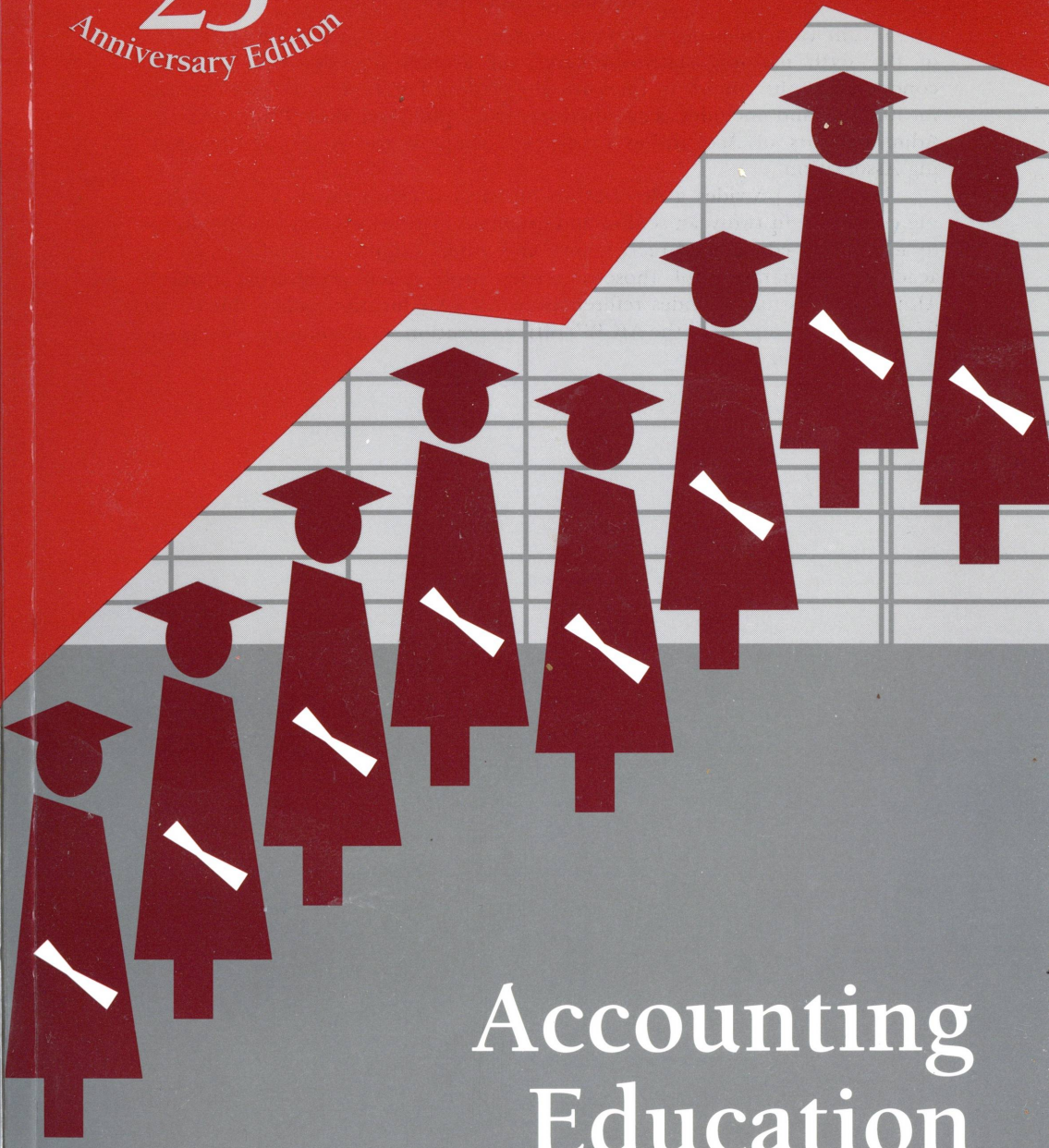
1994

Accounting Education: A Statistical Survey, 1992-93

Doyle Z. Williams

25th Anniversary Edition



Accounting Education

A Statistical Survey 1992-1993

AICPA
American Institute of Certified Public Accountants

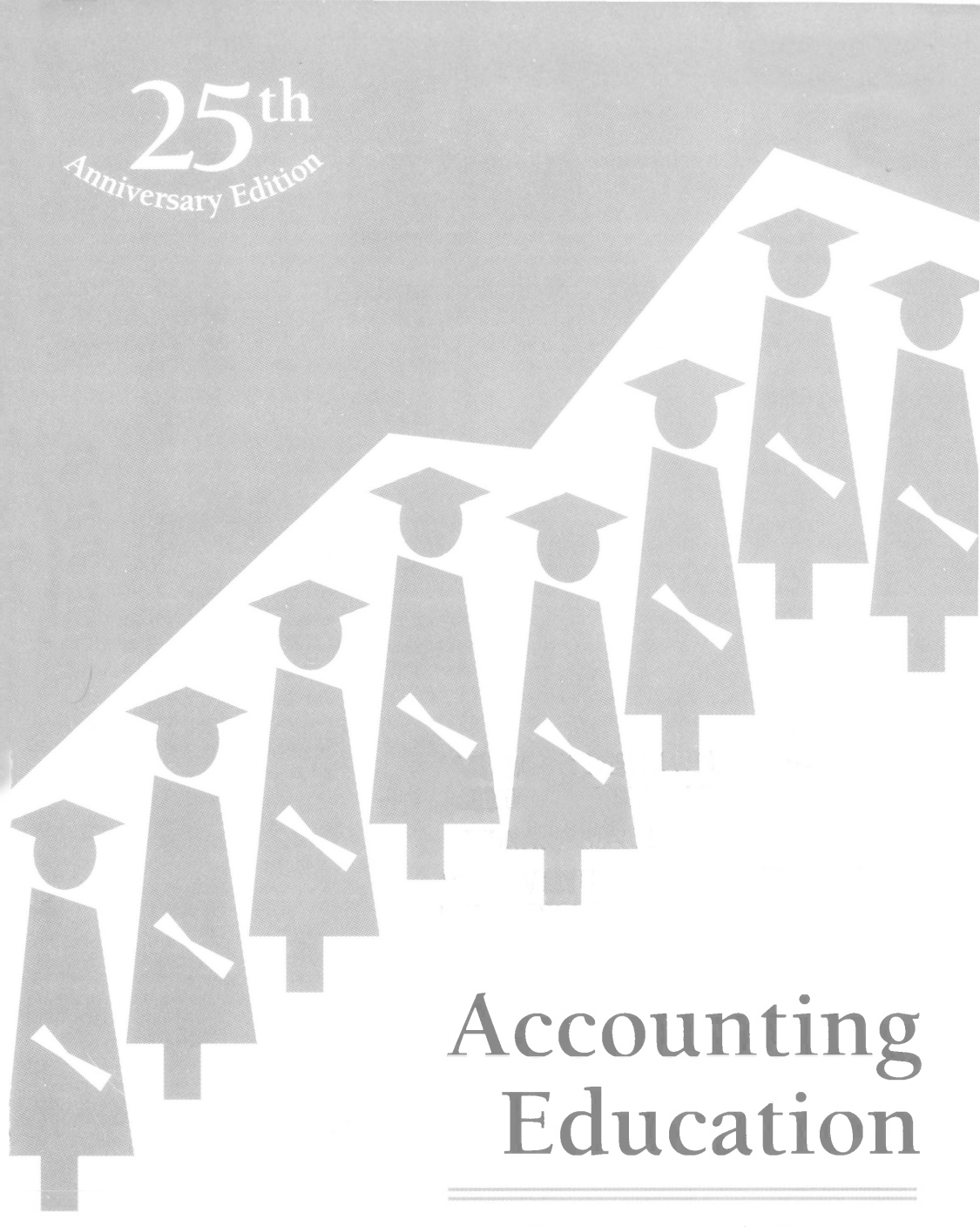
Accounting Education A Statistical Survey 1992-1993

Notice to Readers

The profile of accounting education presented here is based upon the results of the sixth national statistical survey of accounting education that was conducted by the American Institute of Certified Public Accountants (AICPA) in 1992–93 and includes data obtained from the Data Base Project of the Administrators of Accounting Programs Group of the American Accounting Association.

The study provides a description of selected characteristics of accounting education in two-year, senior, and graduate institutions and may be useful to accounting educators, practitioners, and others interested in advancing the academic preparation of those entering professional accounting careers. Although the study includes references to AICPA education policy, the survey findings do not represent the AICPA's official position on accounting education.

25th Anniversary Edition



Accounting Education

A Statistical Survey 1992-1993

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American Institute of Certified Public Accountants

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Philip B. Chenok, CPA
President

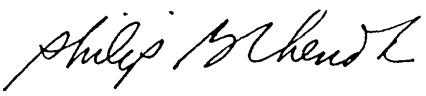
March 1994

Dear Colleague:

This report marks the twenty-fifth year since the very first *Statistical Survey on Accounting Education* was conducted by the AICPA to gather information on selected characteristics of accounting programs, and profiles of accounting faculty and students. The first national survey reported on in 1967-68 was prepared by Doyle Z. Williams. Throughout Doyle's distinguished career in accounting education, he has maintained an interest in this study and every five years has prepared the report of the survey's findings.

We hope that the information contained in this report is useful to accounting educators and practitioners, and that it will in some way contribute to the significant changes that are occurring in accounting education. My appreciation to the many schools participating in this study and to Doyle for his commitment to this long-standing effort.

Sincerely,



Philip B. Chenok

Contents

Preface

During the 1968–69 academic year, a national survey of accounting education was conducted by the American Institute of Certified Public Accountants (AICPA) and participating state societies. The survey findings were published by the AICPA as *A Statistical Survey of Accounting Education—1967–68.* Because of the reception given to that initial exploratory study of selected quantitative aspects of accounting education, follow-up studies have been conducted at five-year intervals. This report is based upon the sixth national statistical survey of accounting education, conducted in 1992–93 and sponsored by the AICPA. The survey includes data obtained from the Administrators of Accounting Programs Data Base Project and from other sources.

The purpose of these surveys 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 two-year, 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. 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 in recruiting students to accounting education and in planning curricula and assessing trends in the academic preparation of individuals for professional accounting careers. The findings of this study might suggest areas for future, more intensive research.

Special thanks are due to the schools that supplied the empirical data for this study now spanning twenty-five years.

Gratitude is also due Beatrice Sanders, director, Academic and Career Development Division of the AICPA, for it was through her helpful counsel that this sixth survey was planned and executed.

Doyle Z. Williams
University of Southern California
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August 1993

1

Introduction

The last quarter century has witnessed an increasing emphasis on accounting education for the preparation of those entering the accounting profession, giving rise to the need for constructing periodically a comprehensive profile of collegiate accounting education. This study seeks to describe selected quantitative aspects of accounting education and how those characteristics have changed since the late 1960s. 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 trends in accounting education may provide guidance in planning accounting curricula, recruiting students to the study of accounting, and 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 the effort to achieve high-quality education.

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 colleges and universities almost full responsibility for the basic education and

much of the professional training of entrants into its ranks. For example, 99.5 percent of the November 1990 Certified Public Accountant (CPA) Examination candidates had college degrees.[1]

In May 1969, the Council of the American Institute of Certified Public Accountants (AICPA) adopted the policy that at least five years of college study should be the standard education requirement for CPAs and that, 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 heightens the importance of clearly understanding the nature of accounting education and its environment. Unfortunately, however, the data available for constructing an accurate national profile of accounting education have been limited.

Studies About the Quality of Accounting Education

Probably the most influential studies relating to accounting education in recent years have addressed issues of quality. There have been a number of studies on the qualitative aspects of accounting education. Those that have attracted the most attention and probably the widest acceptance are Gordon and Howell's study, *Higher Education for Business*,[3] the Pierson study, *The Education of American Businessmen*,[4] and *Horizons for a Profession* by Roy and MacNeill.[5] A more recently published work by Porter and McKibben, *Management Education and Development: Drift or Thrust into the 21st Century*,[6] also deserves to be mentioned.

Higher Education for Business and *The Education of American Businessmen* were published in 1959. Although the emphasis of these studies was on general business education, the findings were relevant to accounting education. While the impact of these studies continues, a number of changes stimulated by these reports are evident. For example, during the 1960s, accounting education, like general business education, became increasingly integrated with other disciplines. At the introductory level, increased attention was given to a practical orientation. Accounting data for decision-making purposes was given a prominent role. At the advanced level, quantitative techniques were introduced, and finally, the number of accounting hours required for accounting majors declined.[7]

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1. *CPA Candidate Performance on the Uniform CPA Examination—1990* (New York: National Association of State Boards of Accountancy, 1991).
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) and *Education Requirements for Entry Into the Accounting Profession: A Statement of AICPA Policies* (New York: American Institute of Certified Public Accountants, 1978).
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, 1959).
5. Robert H. Roy and James H. MacNeill, *Horizons for a Profession* (New York: American Institute of Certified Public Accountants, 1967).
6. Lyman W. Porter and Lawrence E. McKibben, *Management Education and Development: Drift or Thrust into the 21st Century* (New York: McGraw-Hill Book Company, 1988).
7. Roy and MacNeill, p. 165.

