

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 55.
² 1972-73 Accounting Education Survey Questionnaire.

Table 46

Percent of Community and Junior College Accounting Graduates Who Continued Their Studies at a Senior-Level Institution for Twelve Months Ended August 31, 1972

Percent of students	Number of schools	Percent
Less than 25%	48	48.9%
25% to 49%	23	23.5
50% to 74%	13	13.3
75% to 100%	14	14.3
Total	98	100.0%

SOURCE: 1972-73 Accounting Education Survey Questionnaire.

Table 47

Average Semester Hour Equivalents Required for Community and Junior College Accounting Students, 1967 and 1972

Subjects	Average Semester Hours	
	1967 ¹	1972 ²
(Sample size)	(n = 61)	(n = 78)
Mathematics	4.2	4.8
Statistics	1.0	1.7
Nonbusiness and noneconomics courses other than mathematics	16.1	16.9
Behavioral science	N/A	5.2
Nonbusiness and noneconomics courses other than mathematics and behavioral science	N/A	11.7
Economics	4.5	4.2
Business law	3.9	4.2
EDP	1.7	3.1
All other business courses, except accounting	8.2	9.9
Accounting, excluding EDP	16.8	19.9
Introductory accounting	N/A	6.7
Intermediate accounting	N/A	5.1
Cost/managerial accounting	N/A	3.0
Income taxes	N/A	2.4
All other accounting	N/A	2.7

SOURCES: ¹ Doyle Z. Williams, *A Statistical Survey of Accounting Education, 1967-68* (New York: American Institute of Certified Public Accountants, 1969), p. 56.
² 1972-73 Accounting Education Survey Questionnaire.

Accounting Curricula

A profile of curricula of community and junior colleges is presented in Table 47, page 55, comparing the average semester hour requirements of accounting students in 1972 with those in 1967. As can be seen, the most significant changes are in EDP and accounting courses. It appears that the two-year schools have expanded their accounting offerings and requirements over the last five years. As can be seen from Table 47, it is not uncommon for community and junior colleges to offer intermediate accounting, cost/managerial accounting, and income taxes.

Summary

The rapid growth of community and junior colleges during the 1960's has begun to slacken in the 1970's. Nonetheless, two-year schools have become a prominent force in higher education, including accounting education. Few faculty members at two-year schools hold the doctorate, and most have teaching loads of more than 12 classroom hours per week. Many community and junior colleges offer a wide range of accounting courses.

8

Summary and Conclusions

The profile of accounting education presented in this study includes data about the types of institutions which offer accounting, accounting faculty, auxiliary support for accounting education, undergraduate and graduate degree programs in accounting, and accounting education in junior colleges. The quantitative descriptions of these aspects of accounting education may be useful in assessing trends in the academic preparation of accountants and in suggesting areas for further and more intensive research.

Types of Institutions Which Offer Accounting

It is believed that approximately 700 schools in the United States offer accounting programs at the senior or graduate level. Although almost 75 percent of the schools in the approximately 1,650 colleges and universities in the United States are private institutions, only about 45 percent of those schools offering accounting programs are private. Schools which do not offer accounting programs tend to be small in-

stitutions, while the large institutions, regardless of their type of support, usually offer accounting programs.

Accounting Faculty

About 24 percent of all accounting faculty members who teach at senior or graduate schools hold the rank of professor, 25 percent are associate professors, and 35 percent are assistant professors. These ranks closely parallel those five years earlier in 1967-68. In addition, this distribution of professorial ranks corresponds closely to that for all disciplines, indicating that accounting faculty members are subject to standards of promotion similar to those in other academic departments.

Part-time faculty members are more widely employed in accounting than in other disciplines, although the gap has narrowed from 1967-68 to 1972-73. About 19 percent of the part-time faculty members are graduate teaching assistants, and some schools employ more graduate teaching assistants than full-time faculty members. The fact that the majority of introductory accounting courses are probably taught by part-time faculty members, including graduate teaching assistants, raises questions such as these: What impact do part-time instructors have in motivating students enrolled in introductory accounting courses to major in accounting? What is the effectiveness of the instruction by part-time faculty members as compared to that of full-time faculty members?

In 1972-73, about four out of every ten accounting faculty members hold the doctorate, whereas in 1967-68 the ratio was about three out of every ten. However, the ratio is still significantly below that of all disciplines. The bachelor's degree is the highest degree earned by about 5 percent of the full-time accounting faculty members. Approximately 58 percent of the full-time accounting faculty members hold CPA certificates. The median salary of full-time accounting faculty members in 1972 was about \$14,577 and continues to be favorably higher than that for all disciplines, although here, too, the gap appears to be narrowing.