In the spring of 1988, *Management Education and Development: Drift or Thrust into the 21st Century* was published. This study, too, focused on business education, although it clearly included accounting under its umbrella. Its impact on accounting education has been limited.

Horizons for a Profession focuses specifically on the educational needs of the beginning CPA by presenting a common body of knowledge appropriate for the CPA who is beginning practice. 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.

In 1984, the American Accounting Association (AAA) appointed a committee to consider the future structure, content, and scope of accounting education. The committee, chaired by Norton M. Bedford, made twenty-eight recommendations in support of its conclusion that university accounting education should be restructured to better meet the needs of the profession.[8]

In 1989, the Big Eight accounting firms issued a paper entitled *Perspectives on Education: Capabilities for Success in the Accounting Profession*,[9] endorsing the recommendation of the Bedford Committee.[10] In the paper, the firms called for the establishment of a national body to serve as a catalyst for changes in accounting education. In April 1989, the AAA responded by forming the Accounting Education Change Commission (AECC), funded by the Big Eight.

The AECC has actively promoted changes in accounting education by administering a competitive grants program, issuing statements on key topics of concern to accounting educators, serving as a forum for discussion of issues, and serving as a clearinghouse for information on curriculum changes. The Commission's work has spawned renewed interest in reforming the accounting curriculum and how it is delivered.

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 that probably received the widest distribution are *Education for Accountancy*,[11] *Opinions, Scholastic Rankings, and*

8. The American Accounting Association Committee on the Future Structure, Content, and Scope of Accounting Education, "Future Accounting Education: Preparing for the Expanding Profession," *Issues in Accounting Education* (Spring 1986).
9. Arthur Andersen & Co., *et al.*, *Perspectives on Education: Capabilities for Success in the Accounting Profession* (New York: 1989). Subsequent to the publication of this paper, mergers among the Big Eight resulted in their reemergence as the Big Six.
10. The American Accounting Association Committee on the Future Structure, Content, and Scope of Accounting Education, "Future Accounting Education: Preparing for the Expanding Profession," *Issues in Accounting Education* (Spring 1986).
11. Harry Simons, *Education for Accountancy* (Los Angeles: University of California Bureau of Business and Economic Research, 1960).

Professional Progress of Accounting Graduates,[12] and *A Research Study of Some Aspects of Accounting Education in California*.[13]

Education in Accountancy, 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 bachelor's degrees with a concentration in accounting during the twelve-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.

Opinions, Scholastic Rankings, and Professional Progress of Accounting Graduates, 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 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 *Education for Accountancy*, this study focuses principally on the postgraduation careers of accounting students and was limited to the graduates of a single institution.

Other work has addressed the construction of a state-wide profile of accounting education in California. *A Research Study of Some Aspects of Accounting Education in California*, published in 1968, is based upon data obtained in March 1966. The author 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 this study covered only one state, at the time of its publication, it was probably the most complete profile available on the quantitative aspects of accounting education.

This 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 AICPA in cooperation with participating state CPA societies. The results of the first survey were published in 1969 as *A Statistical Survey of Accounting Education—1967–68*.[14]

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12. Felix P. Kollaritsch, *Opinions, Scholastic Rankings, and Professional Progress of Accounting Graduates* (Columbus, Ohio: Ohio State University, College of Administrative Science, Department of Accounting, 1968).
13. Donald E. Keller, *A Research Study of Some Aspects of Accounting Education in California* (San Francisco: California Certified Public Accountants Foundation, 1968).
14. Doyle Z. Williams, *A Statistical Survey of Accounting Education—1967–68* (New York: American Institute of Certified Public Accountants, 1969).

The first survey was so well received that a second one was undertaken in 1972–73. The chief objective of the second survey was to determine the changing nature of accounting education in the United States as a result of the multiplicity of forces bearing upon it and other areas of higher education.[15]

A third survey was conducted in 1977–78, enabling an analysis of selected changes in accounting education over a ten-year period—the decade from 1967–68 to 1977–78.[16] A fourth survey was undertaken in 1982–83.[17] It enabled comparisons to be made over a fifteen-year period. In 1978, another study, *The Academic Accountant: A Profile*,[18] was published and examines in detail selected characteristics of accounting educators nationwide.

In 1980, the Accounting Administrators Group of the AAA established a national data base project. The purpose of the data base project is to collect and disseminate on an annual basis selected quantitative information about accounting programs and educators. Surveys have been conducted annually since 1980.

In 1987–88, the fifth AICPA-sponsored Accounting Education Survey was conducted tracking key trends in accounting education over a twenty-year period.[19]

Other Developments

Intense interest has developed with respect to schools of accounting and accreditation of accounting programs. In 1972, a Committee on Professional Recognition and Regulation, sponsored jointly by the AICPA and the National Association of State Boards of Accountancy (NASBA) made the following recommendations, which were endorsed by the board of directors of the AICPA:

> The Institute should encourage the establishment of professional schools of accounting at qualified and receptive colleges and universities. State societies and other segments of the profession should join with the Institute in this effort and provide financial support to the extent possible. A task force should be formed to develop standards for professional schools and to identify ways and means by which this recommendation can be translated into action. In the interim, the Institute should encourage and support pioneer programs to establish professional schools.[20]

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15. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1972–73* (New York: American Institute of Certified Public Accountants, 1974).
16. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978).
17. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983).
18. James H. Sellers and J. Larry Hagler, *The Academic Accountant: A Profile* (Oxford, Miss.: University of Mississippi School of Business Administration, 1978).
19. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989).
20. "Thompson Exposes Tentative Proposals for Recognition and Regulation of CPAs," *CPA*, June 1972, p. 2.

In 1974, the AICPA Board on Standards for Programs and Schools of Professional Accounting was created. The board was charged to "identify those standards that, when satisfied by a school, would justify its recognition by the accounting profession. Particularly, attention should be given to the criteria for the school's curriculum which would be appropriate for a professional program in accounting."[21] In 1977, the board issued its *Final Report*, recommending that a minimum of five years of university education be required for a program in professional accounting. To insure that educational programs in accounting are responsive to the needs of future professional accountants, the board also recommended that specific standards for professional accounting programs be established and maintained through an accreditation process.

In August 1976, the president of the AAA charged the association's committee on accounting education "to prepare a statement of standards for accreditation of a diversity of accounting programs at the baccalaureate and postgraduate levels." In April 1977, the committee issued its report entitled *Standards for Professional Accounting Education*.[22] The committee noted that

> Adaptable as the curriculum may be to a variety of structures, completion of the *total professional accounting* curriculum cannot be accomplished in less than five years and may require more time.[23] [*Emphasis added by author.*]

Although suggesting accreditation standards for four-year baccalaureate programs and master of business administration programs with accounting concentrations in response to its charge, the committee stated that such accreditation shall not be as professional accounting programs.

In 1977, the Committee to Establish an Accreditation Body was established jointly by the AAA and the AICPA in common recognition of the need to accredit accounting programs. Subsequently, the American Assembly of Collegiate Schools of Business (AACSB) established a subcommittee on accounting accreditation. The subcommittee recommended that the AACSB, with the full participation of the accounting profession, undertake the establishment of standards and develop an accreditation process for accounting programs to be implemented for the 1979 AACSB annual meeting. The recommendations of the subcommittee were approved at the April 1978 AACSB annual meeting. Programs at eighteen institutions received accounting accreditation in April 1982. As of April 1992, 181 accounting programs were accredited at 100 schools.

During the last twenty years, substantial strides have been made in developing strong schools of accounting in the United States. As of June 30, 1993, almost forty institutions have announced the formation of schools of accounting, compared to six in 1978.

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21. Board on Standards for Programs and Schools of Professional Accounting, *Final Report—Board on Standards for Programs and Schools of Professional Accounting* (New York: American Institute of Certified Public Accountants, 1977), p. 1.
22. Committee on Accounting Education (AAA), *Standards for Professional Accounting Education* (Sarasota, Florida: American Accounting Association, 1977).
23. Committee on Accounting Education (AAA), *Standards for Professional Accounting Education*, p. 2.

In December 1977, the Federation of Schools of Accountancy (FSA) was organized to promote strong, high-quality schools of accounting and five-year professional programs in accounting. The federation had a membership of sixty-one schools as of December 31, 1992, with several other schools expected to be admitted in 1993. Recently, the FSA has adopted a posture of seeking to serve as the voice for all AACSB accounting accredited graduate programs. Full memberships require AACSB accounting accreditation.

In 1981, a national independent Commission on Professional Accounting Education was organized to examine strategies at the national level for implementing five-year programs in accounting education. The commission's two-part report, published in July 1983, assembled the arguments for five-year educational programs in accounting and recommended that the AICPA provide the leadership to accomplish legislative implementation of a five-year requirement.[24] In 1988, the membership of the AICPA voted to require 150 semester hours of education, including a bachelor's degree, for membership in the Institute beginning in the year 2000. Several state CPA societies have adopted similar membership requirements. As a result of these initiatives the number of states that have adopted a 150-hour requirement has increased from four in 1988 to thirty in July 1993.

In February 1988, the AICPA issued a revised edition of *Education Requirements for Entry Into the Accounting Profession.*[25] The report contains the AICPA's statements of education policy that were adopted by the governing Council and a revised 150-semester-hour illustrative program as guidance to the academic community. This report was updated again in June 1992, under the title *Academic Preparation to Become a Certified Public Accountant.*[26] The AICPA's policy statements and curriculum guidelines are supported by grant programs, conferences and workshops to enhance faculty and curriculum development, and a proactive effort to attract quality students into accounting programs.

Clearly, history will record the last twenty-five years as one of the most active periods for changes in U.S. accounting education. Thus, it is appropriate to continue to measure the changes in the quantitative characteristics of accounting education over the last quarter century.

The Design of the Study

Empirical data for this analysis of accounting education were collected in the winter of 1992–93 from two primary sources. One major source of data was a questionnaire distributed to all educational institution members of the AACSB (both accredited and nonaccredited) and to all schools listed in the *Two-Year*

24. *A Postbaccalaureate Education Requirement for the CPA Profession and the Implementation of a Postbaccalaureate Education Requirement for the CPA Profession* (New York: Commission on Professional Accounting Education, 1983).
25. *Education Requirements for Entry Into the Accounting Profession: A Statement of AICPA Policies, Second Edition* (New York: American Institute of Certified Public Accountants, 1988).
26. *Academic Preparation to Become a Certified Public Accountant* (New York: American Institute of Certified Public Accountants, 1992).

College Accounting Faculty Directory 1991, compiled by Joe E. Rhile.[27] The completed questionnaires were returned by the responding schools to the Institute, which, in turn, forwarded the completed survey materials to the University of Southern California for tabulation and analysis. The data from this survey are identified in this report as the AICPA Survey.

The second major source of data for this report is a questionnaire distributed by the Administrators of Accounting Programs Group (AAPG) of the AAA. This questionnaire also was mailed to all AACSB education institution members. It was returned by the respondents directly to the University of Southern California for analysis. The data from this survey are designated in this report as the AAP Survey.

Table 1 reports the number of four-year and graduate institutions that completed usable questionnaires. Colleges and universities may find it useful to compare their local conditions with the findings presented in this report. Because not all respondents completed all questions, the indicated number of responding institutions varies from table to table.

Organization of the Study

Chapter 2 presents a profile of the four-year and graduate institutions that participated in this study. Chapter 3 presents an overview of accounting faculty members at four-year and graduate institutions and select aspects of auxiliary support. Chapter 4 discusses undergraduate programs in accounting; chapter 5 analyzes graduate programs. Chapter 6 presents an overview of accounting education in community and junior colleges in the United States. The final chapter highlights the findings of the survey project. A copy of the AICPA questionnaire appears as an appendix.

Table 1

Participation of Four-Year and Graduate Institutions in the 1992–93 Accounting Education Surveys by Region and State

Region and State	Usable Questionnaires	
	AAP Survey[1]	AICPA Survey[2]
New England	21	18
Connecticut	5	5
Maine	2	—
Massachusetts	9	9

(continued)

SOURCES: 1. 1992-93 AAP Data Base Project Questionnaire.
2. 1992-93 AICPA Accounting Education Survey Questionnaire.

27. Joe E. Rhile, *Two-Year College Accounting Faculty Directory* (Florida: South-Western Publishing Company, 1991).

Table 1 (continued)

Region and State	Usable Questionnaires	
	AAP Survey[1]	AICPA Survey[2]
New Hampshire	1	1
Rhode Island	3	1
Vermont	1	2
Mideast	54	54
Delaware	1	2
District of Columbia	1	3
Maryland	4	3
New Jersey	6	3
New York	28	25
Pennsylvania	14	18
Great Lakes	56	70
Illinois	14	14
Indiana	10	14
Michigan	12	15
Ohio	15	18
Wisconsin	5	9
Plains	32	33
Iowa	5	7
Kansas	5	7
Minnesota	4	5
Missouri	12	13
Nebraska	1	1
North Dakota	3	0
South Dakota	2	0
Southeast	111	121
Alabama	10	8
Arkansas	4	8
Florida	10	11
Georgia	16	11
Kentucky	8	7
Louisiana	10	7
Mississippi	6	6
North Carolina	12	25
South Carolina	8	7
Tennessee	11	8
Virginia	14	19
West Virginia	2	4

(continued)

SOURCES: 1. 1992-93 AAP Data Base Project Questionnaire.
2. 1992-93 AICPA Accounting Education Survey Questionnaire.

Table 1 (continued)

Participation of Four-Year and Graduate Institutions in the 1992–93 Accounting Education Surveys by Region and State

Region and State	Usable Questionnaires	
	AAP Survey[1]	AICPA Survey[2]
Southwest	47	42
Arizona	4	2
New Mexico	3	4
Oklahoma	10	4
Texas	30	32
Rocky Mountain	19	13
Colorado	9	7
Idaho	4	1
Montana	3	3
Utah	3	2
Wyoming	0	0
Far West	38	27
Alaska	0	0
California	26	20
Hawaii	1	0
Nevada	1	0
Oregon	5	4
Washington	5	3
Puerto Rico		1
Total	380[a]	378[a]

Note: [a] Not all respondents indicated state.

SOURCES: 1. 1992–93 AAP Data Base Project Questionnaire.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

2

Four-Year and Graduate Institutions Offering Accounting Programs

The generalized empirical data that describe the types of institutions that offer accounting programs are scant. Nevertheless, this chapter provides some statistical information about four-year and graduate collegiate institutions that offer an accounting program.

Questionnaire Sample

Both the AICPA Accounting Education Survey Questionnaire and the 1992–93 Administrators of Accounting Program (AAP) Data Base Project Questionnaire were distributed to all American Assembly of Collegiate Schools of Business (AACSB) member schools. More than one-half of all AACSB accredited institutions participated in the two surveys. Table 2 presents data about the number of four-year and graduate institutions surveyed that are members of the AACSB. Few non-AACSB member schools in the United States offer accounting programs. In the fall of 1992, of the 653 member schools, 44 percent were accredited, representing a rise of about six percent since 1987—the first rise since 1977. One explanation for the increase in the proportion attaining accreditation is the lack of growth in total AACSB membership while the number of accredited institutions continues to grow. Some institutions are opting to join the Association of Collegiate Business Schools and Programs (ACBSP) formed in 1990,

although as indicated in Table 3, the AACSB remains the accrediting body of choice among four-year and graduate schools.

Level of Program Offered

As noted in Table 4, over 80 percent of the schools that completed usable questionnaires offer programs of study in business administration at both undergraduate and graduate levels. A few schools offer business undergraduate programs for only the upper two years—junior and senior—of a four-year program. For classification purposes in subsequent chapters of this report, these schools are included in the four-year category.

Table 2

Participation of Four-Year and Graduate Institutions in the 1992–93 Accounting Education Surveys by Accreditation Status, Fall 1992

	Number of Domestic AACSB Member Schools	Number of Usable Questionnaires Returned		Percent of Questionnaires Completed	
		AAP Survey[1]	AICPA Survey[2]	AAP Survey[1]	AICPA Survey[2]
Accredited	287	180	244	62.7%	85.0%
Nonaccredited	366	200	130	54.6	35.5
Total	653	380	374	58.2%	57.3%

SOURCES: 1. 1992–93 AAP Data Base Project Questionnaire.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 3

Accreditation Plans of Four-Year and Graduate Institutions in the 1992–93 Accounting Education Survey

	Number of Respondents Accredited Fall 1992	Number of Respondents Expected to Apply for Accreditation in Next Five Years
AACSB	244	71
ACBSP	22	31

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 4

Types of Offerings in Business Administration by Four-Year Undergraduate and Graduate Institutions Participating in the 1992–93 AICPA Accounting Education Survey

Types of Offerings	Number	Percent
Two-year, upper division only	10	2.5%
Four-year, undergraduate only	65	16.3
Four-year, undergraduate and graduate	330	81.1
Graduate program only and other	2	.1
Total	407	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 5 presents the level of offering by specific accounting programs at the schools participating in the American Institute of Certified Public Accountants (AICPA) Survey. About 81 percent of the responding schools offer accounting programs at both the undergraduate and graduate levels. As might be expected, AACSB accredited schools tend to offer accounting programs at both the undergraduate and graduate level, while nonaccredited schools are more likely to offer programs at the undergraduate level only. In the 1982–83 survey, only about 40 percent of the responding schools offered accounting programs at both the undergraduate and graduate levels, suggesting a substantial increase in graduate offerings over the last ten years.

Table 5

Levels of Accounting Programs Offered by Four-Year and Graduate Schools Participating in the 1992–93 AICPA Accounting Education Survey

Levels of Programs	Total	Non-AACSB Accredited	AACSB Accredited
(Sample size)	(n = 400)	(n = 132)	(n = 268)
Upper division only	2.5%	1.5%	1.5%
Undergraduate only	16.3	31.1	13.4
Both undergraduate and graduate	81.1	67.4	84.4
Graduate level only	.1	—	.7
Total	100.0%	100.0%	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Size of School

Accounting programs are offered on campuses of schools of all sizes. As noted in Table 6, two-thirds of the accounting programs represented in the survey are on campuses with enrollments of less than 11,000. However, 88.2 percent of all four-year and graduate institutions in the United States have total enrollments of less than 10,000.[28] From review of these data, it can be concluded that, in general, larger institutions tend to offer programs in accounting, which, in turn, suggests that an accounting program is available to most college students in the United States. It should be noted that the distribution of the size of responding institutions for the 1992–93 survey is virtually identical to that of the two previous surveys. Thus, the last three surveys tend to represent very similar samples of the population of institutions.

Table 6

Total Fall 1992 Enrollment at Four-Year and Graduate Institutions Participating in the 1992–93 AICPA Accounting Education Survey

Enrollment	Number	Percent
Less than 2,000	69	17.6%
2,000– 4,999	96	24.5
5,000– 7,999	55	14.0
8,000–10,999	41	10.5
11,000–13,999	59	15.1
14,000–16,999	4	1.0
17,000–19,999	10	2.6
20,000–22,999	15	3.8
23,000–25,999	17	4.3
26,000–29,999	11	2.8
30,000 and more	15	3.8
Total	392	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Summary

This study includes probably about 60 percent of the schools in the United States that offer formal accounting programs. Further, about 85 percent of the AACSB accredited schools are represented in this study. About 81 percent of the schools analyzed offer accounting programs at both the undergraduate and graduate levels. The data suggest that only those schools with small enrollments do not have accounting programs. Finally, the evidence collected suggests a continuing increase in graduate programs over the last ten years. When an institution offers a graduate accounting program, its business program is generally AACSB accredited.

28. *Digest of Education Statistics 1992*, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1992), p. 212.

3

Accounting Faculty Members of Four-Year and Graduate Institutions

Educators and others with an interest in accounting education often inquire about accounting faculty members. A number of the questions that often arise and are addressed in this chapter of the study are: What ranks do they hold? What are their salaries? What are their teaching loads? How do these characteristics of accounting faculty members compare with faculty in other disciplines? Are the characteristics changing? The following data seek to address these and other faculty issues.

Size of Faculties

Table 7 reveals that the percentage of four-year graduate schools participating in the AICPA survey with fewer than six full-time equivalent (FTE) faculty remained about 56 percent—about the same from 1982 to 1992. Likewise, the percentage distribution of FTEs in all categories over six showed very little change. These data suggest that the size of accounting faculties remained stable during the 1980s.

Rank

Ranks held by full-time accounting faculty members tend to be lower on average than those held by faculty in other disciplines. As reported in Table 8, in 1992–93, for example, only 27 percent of accounting faculty held the rank of professor while almost 37 percent of faculty in all other

disciplines held this top rank. This disparity has slowly emerged since 1967, when the ranks of professor and associate professor combined represented 47.3 percent of faculty in all disciplines and 47.9 in accounting. Faculty are more likely to hold the rank of instructor/lecturer in accounting than in other disciplines. This difference could result from a greater use of doctoral students and practitioners in accounting as full-time teachers than in other disciplines.

Table 7

Size of Full-Time Accounting Faculties by Number of FTEs at Four-Year and Graduate Institutions

Number of FTEs	1982–83[1]	1992–93[2]
(Sample size)	(n = 396)	(n = 383)
Less than 4	28.6%	43.6%
4– 6	25.5	12.5
7– 9	13.6	10.2
10–12	11.6	10.7
13–15	8.1	8.4
16–17	3.0	3.6
Over 17	9.6	11.0
Total	100.0%	100.0%

SOURCES:
1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 17.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 8

Rank Held by Full-Time Accounting Faculty Compared With All Disciplines at Four-Year and Graduate Institutions

Rank	Accounting Faculty			All Disciplines
	1967–68[1]	1987–88[2]	1992–93[3]	1992–93[4]
(Sample size)	(n = 1,440)	(n = 3,455)	(n = 4,268)	(n = 304,427)
Professor	21.9%	29.2%	27.0%	36.7%
Associate professor	26.0	28.1	27	27.8
Assistant professor	34.2	29.0	29	26.9
Instructor/lecturer	16.0	13.7	16	5.1
Other	1.9	—	1	3.5
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. 15.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 17.
3. 1992–93 AAP Data Base Project Questionnaire.
4. *The Chronicle of Higher Education*, May 19, 1993, p. 16.

Faculty Staffing Patterns

Table 9 presents the percentages of student credit hours taught by full-time and doctorally qualified faculty in the fall of 1992. Although upper-level undergraduate and graduate accounting courses are most often taught by full-time, doctorally qualified faculty, this is less likely to be the case for undergraduate accounting principles courses. For example, three-quarters or more of the upper-level undergraduate courses are taught by full-time accounting faculty in 83 percent of the responding institutions; a comparable number of accounting principles courses are taught by full-time faculty at only 66 percent of the institutions in the sample.

The disparity between the percentages of credit hours taught by doctoral and nondoctoral accounting faculty is even more striking. For example, doctoral faculty teach three-quarters or more of the upper-level undergraduate accounting courses in 44 percent of the responding institutions, but they teach a comparable percentage of accounting principles courses in only 18 percent of the institutions in the same sample. These data may suggest how heavily doctoral (or even masters) students are used as instructors of accounting

Table 9

Percentages of Student Credit Hours Taught at Four-Year and Graduate Institutions by Full-Time and by Doctorally Qualified Faculty in Fall 1992

	Total	Principles Level	Undergraduate Level	Graduate Level
(Sample size)	(n = 197)	(n = 363)	(n = 368)	(n = 245)
A. Percentage taught by full-time faculty				
Less than 25%	3%	9%	3%	3%
25–49%	3	8	3	4
50–74%	11	17	13	5
75–99%	48	33	48	22
100%	35	33	35	66
Total	100%	100%	100%	100%
(Sample size)	(n = 162)	(n = 316)	(n = 321)	(n = 230)
B. Percentage taught by doctorally qualified faculty				
Less than 25%	22%	43%	22%	10%
25–49%	19	21	12	4
50–74%	25	18	22	7
75–99%	26	9	36	26
100%	8	9	8	53
Total	100%	100%	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

principles. As dismal as these data appear, they are much improved since 1982, reflecting a positive trend.

The ratios of total student credit hours to total faculty FTEs is presented in Table 10. Among responding institutions, accredited schools tend to have a lower student/faculty ratio than nonaccredited schools. Respondents reported in 1982 generally higher student/faculty ratios than in 1992, possibly reflecting the hiring of additional faculty during the 1980s.

Table 10

Ratio of Total Student Credit Hours to Total Faculty FTEs at Four-Year and Graduate Schools

	1982–83[1]	1992–93[2]		
Ratio	Total	Total	AACSB Accredited	Non-AACSB Accredited
(Sample size)	(n = 227)	(n = 295)	(n = 66)	(n = 76)
Less than 250	34.4%	30%	50%	15%
250–299	7.1	24	18	28
300–349	14.2	21	14	27
350–399	18.2	11	8	15
400–449	7.9	4	2	5
450 and over	18.2	9	8	11
Total	100.0%	100%	100%	100%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 19.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 11 presents the ratio of part-time to full-time accounting faculty members over the twenty-five-year period from 1967 to 1992. In 1967–68, the ratio was 85.7 part-time faculty members to 100 full-time faculty members. Although accounting enrollments grew dramatically over these twenty-five years, the proportion of FTEs represented by part-time faculty has dropped significantly, suggesting that part-time positions have been filled with full-time faculty.