When other than introductory courses are taught, a schedule of nine hours per week is gaining acceptance as a maximum teaching load. The teaching load of more than 40 percent of all full-time accounting faculty members meets this criterion. On the other hand, about 10 percent teach more than 12 hours per week.

Auxiliary Support

In general, the auxiliary support provided for accounting is less than satisfactory. For example, during 1971-72 about one-fifth of the schools which offer an accounting program provided less than \$100 for ac-

counting faculty members to attend professional meetings. About 60 percent provided less than \$500 for this purpose.

The amount of financial support provided for faculty research in accounting appears deficient. About three out of four schools provided less than \$500 in 1971-72 for accounting research. Only about 14 percent of the schools provide funds of \$2,000 or more to accounting faculty members for research purposes.

The accounting collections in the libraries of about 14 percent of the schools offering accounting programs contain fewer than 200 bound volumes. About 33 percent of the schools have fewer than 500 bound volumes in accounting. In general, it does appear that accounting libraries are in need of reinforcement, given the rapidly growing body of literature.

The five-year period from 1967-68 to 1972-73 witnessed a substantial increase in the proportion of schools reporting the availability of computer facilities for faculty members' use. Also, the reporting schools indicated a slight increase in the availability of sabbatical leave programs.

Undergraduate Degree Programs in Accounting

The number of undergraduate degrees conferred in accounting has more than doubled during the last decade, with most of the increase occurring since 1962. The percentage of all bachelor's degrees which have been conferred in accounting has declined slightly since 1956-57. The ratio of accounting degrees to total bachelor's degrees conferred in the United States remained relatively stable from 1966-67 to 1969-70.

It is believed that less than one-half of all bachelor's degrees in accounting are conferred annually by schools accredited by the American Assembly of Collegiate Schools of Business. Among the 25 schools conferring the largest number of bachelor's degrees in accounting in 1969-70, nine were not AACSB accredited.

The type of employment sought by recipients of bachelor's degrees in accounting varies. In 1972, about 41 percent opted for public accounting, 29 percent sought positions in business or industry, and 8 percent preferred positions with governmental agencies.

On the average, the actual curricula requirements of schools still differ with the four-year curriculum suggested by the AICPA committee on education and experience requirements for CPAs in three respects. First, the semester hours in EDP required by schools average 2.6 units. The committee suggests six to seven semester hours in EDP and information systems. Second, schools require, on the average, about 10.5 semester hours of quantitative methods. The committee recommends 18 semester hours of mathematics, statistics, and quantitative applications in business. Third, the committee recommends 18 to 21 semester

hours of accounting, excluding EDP and information systems. The schools require an average of about 28 semester hours of accounting in the bachelor's program. For present accounting curricula to conform to that suggested by the committee, EDP and quantitative methods requirements must be increased. In short, the recommendations of *Horizons for a Profession* remain to be implemented.

Graduate Students and Programs in Accounting

The most popular master's program in accounting is the MBA program. However, about 32 percent of the schools which offer graduate programs in accounting offer a Master of Science program, usually along with an MBA program.

From 1968 to 1970, there was a 24 percent increase in the number of schools offering doctoral programs with a concentration in accounting. It is believed that the 56 schools with doctoral programs in 1970 awarded 144 doctoral degrees in accounting.

About 25 percent of the students receiving master's degrees in accounting seek positions in public accounting, whereas 44 percent seek positions in business and industry. Few master's degree holders in accounting initially seek positions in government.

Accounting Education in Community And Junior Colleges

The explosive growth of community and junior colleges during the 1960s has slackened. Nonetheless, two-year schools have become a prominent force in higher education. Every state now has at least two community or junior colleges. The most populous states have highly developed two-year college networks. About 80 percent of all two-year schools are publicly supported. More than nine of every ten community and junior colleges offer a course in accounting.

A profile of full-time two-year college faculty reveals that about 2 percent hold the doctorate, a ratio below that for all disciplines. On the other hand, 86 percent of the accounting faculty hold the master's degree. In 1972, about 26 percent held the CPA certificate compared to 44 percent in 1967.

The base salary of full-time community and junior college faculty increased significantly over the five-year period from 1967-68 to 1972-73. Support funds for professional travel and research, however, is severely limited. Teaching loads still remain on the average well above 12 hours per week.

Two-year schools offer a variety of accounting courses. Many schools offer not only introductory accounting, but also intermediate accounting, cost/managerial accounting, and income taxes.