Table 11

Ratio of Part-Time FTEs per 100 Full-Time FTEs in Accounting at Four-Year and Graduate Institutions

Year	Ratio
1967–68	85.7[1]
1972–73	68.3[2]
1977–78	37.2[3]
1982–83	20.0[4]
1992–93	24.3[5]

SOURCES:
1. Doyle Z. Williams, *A Statistical Survey of Accounting Education—1967–68* (New York: American Institute of Certified Public Accountants, 1969), p. 16.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1972–73* (New York: American Institute of Certified Public Accountants, 1974), p. 16.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 16.
4. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 19.
5. 1992–93 AICPA Accounting Education Survey Questionnaire.

Faculty Qualifications

In general, accreditation standards require that at least 50 percent of the faculty FTEs required for undergraduate instruction hold doctorates. In addition, at least 40 percent of the FTEs required should hold professional certificates.[29]

An analysis of the highest degrees held by full-time accounting faculty members in 1967–68, 1987–88, and 1992–93 is presented in Table 12. The percentage of those holding doctorates over the twenty-five year period from 1967–68 to 1992–93 almost doubled. As might be expected, doctorates are more prevalent among faculties of American Assembly of Collegiate Schools of Business (AACSB) accredited schools than at non-AACSB accredited institutions. The master's degree is commonly the highest degree earned by faculty members at nonaccredited schools.

Professional certification of accounting faculty members has increased substantially over the last twenty-five years. Eighty-four percent of full-time accounting faculty members hold the certified public accountant (CPA) certificate.

29. For a complete description of the accreditation personnel standards, see *Achieving Quality and Continuous Improvement Through Self-Evaluation and Peer Review: Standards for Business and Accounting Accreditation* (St. Louis, MO: American Assembly of Collegiate Schools of Business, 1992).

Table 12

Highest Degrees Earned and Certificates Held by Full-Time Accounting Faculty Members at Four-Year and Graduate Institutions

Degree	1967–68[1]	1987–88[2]	1992–93[3]
(Sample size)	(n = 1,309)	(n = 3,426)	(n = 3,722)
Doctorate	31.4%	61.0%	60%
Law	6.4	—	6
Master's	56.8	37.4	32
Bachelor's	5.4	1.6	3
Total	100.0%	100.0%	100%
CPA certificates	59.7%	73.7%	84%
CMA, CIA, or CDP certificates	—	11.3	16

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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1988), p. 17.
3. 1992–93 AICPA Accounting Education Survey Questionnaire.

Interest is often expressed in the areas of teaching specialties of accounting faculty members. Table 13 reports that financial accounting is the specialty of slightly more than one-third of all faculty members. About one-fifth of all faculty list managerial/cost as their primary area of interest. It is interesting to observe that teaching interests of faculty members did not change over the five-year period from 1987–88 to 1992–93.

Table 13

Areas of Teaching Specialty of Full-Time Faculty in Accounting at Four-Year and Graduate Institutions

Specialty	1987–88[1]	1992–93[2]
(Sample size)	(n = 2,745)	(n = 3,556)
Financial	37.3%	36%
Managerial/cost	21.2	21
Tax	14.9	16
Auditing	11.2	11
Information systems	8.7	8
Not-for-profit	2.7	3
Other	4.0	4
Total	100.0%	100%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 21.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Gender and Ethnic Background of Accounting Faculties

Beginning in the 1970s, interest began to grow in the gender and ethnic background of faculty members in higher education. Table 14 reports that women have made sizable gains over the last fifteen years in their representation in accounting faculties—increasing from 12.9 percent to 24.1 percent. During the same period, minorities increased from 6.2 percent to 12.2 percent, with the greatest gain being made by Asians.

Table 15 indicates that the ethnic mixture among accounting faculties mirrors that of all disciplines. As indicated in Table 16, the percentage of accounting faculty members who are women now slightly exceeds that for all disciplines.

What are the prospects for continued progress in diversifying accounting faculties? Table 17 suggests that in the near term no increase in the proportion of minority accounting faculties can be expected, although the percentage of women entering the academy in accounting will continue to grow.

Table 14

Gender and Ethnic Background of Full-Time Accounting Faculty Members at Four-Year and Graduate Institutions

Gender and Ethnic Origin	1977–78[1]	1986–87[2]	1992–93[3]
(Sample size)	(n = 2,632)	(n = 3,279)	(n = 3,554)
A. Men			
White non-Hispanic	83.5%	74.5%	66.3%
Black non-Hispanic	1.3	2.1	2.5
Hispanic	.5	.3	.9
Asian or Pacific Islander	1.5	2.6	4.3
American Indian or Alaskan native	.3	.5	1.6
Total men	87.1%	80.0%	75.6%
B. Women			
White non-Hispanic	10.3%	18.4%	21.5%
Black non-Hispanic	.5	.9	1.2
Hispanic	2.0	—	.4
Asian or Pacific Islander	.1	.5	.6
American Indian or Alaskan native	—	.2	.4
Total women	12.9%	20.0%	24.1%

SOURCES:
1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 19.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 20.
3. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 15

Ethnic Origin of Full-Time Accounting Faculty Members Compared With All Disciplines at Four-Year and Graduate Schools

Ethnic Origin	All Disciplines 1991–92[1]	Accounting 1992–93[2]
(Sample size)	(n = 530,551)	(n = 2,554)
American Indian	.3%	2.0%
Asian or Pacific Islander	5.1	4.9
Black non-Hispanic	4.7	3.7
Hispanic	2.2	1.3
White non-Hispanic	87.7	87.8
Total	100.0%	100.0%

SOURCES:
1. U.S. Equal Employment Opportunity Commission.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 16

Gender of Full-Time Accounting Faculty Members Compared With All Disciplines at Four-Year and Graduate Institutions

Gender	All Disciplines 1987[1]	Accounting 1977–78[2]	Accounting 1986–87[3]	Accounting 1992–93[4]
(Sample size)	(n = 475,000)	(n = 2,632)	(n = 3,279)	(n = 3,554)
Men	77.9%	87.1%	80.0%	76%
Women	22.1	12.9	20.0	24
Total	100.0%	100.0%	100.0%	100%

SOURCES:
1. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: U.S. Government Printing Office, 1992), p. 227.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 19.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 22.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 17

Gender and Ethnic Origin of Doctoral Candidates Seeking Full-Time Positions in Accounting at Four-Year and Graduate Institutions

Gender and Ethnic Origin	1978–79[1]	1988–89[2]	1992–93[3]
(Sample size)	(n = 223)	(n = 211)	(n = 334)
A. Men			
White non-Hispanic	75.8%	54.9%	48.5%
Black non-Hispanic	2.7	.5	1.2
Hispanic	.9	—	.9
Asian or Pacific Islander	4.5	12.8	10.5
American Indian or Alaskan native	—	.5	—
Total men	83.9%	68.7%	61.1%
B. Women			
White non-Hispanic	13.9%	25.6%	34.1%
Black non-Hispanic	1.8	4.3	1.5
Hispanic	—	—	1.5
Asian or Pacific Islander	.4	1.4	1.8
American Indian or Alaskan native	—	—	—
Total women	16.1%	31.3%	38.9%

SOURCES:
1. *Report on Supply and Demand for Accounting Professors* (Sarasota, FL: American Accounting Association, 1978).
2. *Report on Supply and Demand for Accounting Professors* (Sarasota, FL: American Accounting Association, 1988), p. 4.
3. *Report on Supply and Demand for Accounting Professors* (Sarasota, FL: American Accounting Association, 1993).

Economic Status of Accounting Faculties

The salaries of full-time accounting faculty members, based on an academic year of nine to ten months, are presented in Table 18. Excluded from these data are fringe benefits and supplementary income from both university and nonuniversity sources, such as consulting, royalties, and so forth. Not surprisingly, average salaries at all levels are higher at doctorate granting universities than at other institutions. These data tend to highlight the continuing severity of salary compression. For example, at all institutions, the salaries of new doctorates are equal to or greater than the salaries of associate professors.

Table 18

Average Academic Year Base Salaries of Full-Time Faculty With Doctorate at Four-Year and Graduate Institutions, 1992–93

Rank	All Institutions	Doctorate Granting	AACSB Accredited	Non-AACSB Accredited
Professor	$70,000	$80,000	$73,000	$57,000
Associate professor	57,000	65,000	60,000	49,000
Assistant professor	52,000	61,000	57,000	43,000
New Ph.D.	58,000	65,000	60,000	54,000
ABD	53,000	54,000	57,000	47,000
Lecturer	33,000	37,000	34,000	32,000

SOURCE: 1992–93 AAP Data Base Project Questionnaire.

How do accounting salaries compare with those in other disciplines? Table 19 indicates that assistant professor salaries in accounting tend to exceed those of their counterparts elsewhere in the university by about 40 percent. The difference is less pronounced at the full professor level. However, the disparity between the salaries of accounting faculty and those of other disciplines has increased markedly over the last ten years, especially at the lower ranks, no doubt reflecting the market conditions that prevailed during most of the 1980s.

Table 19

Comparison of Accounting Faculty Salaries With All Disciplines at Four-Year and Graduate Institutions

	1992–93		Percentage of Accounting Faculty Salaries to All Disciplines		
Rank	All Disciplines[1]	Accounting[2]	1992–93	1987–88[3]	1982–83[4]
Professor	$60,300	$70,000	116%	115%	108%
Associate professor	44,500	57,000	128%	133%	119%
Assistant professor	37,000	52,000	140%	150%	127%
ABD	N/A	53,000	N/A	N/A	N/A
Instructor	27,400	N/A	N/A	N/A	N/A
Lecturer	31,200	33,000	106%	152%	N/A

SOURCES:
1. American Association of University Professors.
2. 1992–93 AAP Data Base Project Questionnaire.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1988), p. 24.
4. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 25.

Table 20 reports the expected salaries for new Ph.D.s in accounting. Although the mean salary for those with doctorates in 1992 was $58,000 for all institutions, salaries at doctorate granting universities were about 10 percent higher than those of other institutions.

The foregoing analyses of faculty salaries reflect the high demand and short supply of accounting doctorates that existed throughout the 1980s. Table 21 indicates that the average growth in openings per doctoral graduate in 1992–93 was .7—a substantial decrease from previous years.

Table 20

Starting Salaries of New Ph.D.s in Accounting at Four-Year and Graduate Institutions, 1992–93

Rank	All Institutions	Ph.D. Granting Institutions	AACSB Accredited	Non-AACSB Accredited
(Sample size)	(n = 59)	(n = 17)	(n = 43)	(n = 16)
Mean	$58,000	$65,000	$60,000	$54,000
90 Percentile	68,000	72,000	69,000	67,000
75 Percentile	62,000	69,000	62,000	59,000
Median	59,000	64,000	60,000	55,000
25 Percentile	54,000	62,000	56,000	49,000
10 Percentile	48,000	60,000	52,000	35,000

SOURCE: 1992–93 AAP Data Base Project Questionnaire.

Table 21

Supply of and Demand for Accounting Faculty at 464 Four-Year and Graduate Institutions

Doctorates granted 1990–91	203
Positions unfilled for 1991–92	464
Average openings per doctoral graduate	2.3
Planned growth 1992–93	142
Average growth in openings per doctoral graduate 1992–93	.7
Planned percentage growth in demand 1992–93	4

SOURCE: *AACSB Newsline* (Spring 1992), p. 4.

Teaching Loads

As Table 22 indicates, 95 percent of all accounting faculty members taught twelve or fewer hours per week in 1992–93. Almost two-thirds taught fewer than ten hours per week. A comparison of teaching loads in 1992–93 with those twenty-five years earlier reveals a decline in the average teaching loads nationally.

No doubt this trend reflects the increasing number of accredited institutions. AACSB accreditation standards restrict the maximum number of courses faculty members can teach. These data may also reflect an increased emphasis on the research activities of accounting faculty members.

Table 22

Classroom Teaching Hours per Week of Full-Time Accounting Faculty Members at Four-Year and Graduate Institutions

Teaching Load	1967–68[1]	1977–78[2]	1987–88[3]	1992–93[4]
6 hours or less	9.1%	13.2%	22.0%	22.0%
7–9 hours	27.8	34.9	29.3	40
10–12 hours	50.7	46.7	39.9	33
13–15 hours	10.6	3.4	7.2	3
More than 15 hours	1.5	1.8	1.6	2
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. 20.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 23.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 26.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Summary

To summarize, for at least the last twenty-five years faculty in other disciplines have held higher ranks on the average than members of accounting faculties and continue to do so, reflecting the decreasing age and experience disparity between the two groups. The ratio of student credit hours to total FTEs has continued to decline, perhaps reflecting the pressures of accreditation standards. The percentage of full-time accounting faculty members with doctorates has almost doubled (up to 60 percent in the fall of 1992) at four-year and graduate institutions over the last twenty-five years. Perhaps surprisingly, the percentage of faculty holding a CPA certificate has increased from about 60 percent in 1967 to 84 percent in 1992. The difference in accounting faculty salaries and compensation in other disciplines taken as a whole continued to grow, especially at the lower ranks, over the last ten years. The data show that from 1977 to 1992, the minority composition of accounting faculties increased from 6.2 percent to 12.2 percent. From 1977 to 1992, the percentage of women more than doubled. The proportion of minorities and women on accounting faculties is about the same as that for all disciplines. Salary compression, especially among new Ph.D.s, continues to plague accounting faculties. The ratio of demand to supply for new accounting faculty reached a twenty-five-year low in 1992. Teaching loads in accounting have steadily declined over the last quarter century.

4

Undergraduate Degree Programs in Accounting

Because of the continuing demand for qualified accounting graduates, much attention is given to recruiting students to the study of accounting. This chapter presents data that intends to mark the success of these recruiting efforts. In addition, data about accounting curricula requirements are presented that may be useful in evaluating the quality of accounting programs. If the data are available, trend analyses are also presented.

Trends in Accounting Graduates

According to data collected largely by the federal government, the number of undergraduate degrees in accounting increased dramatically in the 1960s and 1970s, more than doubling in each decade. However, as reported in Table 23, the 1980s began to show a decline in the growth rate in accounting undergraduate degrees. At the end of the 1980s, there were fewer accounting graduates than there had been at the beginning of the decade.

The percentage of all bachelor's degrees awarded in accounting reached a peak of 4.9 percent in 1982–83 and declined to 4.2 percent in 1989–90. The accounting major decreased as the major of choice on college campuses during the 1980s, and for the first time in over thirty years fewer students were graduating with degrees in accounting.

Data collected annually by the AICPA show a slightly larger number of accounting students receiving bachelor's

degrees than do data collected by the federal government. However, these data, as reported in Table 24, also show a decline in the second half of the 1980s, but a slight rebound in 1991 back to the levels of 1983–84.

Table 23

Accounting Bachelor's Degrees Compared With Total Bachelor's Degrees

Year	Total Bachelor's Degrees Conferred	Bachelor's Degrees Conferred in Accounting	Percent of Accounting Bachelor's Degrees	Percentage Increase in Accounting Bachelor's Degrees in Ten-Year Intervals
1956–57	338,436[1]	10,069[3]	3.0%	N/A
1961–62	388,680[2]	11,436[3]	2.9	52.7%
1966–67	558,852[2]	15,692[4]	2.8	55.8
1969–70	792,656[2]	21,354[5]	2.7	N/A
1971–72	887,273[2]	25,065[6]	2.8	119.2
1979–80	929,417[2]	42,712[7]	4.6	100.0
1982–83	969,510[2]	45,732[8]	4.9	62.2
1989–90	1,049,657[2]	43,990[2]	4.2	3.0

SOURCES:
1. Phyllis Ann Kaplan, ed., *Standard Education Almanac—1968* (Los Angeles: Academic Media, Inc., 1968), p. 24.
2. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: 1992), pp. 241, 247.
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—1966–67* (Washington, D.C.: U.S. Government Printing Office, 1969), p. 13.
5. *Earned Degrees Conferred—Summary Data—1969–70* (Washington, D.C.: U.S. Government Printing Office, 1977), p. 11.
6. *Earned Degrees Conferred—Institutional Data—1971–72* (Washington, D.C.: U.S. Government Printing Office, 1975), p. 132.
7. *National Center for Education Statistics 1982* (Washington, D.C.: U.S. Government Printing Office, 1982), p. 117.
8. *National Center for Education Statistics 1987* (Washington, D.C.: U.S. Government Printing Office, 1987), pp. 182–183.

Table 24

The Supply of Accounting Graduates With Bachelor's Degrees, 1971–72 to 1990–91

Year	Accounting Graduates	Annual Percentage Change
1971–72	23,800[1]	—
1972–73	26,300[1]	10.5%

(continued)

SOURCE:
1. Mary McInnes and Beatrice Sanders, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1988* (New York: American Institute of Certified Public Accountants, 1988), p. 14.

Table 24 (continued)

Year	Accounting Graduates	Annual Percentage Change
1973–74	31,400[1]	19.4
1974–75	35,400[1]	12.7
1975–76	39,900[1]	12.7
1976–77	44,760[1]	12.2
1977–78	46,000[1]	2.8
1978–79	48,800[1]	6.1
1979–80	49,870[1]	2.2
1980–81	49,320[1]	-1.1
1981–82	50,300[1]	2.0
1982–83	51,950[1]	3.3
1983–84	53,020[1]	2.1
1984–85	51,980[1]	-2.0
1986–87	48,030[1]	N/A
1987–88	46,340[2]	-3.5
1988–89	52,500[2]	13.3
1989–90	52,350[2]	-.3
1990–91	53,600[2]	2.4

Note: No data available for 1985–86.

SOURCES: 1. Mary McInnes and Beatrice Sanders, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1988* (New York: American Institute of Certified Public Accountants, 1988), p. 14.
2. John Daidone, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1992* (New York: American Institute of Certified Public Accountants, 1992), p. 6.

Trends in the number of bachelor's degrees awarded at respondents' schools are reported in Table 25. Over the last five years, about as many programs grew as declined in number of graduates. Over the next five years, accounting administrators expect the same trend to continue: As many programs will grow as will lose students.

Table 25

Changes in Bachelor's Degrees Awarded in Accounting, 1992

Change	Over Past Five Years	Expectations Over Next Five Years
(Sample size)	(n = 341)	(n = 355)
Increase	32%	28%
Decrease	35	28
Remain the same	33	44
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Another indicator of the changing supply of candidates for the accounting profession is the trend in the number of candidates writing the Uniform CPA Examination. Table 26 reports an 8.7 percent increase in total candidates from 1981 to 1991. However, as with graduating students, the 1991 total was about the same as in 1983.

The percentage of accounting students expected to take the examination after graduation is reported in Table 27. At 75 percent of the schools, 40 percent or more of the accounting students are expected to write the examination.

Table 26

Total Number of Candidates Taking the Uniform CPA Examination

Year	Number of Candidates	Annual Percentage Change
1981	128,793	N/A
1982	138,677	7.7%
1983	141,583	2.1
1984	137,918	-2.6
1985	139,454	1.1
1986	139,647	.1
1987	137,637	-1.4
1988	139,474	1.3
1989	142,135	1.9
1990	143,572	1.0
1991	140,042	-2.5

SOURCE: John Daidone, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1992* (New York: American Institute of Certified Public Accountants, 1992), p. 18.

Table 27

Percent of Accounting Students Expected to Take the Uniform CPA Examination After Graduating, 1992–93

Percent of Students	Percent of Schools
(Sample size)	(n = 315)
Less than 10%	1%
10–19%	7
20–39%	17
40–59%	31
60–74%	19
75% or over	25
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Size of Accounting Programs

One measure of the size of an accounting program is the number of student credit hours taught. Table 28 reports that the majority of programs taught less than 4,000 student credit hours in the fall of 1992. However, among American Assembly of Collegiate Schools of Business (AACSB) accredited schools, 41 percent taught 4,000 or more student credit hours. Thus, a large proportion of accounting degrees are awarded by accredited schools.

Type of Employment Sought

The ten-year period from 1967 to 1977 witnessed a shift in the employment sought by accounting students receiving bachelor's degrees. As reported in Table 29, in 1967, 30.1 percent sought careers in public accounting and 23.7 percent sought positions in industry. In 1977, these percentages increased to 37.1 and 36.0, respectively. However, in the five-year period from 1987 to 1992, the percentage of graduates pursuing careers in public accounting declined, dropping back to near the 1967 level.

The percentage of graduates pursuing careers in government and non-profit organizations has remained steady over the last twenty-five years, while the percentage of those pursuing advanced studies has decreased slightly. No doubt, job opportunities influence the percentage of undergraduate students who continue their studies in graduate schools, possibly accounting for the period variations.

Table 28

Number of Student Credit Hours Taught in Accounting at Four-Year and Graduate Institutions, Fall 1992

Number of SCH	Total	AACSB Accredited	Non-AACSB Accredited
(Sample size)	(n = 328)	(n = 128)	(n = 110)
Less than 1,000	48%	23%	55%
1,000–3,999	33	36	41
4,000–6,999	13	29	4
7,000–9,999	4	10	1
10,000 and over	1	2	—
Total	100%	100%	100%

Note: Not all respondents to this question indicated accreditation status.

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 29

Postgraduate Plans of Selected Bachelor's Degree Recipients in Accounting During Twelve Months Ended August 31

Type of Employment	1967[1]	1977[2]	1987[3]	1992[4]
(Sample size)	(n = 5,135)	(n = 14,630)	(n = 23,720)	(n = 15,390)
Public accounting	30.1%	37.1%	39.8%	32.0%
Business/industry	23.7	36.0	30.0	31.0
Government/nonprofit	10.0	9.3	7.4	10.0
Continued advanced studies	12.0	8.9	6.5	9.0
Military service	10.8	.7	—	1.0
Other/undeterminable	13.4	8.0	16.3	17.0
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. 34.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 36.
3. Mary McInnes and Beatrice Sanders, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1988* (New York: American Institute of Certified Public Accountants, 1988), p. 10.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Gender of Accounting Graduates

The last fifteen years have witnessed a substantial increase in opportunities for women in accounting. Table 30 indicates that, in 1973–74, 14 percent of all bachelor's degrees were awarded to women. This percentage had increased to 36.1 percent six years later. In 1987, the percentage of accounting graduates who are women increased to 50.5 percent, and in 1992 to 52.8 percent, similar to that for all disciplines. This increase in the number of women studying accounting has clearly contributed to the overall increase in the number of accounting graduates.

Table 30

Bachelor's Degrees by Gender Conferred in Accounting Versus All Disciplines

	Accounting				All Disciplines	
Gender	**1973–74[1]**	**1979–80[2]**	**1987[3]**	**1992[4]**	**1986–87[5]**	**1989–90[6]**
(Sample size)	(n=29,770)	(n=42,712)	(n=27,943)	(n=20,499)	(n=978,000)	(n=1,049,657)
Men	86.0%	63.9%	49.5%	47.2%	49.1%	46.8%
Women	14.0	36.1	50.5	52.8	50.9	53.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCES:
1. *Earned Degrees Conferred—Institutional Data—1973–74* (Washington, D.C.: U.S. Government Printing Office, 1976), pp. 95–99.
2. National Center for Education Statistics, *Digest of Education Statistics 1982* (Washington, D.C.: U.S. Government Printing Office, 1982), p. 117.
3. 1987–88 AICPA Accounting Education Survey Questionnaire.
4. 1992–93 AICPA Accounting Education Survery Questionnaire.
5. National Center for Education Statistics, *Digest of Education Statistics 1987* (Washington, D.C.: U.S. Government Printing Office, 1987), p. 172.
6. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: U.S. Government Printing Office, 1992), p. 241.

Curricula Requirements

A historical record of curricula requirements serves a number of purposes. Those responsible for the professional training of accountants often find it useful to know the educational background of recipients of bachelor's degrees in accounting. Moreover, a long-term, comparative profile of curricula requirements for accounting graduates may help assess the changes in accounting education that resulted from the publication of *Horizons for a Profession*, published twenty-five years ago, or other developments.

Table 31 presents average course hour requirements of the schools that participated in the AICPA Accounting Education Survey in 1967, 1977, 1987, and 1992. The table also presents the curriculum suggested by the AICPA Committee on Education and Experience Requirements for CPAs.

Table 31

Average Semester Hour Equivalents Required for Bachelor's Degree in Accounting

Subjects	1967–68[1]	1977–78[2]	1987–88[3]	1992–93[4]	Suggested by AICPA Committee on Education and Experience Requirements for CPAs (Four-Year Program)[5]
(Number of schools)	(n=274)	(n=223)	(n=319)	(n=377)	
Mathematics	5.5	5.9	6.7	5.6	
Statistics	3.6	4.3	4.7	4.3	18[a]
Nonbusiness and noneconomic courses other than mathematics	42.3	29.8	45.2	32.6	42
Behavioral science	N/A	5.2	6.4	5.7	6
Nonbusiness and noneconomic courses other than mathematics and behavioral science	N/A	24.6	38.8	26.9	36
Economics	8.7	8.0	7.8	7.0	12
Business law	5.1	4.5	5.0	4.2	4
Business policy	N/A	2.4	2.8	2.4	
Communications			5.8	2.1	
Business ethics			.7	.7	
Information systems			1.5	2.0	
EDP	1.5	3.5	3.4	2.8	6–7[b]
All other business courses, except accounting	13.2[c]	17.4	18.0	15.8	22[a]
Accounting, excluding EDP	26.3	28.0	28.7	32.1	18–21
Total hours	N/A	N/A	N/A	127.0	

Notes: [a] "Mathematics" and "Statistics" include 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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 37.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 34.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.
5. 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.

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 electronic data processing (EDP), accounting, and quantitative methods. Over the subsequent twenty-five-year period, the schools have moved to the committee's recommendation with respect to EDP, including information systems. The average number of hours required in accounting has increased since 1968, with the greatest increase coming in the last five years.

To date, it appears that the most significant change toward the committee's recommendation has been in the area of computers and information systems. Otherwise, it appears that schools have not moved a significant number of their accounting courses to the fifth year to make room for increased emphasis in quantitative methods, economics, and computers.

Table 32 presents a more detailed analysis of the accounting courses by schools participating in the AICPA Accounting Education Survey in 1992–93. These data are compared with similar data from the earlier surveys.

The percent of schools requiring thirty or more hours of accounting has steadily increased over the twenty-five-year period of 1967–68 to 1992–93, particularly in intermediate accounting, auditing, and accounting systems.

Table 32

Accounting Course Semester Hour Requirements

Semester Hours	1967–68[1]	1977–78[2]	1987–88[3]	1992–93[4]
(Number of schools)	(n = 61)*	(n = 223)	(n = 317)	(n = 377)
Total accounting, excluding EDP				
Less than 18	0%	4%	2.2%	1%
18–20	6	6	.6	1
21–23	11	8	6.0	6
24–26	25	14	17.7	16
27–29	30	26	19.9	20
30–31	18	16	18.3	23
32 or more	10	26	35.3	33
Total	100%	100%	100.0%	100%

(continued)

Note: *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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), pp. 39-40.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), pp. 36-37.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 32 (continued)

Accounting Course Semester Hour Requirements

Semester Hours	1967–68[1]	1977–78[2]	1987–88[3]	1992–93[4]
Intermediate financial accounting theory				
None	3%	2%	—	4%
1–3	25	2	.6	2
4	5	4	.6	1
5	11	2	.3	1
6	49	72	65.2	63
7 or more	7	18	33.3	29
Total	100%	100%	100.0%	100%
Tax accounting				
None	25%	14%	4.7%	4%
1–3	60	61	53.6	67
4	6	12	11.0	6
5	6	1	3.1	3
6 or more	3	12	27.6	20
Total	100%	100%	100.0%	100%
Cost and/or managerial accounting				
None	8%	6%	3.8%	7%
1–3	56	59	63.3	71
4	12	7	12.5	6
5	5	2	2.5	3
6 or more	19	26	17.9	13
Total	100%	100%	100.0%	100%
Advanced (financial) accounting				
None	38%	20%	22.9%	25%
1–3	41	56	46.4	57
4–5	11	9	11.6	7
6 or more	10	15	19.1	11
Total	100%	100%	100.0%	100%

(continued)

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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), pp. 39-40.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), pp. 36-37.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 32 (continued)

Semester Hours	1967–68[1]	1977–78[2]	1987–88[3]	1992–93[4]
Auditing				
None	26%	19%	6.9%	7%
1–2	67	70	68.4	79
4–6	7	11	23.8	15
7 or more			.9	—
Total	100%	100%	100.0%	100%
Public sector accounting	N/A			
None		92%	83.3%	79%
1–3		7	15.1	20
6		1	1.6	1
Total		100%	100.0%	100%
Accounting systems	N/A			
None		75%	67.0%	56%
1–3		24	26.0	42
4 or more		1	7.0	2
Total		100%	100.0%	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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), pp. 39-40.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), pp. 36-37.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 33 reports that about 40 percent of the schools offer a semester of financial and a semester of managerial for the introductory accounting sequence. Approximately another 40 percent offer accounting principles as the introductory sequence. The remainder split the first course in various other ways.

Table 33

Semester Hours on Introductory Accounting Required, Fall 1992

Semester Hours	Financial Only	Managerial Only	Both Financial and Managerial
(Sample size)	(n = 377)	(n = 377)	(n = 377)
None	33%	50%	58%
1–3	38	42	5
4	9	6	1
5	3	1	1
6	14	1	28
7 or more	3	—	7
Total	100%	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 34

Acceptance by Four-Year Schools of Transfer of Accounting Courses Taken at a Two-Year School, Fall 1992

Course	Yes	No	Total
Introductory accounting (n = 380)	98%	2%	100%
Intermediate accounting (n = 363)	26	74	100
Taxation (n = 361)	16	84	100
Cost/management (n = 359)	28	72	100

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Introductory accounting, as reported in Table 34, is readily transferred to four-year schools. However, courses beyond introductory are not typically transferable.

Table 35

Percent of Undergraduate Accounting Majors at Four-Year Schools Who Took Introductory Accounting at a Two-Year School, Fall 1992

Percent of Students	Percent of Schools
10% or less	42%
11–20%	18
21–30%	15
31–40%	8
41–50%	9
over 50%	8
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

As noted in Table 35, about 40 percent of the four-year schools award degrees to more than 20 percent of their students who took introductory accounting at a two-year school.

Table 36 reports that this percentage has increased at many more schools than it has decreased. In addition, even more schools expect the percentage to increase over the next five years, pointing up the growing importance of two-year schools for accounting education.

Table 36

Change in Percentage of Four-Year Accounting Graduates Taking Introductory Accounting at a Two-Year College, Fall 1992

Change	Change Over Last Five Years	Expected Change Over Next Five Years
(Sample size)	(n = 357)	(n = 361)
Increase	23%	47%
Decrease	8	6
No change	60	47
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Standards for Undergraduate Accounting Programs

Although enrollments in accounting mushroomed during the mid 1970s, many accounting educators believed the time was ripe for the introduction of higher admission and retention standards for accounting majors than for those with other majors in business. Table 37 reports that 16 percent of the schools participating in the AICPA 1992–93 survey reported admission

standards for accounting majors higher than those for the school of business. This percentage remains largely unchanged from 1977. Likewise, the percentage of accounting programs with retention standards higher than their counterparts in the business school also remained unchanged since that reported in the 1977–78 survey. Undoubtedly, with the increase in five-year programs and in programs meeting the accounting accreditation standards, an increasing number of schools will establish separate admission and retention standards for their accounting programs.

Table 37

Undergraduate Admission and Retention Standards for Accounting Programs Compared With Those for Admission to Programs in Other Business Disciplines, 1992–93

Standards	Admission Standards	Retention Standards
(Sample size)	(n = 374)	(n = 376)
Accounting standards higher	16%	16%
Accounting standards same	84	84
Accounting standards lower	—	—
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

In recent years, concern has grown about the quality of accounting graduates. Table 38 provides some indirect evidence that may address the issue of quality of education. About one-fourth of the respondents to the 1992–93 survey indicated that standards for admission to the accounting program on their campuses had increased during the last five years. Increased admission standards presumably will lead to higher quality graduates. Sixteen of the respondents indicated that retention standards had also increased at their institutions over the last five years. When asked about their perception of the quality of accounting students compared to five years earlier, respondents were much more pessimistic about the increase in quality over the five-year period prior to 1992–93 than the previous five years (Table 39).

Table 38

Changes in Undergraduate Admission and Retention Standards for Accounting Programs Over the Five-Year Period 1988–93

Standards	Admission Standards	Retention Standards
(Sample size)	(n = 372)	(n = 374)
Accounting standards higher	26%	16%
Accounting standards same	73	83
Accounting standards lower	1	1
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 39

Changes in Quality of Undergraduate Accounting Students Over the Preceding Five-Year Period

Changes in Student Quality	1987–88[1]	1992–93[2]
(Sample size)	(n = 390)	(n = 379)
Higher	45.4%	32%
Remained the same	38.2	25
Lower	16.4	43
Total	100.0%	100%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1988–89* (New York: American Institute of Certified Public Accountants, 1989), p. 38.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 40

Changes Needed in Undergraduate Accounting Education, 1992–93

Change Needed	Percent
(Sample size)	(n = 379)
None	2%
Minor tuning	15
Moderate change	57
Major change	25
Total overhaul	1
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

As Table 40 shows, an overwhelming 83 percent of the respondents to the 1992–93 survey believe moderate or major change in accounting education is needed. Such a response confirms the need for the work of the Accounting Education Change Commission (AECC).

Table 41

Changes in Undergraduate Accounting Curriculum, 1992–93

Changes	Changes Over Last Five Years	Changes Expected Over Next Five Years
(Sample size)	(n = 388)	(n = 386)
No change	11%	2%
Minor tuning	39	22
Moderate change	38	50
Major change	11	23
Total overhaul	1	3
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

As noted in Table 41, about 50 percent of the schools reported making moderate or major change in their undergraduate accounting program in the last five years. Even more encouraging, over 75 percent expect to make changes ranging from moderate to a total overhaul of their curricula over the next five years.

Summary

The available evidence indicates that over the period 1956–57 to 1982–83 the ratio of undergraduate accounting degrees to total bachelor's degrees conferred appears to have increased materially. The rate of growth in the number of accounting degrees awarded began to level off at the end of the 1970s. The postgraduation plans of the class of 1992 are similar to those of the class of 1967. The percentage of women graduating in accounting has increased from 14.0 percent in 1978–79 to 52.8 percent in 1992, which is similar to that for all disciplines. Clearly, graduation yields in accounting in the 1980s would have been sharply curtailed were it not for the number of women entering the study of accounting.

A profile of accounting curricula reveals that major differences remain between the course hours in accounting, quantitative methods, and economics suggested for a four-year program by the Committee on Education and Experience Requirements for CPAs and those required by the schools. Although most schools have adopted the suggested required hours in EDP, to date, the schools generally have not moved a significant number of the accounting courses to the fifth year to make room for the emphasis in quantitative

methods and economics envisioned by the committee. A few schools have admission and retention standards in accounting slightly higher than those of the business school. However, about one-third of the schools have raised their standards for admission to accounting programs over the last five years. Discouragingly, a far larger number of respondents believe that student quality in accounting has declined over the last five years, a reverse of the prevailing opinion five years ago. An overwhelming majority of respondents to the 1992–93 survey believe substantial changes are needed in accounting education. Encouragingly, a majority of schools plan substantive changes in their undergraduate programs over the next five years.

5

Graduate Students and Programs in Accounting

The American Institute of Certified Public Accountants (AICPA) Committee on Education and Experience Requirements for CPAs recommended in 1968 that at least five years of college study be the education requirement for the beginning CPA.[30] In 1988, the membership of the AICPA voted to require 150 semester hours of study for membership in the Institute beginning in the year 2000. As of this writing, thirty states have enacted a 150-hour requirement to become certified. As a result of these actions, increased attention has been devoted to graduate education for accountants. This chapter attempts to present selected aspects of the graduate education of accounting students.

Trend of Master's Degrees in Accounting

Table 42 reports the number of master's degrees awarded in accounting annually for the twenty-year period 1971–72 to 1990–91. The early to mid-1970s witnessed a rapid growth in the number of master's degrees awarded. However, like bachelor's degrees, the number of master's degrees awarded fluctuated from 1979–80 to 1990–92. The 1990–91 total was only slightly more than that in 1976–77. On the other hand, the ratio of master's degrees

30. Report of the Committee on Education and Experience Requirements for CPAs, p. 7.

to bachelor's degrees has held fairly constant. With the movement by state boards, state societies, and the AICPA toward requiring 150 hours of study, the ratio of master's to bachelor's degrees should increase substantially by the year 2000.

Table 42

Comparison of Bachelor's With Master's Degrees in Accounting

Period	Total Bachelor's Degrees in Accounting Conferred	Master's Degrees in Accounting Conferred		
		Number	Rate of Growth	Percent of Bachelor's Degrees
1971–72	23,800	2,200	—	9.2%
1972–73	26,300	2,700	22.7%	10.3
1973–74	31,400	3,400	25.9	10.8
1974–75	35,400	4,300	26.5	12.1
1975–76	39,900	4,700	9.3	11.8
1976–77	44,760	5,620	19.6	12.6
1977–78	46,000	5,670	1.0	12.3
1978–79	48,800	5,640	-.5	11.6
1979–80	49,870	5,280	6.4	10.6
1980–81	49,320	5,520	4.5	11.2
1981–82	50,300	5,570	.9	11.1
1982–83	51,950	5,810	4.3	11.2
1983–84	53,020	6,330	9.0	11.9
1984–85	51,980	5,910	-6.6	11.4
1986–87	48,030	5,580	-5.6	11.6
1987–88	46,340	4,910	-12.0	10.6
1988–89	52,500	5,230	6.5	10.0
1989–90	52,320	5,040	-3.6	9.6
1990–91	53,600	5,540	9.9	10.3

Note: No data available for 1985–86.

SOURCE: John Daidone, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1992* (New York: American Institute of Certified Public Accountants, 1992), pp. 6, 47.

Table 43 uses a common database for comparing the ratio of master's to bachelor's degrees in accounting with similar ratios for business and management and all disciplines. Table 43 shows that bachelor's degree recipients in other fields are three to four times as likely to receive a master's degree than accounting students.

Table 43

Master's Degrees as a Percent of Bachelor's Degrees

Field	1979–80[1]	1982–83[2]	1989–90[3]
All disciplines	32.1%	29.9%	30.9%
Business and management (excluding accounting)	36.2	35.7	37.4
Accounting	10.6	11.2	9.6

SOURCES: 1. National Center for Education Statistics, *Digest of Education Statistics 1982* (Washington, D.C.: U.S. Government Printing Office, 1982), p. 117.
2. National Center for Education Statistics, *Digest of Education Statistics 1987* (Washington, D.C.: U.S. Government Printing Office, 1987), pp. 182–183.
3. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: U.S. Government Printing Office, 1992), pp. 241–247.

Table 44

Type of Master's Degree Programs Offered in Accounting, Fall 1992

Degree Program	Percent
(Sample size)	(n = 300)
Master's Degree in Accounting/Postbaccalaureate	42.0%
Integrated Five-year Program	8.0
MBA-Accounting	35.0
Master's Degree in Taxation	15.0
Total	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Graduate Programs in Accounting

A variety of advanced degrees are offered in accounting. Traditionally, the most popular has been the MBA with a major, or concentration, in accounting. However, as indicated in Table 44, of the 300 master's degree programs in accounting offered by respondents to the 1992–93 AICPA Accounting Education Survey Questionnaire, the most common was the master's degree of accounting postbaccalaureate, or five-year, program. Fifteen percent of the programs conferred the master's degree in taxation.

The number of doctoral programs offered in accounting are reported in Table 45. The late 1960s and 1970s witnessed a substantial increase in the number of active doctoral programs in accounting. However, over the last six years there has been no increase in the number of active doctoral programs in accounting.

The number of doctorates conferred to candidates concentrating in accounting doubled from 1966 to 1974, as reported in Table 46. The total has fluctuated since the mid-1970s, with 1991 figures being only slightly higher than that of 1978.

Table 45

Doctoral Programs in Accounting

Year	Number	Percent Increase Since 1968
1968	44[1]	—
1970	56[1]	27.3%
1980	72[1]	63.6
1986	79[2]	79.5
1992	79[3]	79.5

SOURCES:
1. William F. Crum, "1980 Survey of Doctoral Programs in Accounting in the United States," *The Accounting Review*, LVI (July 1981), p. 635.
2. Adapted from James R. Hasselback, *1988 Accounting Faculty Directory* (Englewood Cliffs, N.J.: Prentice-Hall, 1988), p. i.
3. Adapted from James R. Hasselback, *1993 Accounting Faculty Directory* (Englewood Cliffs, N.J: Prentice-Hall, 1993), p. iii.

Table 46

Doctoral Degrees Conferred in Accounting in the United States

Year	Degrees Conferred	Change From Previous Year
1966	75	—
1967	86	14.7%
1968	92	7.0
1969	114	23.9
1970	144	26.3
1971	145	.7
1972	141	-2.8
1973	148	5.0
1974	168	13.5
1975	149	-11.3
1976	136	-8.7
1977	134	-1.2
1978	179	33.6
1979	131	-26.8
1980	142	8.3
1981	167	17.6
1982	179	7.2
1983	165	7.8
1984	159	-3.6
1985	172	8.2
1986	191	11.0
1987	196	2.6

(continued)

SOURCES:
1. 1966–1972: William F. Crum, "1980 Survey of Doctoral Programs in Accounting in the United States," *The Accounting Review*, LVI (July 1981), p. 635.
2. 1973–1991: James R. Hasselback, *1993 Accounting Faculty Directory* (Englewood Cliffs, N.J.: Prentice-Hall, 1993), p. iii.

Table 46 (continued)

Doctoral Degrees Conferred in Accounting in the United States

Year	Degrees Conferred	Change From Previous Year
1988	212	8.2
1989	209	-1.4
1990	163	-22.0
1991	181	11.0

SOURCES: 1. 1966–1972: William F. Crum, "1980 Survey of Doctoral Programs in Accounting in the United States," *The Accounting Review*, LVI (July 1981), p. 635.
2. 1973–1991: James R. Hasselback, *1993 Accounting Faculty Directory* (Englewood Cliffs, N.J.: Prentice-Hall, 1993), p. iii.

Table 47 reports the types of master's degree programs in which accounting students enroll. The majority of students are enrolled in MBA programs with a concentration in accounting. The five-year integrated program leading to a master's degree in accounting enrolls less than 6 percent of those in graduate master's degree in accounting programs. Women are slightly less likely to pursue the MBA than men, and slightly more likely to pursue the master's degree of accounting with admission at the graduate level.

The ethnic background of master's degree students in accounting is reported in Table 48. The class of 1993 will not contribute to increasing the proportion of minority representation in the accounting profession.

Table 47

Student Enrollments in Graduate Master's Degree Accounting Programs, Fall 1992

Program	Men	Women
(Sample size)	(n = 3,616)	(n = 2,397)
MBA	56.6%	50.8%
Master's Degree in Accounting (admission at graduate level)	23.4	30.7
Master's Degree in Accounting (five-year integrated undergraduate and graduate)	5.6	5.9
Master's Degree in Taxation (or equivalent) not included above	14.4	12.6
Total	100.0%	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 48

Ethnic Background of Students in Graduate Master's Degree Programs in Accounting, Fall 1992

(Sample size)	(n = 6,991)
White non-Hispanic	82.6%
Black non-Hispanic	7.4
Hispanic	3.9
Asian	5.6
Native American	.5
Total	100.0%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 49

Changes in Master's Degrees Awarded in Accounting and Taxation, 1992

	Over Past Five Years	Expectations Over Next Five Years
Master's Degree in Accounting (excluding tax)		
(Sample size)	(n = 137)	(n = 168)
Increase	50%	74%
Decrease	19	7
Remain the same	31	19
Taxation		
(Sample size)	(n = 59)	(n = 68)
Increase	59%	60%
Decrease	8	7
Remain the same	32	32

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

As reported in Table 49, about one-half of the master's degree programs in accounting have increased in number of degrees awarded while only 19 percent decreased over the last five years. An even larger percentage of tax programs increased in size. Respondents to the AICPA survey indicate even greater optimism for the next five years for master's degree in accounting programs: Three-fourths expect growth and only 7 percent expect a decline in their program.

Table 50 reports the shift in the postgraduation plans of recipients of master's degrees in accounting over the twenty-year period from 1972 to 1992. In 1992, the majority were seeking a career in public accounting.

Table 50

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

Type of Employment	1972[1]	1977[2]	1987[3]	1992[4]
(Sample size)	(n = 2,423)	(n = 1,900)	(n = 2,120)	(n = 1,314)
Public Accounting	38.0%	49.0%	54.2%	53.0%
Business/Industry	47.1	36.0	26.9	22.0
Government—NFP	4.0	6.8	3.8	5.0
Graduate School	6.8	4.0	2.4	3.0
Other—Unknown	4.1	4.2	12.7	19.0
Total	100.0%	100.0%	100.0%	100.0%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1972–73* (New York: American Institute of Certified Public Accountants, 1974), p. 46.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 47.
3. Mary McInnes and Beatrice Sanders, *The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—1988* (New York: American Institute of Certified Public Accountants, 1988), p. 11.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Admission and Retention Standards for Master's Degree Programs in Accounting

Parallel to the increasing interest in establishing admission and retention standards at the undergraduate level for accounting majors that exceed those existing for the general business student, there has been increasing interest in doing likewise at the master's degree level. Table 51 indicates that in 1992, 22 percent of the schools surveyed had established higher admission standards than those in the business school and 6 percent had higher retention standards, about the same as in 1987.

Based on the data in Table 52, about one-fourth of the responding institutions have raised admission standards for master's degree programs in accounting over the last five years. However, most schools have not raised their retention standards.

Table 51

Admission and Retention Standards for Master's Degree Programs in Accounting Compared With Programs in Other Business Disciplines

Standards	Admission Standards		Retention Standards	
	1987[1]	1992[2]	1987[1]	1992[2]
(Sample size)	(n = 161)	(n = 174)	(n = 165)	(n = 170)
Accounting standards higher	21.1%	22.0%	9.5%	6.0%
Accounting standards same	77.7	76.0	90.5	94.0
Accounting standards lower	1.2	2.0	—	—
Total	100.0%	100.0%	100.0%	100.0%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 46.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 52

Changes in Admission and Retention Standards for Master's Degree Programs in Accounting Over the Five-Year Period 1987 Through 1992

Changes	Admission Standards		Retention Standards	
	1987[1]	1992[2]	1987[1]	1992[2]
(Sample size)	(n = 154)	(n = 171)	(n = 155)	(n = 167)
Standards increased	32.5%	26.0%	10.3%	8.0%
Standards remained the same	66.2	73.0	89.7	92.0
Standards lowered	1.3	1.0	—	—
Total	100.0%	100.0%	100.0%	100.0%

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1989), p. 46.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 53

Perceptions of Changes in Student Quality in Master's Degree Programs in Accounting Over the Five-Year Period 1987 Through 1992

Changes	1987[1]	1992[2]
(Sample size)	(n = 390)	(n = 164)
Student quality increased	39.4%	37.0%
Student quality remained the same	52.9	50.0
Student quality decreased	7.7	13.0
Total	100.0%	100.0%

SOURCES: 1. 1987–88 AICPA Accounting Education Survey Questionnaire.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

According to Table 53, respondents believe that the quality of students has changed at about the same rate from 1987–88 to 1992–93 as from 1982–83 to 1987–88; only a slightly larger number believe that quality declined in the most recent five-year period. Unfortunately, there was not a perception that the quality of students at the master's level improved in the last five years any more than in the previous five-year interval. Nevertheless, the respondents who believe that quality is increasing outnumber those who believe that it is decreasing.

The perceptions of changes needed in the curricula of master's programs in accounting are reported in Table 54. All respondents believe some change is needed while the overwhelming majority believe that moderate or major changes are needed.

Table 54

Perceptions of Changes Needed in Master's Degree Programs in Accounting, Fall 1992

Changes	Perceived Changes Needed
(Sample size)	(n = 227)
None	—
Minor fine-tuning	16%
Moderate change	57
Major change	25
Total overhaul	2
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 55

Curriculum Changes in Master's Degree Programs in Accounting, 1992–93

Changes	Changes Made Over Last Five Years	Changes Expected to Be Made Over Next Five Years
(Sample size)	(n = 188)	(n = 208)
None	15%	2%
Minor fine-tuning	32	25
Moderate change	33	42
Major change	16	27
Total overhaul	3	4
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

To what extent have changes actually occurred in the master's degree programs in accounting over the last five years? Table 55 indicates that about one-half of the respondents indicate that moderate to major changes have been made in their program. Even more encouraging, more than two-thirds expect to make moderate to major changes over the next five years.

Establishment of 150-Semester-Hour Programs

With the heightened attention to the 150-hour requirement, the survey sought to determine the status of the establishment of five-year programs in accounting. Table 56 indicates that in the fall of 1992, 169 of the responding schools offered such programs—double the number in the 1987–88 survey. An overwhelming number of schools that do not currently have such programs expect to have them within the next five years.

Table 56

150-Hour Programs of Professional Accounting, Fall 1992

150-hour program available	Number of Schools
Yes	169
No	204
Total	373
Program formally considered	
Yes	166
No	58
Total	224
Stage of proposal consideration	
Still under study	110
Recommended—decision pending	32
Rejected	9
Accepted but not yet operative	20
Total	171
Program expected where none exists	
Within two years	79
Within five years	82
Within ten years	14
Not within ten years	19
Total	194

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Accounting Accreditation

As reported in chapter 1, accreditation of accounting programs by the AACSB came on the scene in the early 1980s. Accounting accreditation goes beyond business school accreditation in that it specifies accounting curricula standards and addresses professional certification of faculty, among other matters. Accounting accreditation is available for three types of programs:

1. Type A, undergraduate accounting programs
2. Type B, MBA programs with an accounting emphasis
3. Type C, master's degree programs in accounting

To what extent has accreditation been successful? One measure might be the number of programs that have sought and received accreditation during its eleven years of operation.

Table 57

Accounting Accreditation Activity by Year—Number of Schools

Year	Number of Initial Applications	Revisits	Number of Accredited Programs by Type			Total Accredited Programs	Number of Institutions Accredited
			A	B	C		
1982	33		17	5	13	35	18
1983	19		10	1	5	16	10
1984	15		16	4	5	25	16
1985	11		9	3	5	17	9
1986	11		8	1	4	13	8
1987	12		5	1	4	10	5
1988	11	2	6	1	4	11	6
1989	11	0	7	1	8	16	7
1990	11	1	7	1	4	12	7
1991[1]	6	7	8	1	5	14	8
1992[1]	5	6	4	0	3	7	4
1993[1]	7	6	3	3	2	8	3
Totals[2]			99	20	62	181	100

Notes: 1. Reduced activity level in 1991–93 related to transition to new accreditation process.
2. Column totals may not foot due to schools losing accreditation, and dropping or adding programs after initial accreditation. 1993 totals reflected.

SOURCE: American Assembly of Collegiate Schools of Business, St. Louis, Missouri.

The data in Table 57 reports that one hundred institutions have received accreditation for one or more accounting programs over the eleven years that accounting accreditation has been available. Forty-four of these schools received accreditation in the first three years. Programs in only seven institutions

have been accredited within the last two years. Clearly, interest in accounting accreditation has fallen sharply.

Ninety-nine of the one hundred schools received accreditation for their Type A undergraduate accounting programs. The one exception does not offer an undergraduate program. As noted in Table 57, twenty schools received Type B accreditation and sixty-two schools have received Type C accreditation.

Table 58

Percent of Schools That Expect to Apply for AACSB Candidacy and Accounting Accreditation From 1992–93 to 1997–98

	Candidacy Status	Accounting Accreditation
(Sample size)	(n = 289)	(n = 298)
Yes	36%	34%
No	64	66
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Of the non-AACSB accredited schools participating in the survey, about one-third expect to pursue accreditation within the next five years, as shown in Table 58. Interestingly, about the same number also expect to apply for accounting accreditation. If these schools actually apply for accounting accreditation, there will be a significant increase in the number of accounting programs. However, in the past, the number of schools that applied has been far fewer than those that were expected to apply.

150-Semester-Hour Program Curriculum

As noted in Chapter 3, the AICPA Committee on Education and Experience Requirements for CPAs proposed in 1969 a sample education program for those entering the profession. Minor modifications were made in this sample program in 1978. In 1988 and again in 1992, the AICPA Education Executive Committee further modified the sample program and issued a new illustrative program based upon a 150-semester-hour model. In articulating its illustrative program, the Committee noted:[31]

> The curriculum for pre-licensure education of certified public accountants should include general education, education in business administration, and accounting education. At least 150 semester hours are required, but the

31. *Academic Preparation to Become a Certified Public Accountant* (New York: American Institute of Certified Public Accountants, 1992), p. 2.

number of hours in each category depends on the mission of the institution and the philosophy of its faculty. The following ranges for the three components of the program are offered as guidance:

General education	60 semester hours minimum
Education in business administration	24–50 semester hours
Accounting education	24–40 semester hours

Future surveys will seek to determine the extent to which the illustrative program is adopted as the 150-semester-hour requirement is implemented.

Exhibit 1

An Illustrative 150-Semester-Hour Program

	Semester Hours
General education	minimum of 60
Ethics	
Globalization	
Communication	
Behavioral sciences	
Economics	
Accounting	
Computers	
Mathematics and statistics	
Other general education (for example, history, philosophy, literature, languages, arts, humanities, and sciences)	
Electives	
Education in business administration	24–50
Economics (theory and monetary system)	
Legal and social environment of business	
Business law	
Marketing	
Finance	
Organization, group, and individual behavior	
Quantitative applications in business	
Communication skills	
Business ethics	
Globalization	
Total-quality management	
Electives	
Accounting education[1]	24–40
Financial accounting	
Financial accounting theory	
Applied financial accounting problems	

(continued)

[1]Introductory accounting is included in general education.

Exhibit 1 (continued)

	Semester Hours
Accounting education[1] (continued)	
Managerial accounting	
Accounting for decision making	
Cost determination and analysis	
Management accounting controls	
Taxes	
Tax theory	
Tax problems	
Auditing	
Audit theory and practice	
The computer in auditing	
Audit problems and case studies	
Information systems	
Professional ethics and responsibility	
Globalization	
Total-quality management	
Internships and cooperative programs	
Electives	
Total education program	150

[1]Introductory accounting is included in general education.

SOURCE: *Academic Preparation to Become a Certified Public Accountant* (New York: American Institute of Certified Public Accountants, 1992), p. 18.

Summary

During the last ten years there has been limited growth in graduate accounting student recruitment. The ratio of master's to bachelor's degrees in accounting has remained steady at about 10 percent, or about one-third of that in all disciplines. Similarly, growth in the number of active doctoral programs has leveled off in the last five years. The number of doctorates awarded in accounting has also continued to show limited growth.

About one-half of master's degree students in accounting are enrolled in MBA programs and one-fourth in master of accounting programs. Minority students comprise only 18 percent of master's degree students in accounting. Total enrollment is expected to increase in the next five years in three of every four master's degree programs in accounting, whereas enrollment in tax programs in accounting is expected to remain the same. Only about one-third of the respondents expect student quality in master's degree programs in accounting to increase. There is an overwhelming consensus that change is needed in accounting master's degree programs. Encouragingly, most respondents expect to make significant curriculum changes in the next five years. Likewise, many more 150-hour type programs are expected to be established over the next few years. Finally, interest in gaining AACSB accounting accreditation has waned since 1982.

6

Accounting Education in Two-Year Colleges

The rapid growth of community and junior college enrollments during the 1960s and 1970s introduced an important new dimension to collegiate education in accounting. The increased number of students attending two-year schools prior to senior college entrance has altered in many respects both the established patterns of recruiting students to accounting study and the nature of their professional preparation. This chapter examines some of the quantitative aspects of accounting education in two-year colleges.

Growth of Two-Year Colleges

The explosive growth in two-year college enrollments is reported in Table 59. In 1961, the number of students enrolled in the 678 two-year schools totaled 748,619. By 1975, enrollment had increased by more than three million. The number of schools had grown to 1,128. By 1990, there were 1,418 two-year schools, with enrollments totaling over five million students.

Types of Schools

As noted in Table 60, 68.5 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. Two-thirds of the participants in the 1992–93 accounting

education survey reported total campus enrollments of less than 5,000. As reported in Table 61, about 86 percent reported a total student body of less than 11,000.

Table 59

Growth in Number and Enrollment of Two-Year Colleges

Year	Number of Two-Year Colleges	Enrollment	Five-Year Percent Increase in Enrollment
1961[1]	678	748,619	—
1965[2]	771	1,172,952	56.7%
1970[2]	1,091	2,319,385	97.7
1975[2]	1,128	3,970,119	71.2
1980[2]	1,274	4,526,287	14.0
1985[2]	1,311	4,531,077	.1
1990[2]	1,418	5,181,018	14.3

SOURCES: 1. William A. Harper, ed., *Junior College Directory* (Washington, D.C.: American Association of Junior Colleges, 1968), p. 8.
2. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: U.S. Government Printing Office, 1992), pp. 173, 212, and 237.

Table 60

Participation of Two-Year Colleges in the 1992–93 AICPA Accounting Education Survey

Type of Support	Total Two-Year Colleges in United States 1990–91[1]		Institutions Completing Questionnaires[2]	
	Number	Percent	Number	Percent
Public	972	68.5%	293	95.4%
Private	446	31.5	14	4.6
Total	1,418	100.0%	307	100.0%

SOURCES: 1. National Center for Education Statistics, *Digest of Education Statistics 1992* (Washington, D.C.: U.S. Government Printing Office, 1992), p. 237.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 61

Enrollment of Two-Year Colleges Participating in the 1992–93 AICPA Accounting Education Survey

Enrollment	Number	Percent
Less than 2,000	97	32%
2,000– 4,999	102	33
5,000– 7,999	42	14
8,000–10,999	21	7
11,000–13,999	14	5
14,000–16,999	9	3
17,000–19,999	3	1
20,000–22,999	7	2
23,000–25,999	4	1
26,000 and over	7	3
Total	306	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Accounting Students

Table 62 reports the number of full-time and part-time accounting students attending the two-year schools in the fall of 1992 that participated in the survey. Of the schools reporting an accounting program in 1992, 71 percent reported a full-time accounting student body of one hundred or less. Part-time enrollment at these institutions was about the same as full-time enrollment.

Table 62

Number of Full-Time and Part-Time Accounting Students Attending Two-Year Colleges, Fall 1992

Enrollment	Full-Time	Part-Time
(Sample size)	(n = 141)	(n = 107)
Below 50	43%	44%
50– 99	28	21
100–199	16	18
200–299	4	7
300–399	5	1
400–499	2	3
500 and over	2	6
Total	100%	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Accounting Faculty

Table 63 reports that the master's is the highest degree usually held by full-time faculty teaching at two-year colleges. About 41 percent do hold a certified public accountant (CPA) certificate, far less than full-time faculty at four-year and graduate institutions. The certified management accountant (CMA) is rare among two-year college faculty.

Table 63

Highest Degrees and Certification Held by Full-Time Faculty at Two-Year Colleges, Fall 1992

Degree	Percent
(Sample size)	(n = 722)
Doctorate	6%
Law	3
Master's	80
Bachelor's	11
Total	100%
Certification:	
CPA	40.9%
CMA	3.3%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

The gender and ethnic background of full-time and accounting faculty at two-year colleges is reported in Table 64. Women are slightly better represented while minorities, especially Asian men, are less well represented than their counterparts at four-year and graduate schools.

Table 64

Gender and Ethnic Background of Full-Time Faculty at Two-Year Colleges, Fall 1992

Ethnic Background	Percent
(Sample size)	(n = 729)
Men:	
White non-Hispanic	64.6%
Black non-Hispanic	3.6
	(continued)

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 64 (continued)

Gender and Ethnic Background of Full-Time Faculty at Two-Year Colleges, Fall 1992

Ethnic Background	Percent
Hispanic	.7
Asian or Pacific Islander	1.0
American Indian or Alaskan native	.3
Total men	70.1
Women:	
White non-Hispanic	27.6
Black non-Hispanic	1.4
Hispanic	.3
Asian or Pacific Islander	.5
American Indian or Alaskan native	.1
Total women	29.9
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Teaching Loads

As might be expected, the teaching load of two-year college accounting faculty members is heavier than that of accounting faculty members in senior institutions. Table 65 shows that in 1992–93, more than 80 percent of the two-year college faculty teach more than fifteen hours per week. Although in general there was a small decline in the teaching loads over the five-year period from 1967–68 to 1972–73 (as reported in earlier surveys), loads bounced back up in 1977–78 to their 1967–68 level and have remained stable over the last five years. 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 available for pursuits contributing to the continuing professional development of faculty members.

Class sizes tend to be considerably smaller at two-year colleges than at four-year institutions. Table 66 reports the ratio of student credit hours (SCH) to full-time equivalent faculty (FTE). At two-thirds of the institutions, the ratio was less than 300 SCH to each FTE. Given the large number of classes taught by two-year college faculty, classes must then be smaller than those at four-year schools.

Table 65

Classroom Teaching Hours Per Week of Full-Time Accounting Faculty at Two-Year Schools

Teaching Hours Per Week	1967–68[1]	1977–78[2]	1982–83[3]	1992–93[4]
(Sample size)	(n = 236)	(n = 899)	(n = 484)	(n = 754)
6 hours or less	3.4%	2.7%	6.8%	5.0
7–9 hours	2.1	3.3	2.3	2.0
10–12 hours	13.1	12.3	10.3	9.0
13–15 hours	61.5	46.3	50.0	46.0
More than 15 hours	19.9	35.4	30.6	38.0
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. 53.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 58.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 52.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Table 66

Ratio of Student Credit Hours to Full-Time Equivalent Faculty at Two-Year Colleges, Fall 1992

Hours	Percent
(Sample size)	(n = 147)
Less than 250	55%
250–299	11
300–349	13
350–399	5
400–449	5
450 and over	11
Total	100%

SOURCE: 1992–93 AICPA Accounting Education Survey Questionnaire.

Accounting Curricula

A profile of curricula of two-year schools is presented in Table 67, comparing the average semester-hour requirements of accounting students in 1967, 1977, 1987, and 1992. As can be seen, the most significant changes are in accounting courses. It appears that the two-year schools have significantly expanded their accounting offerings and requirements over the last fifteen years. One study reports that 93.6 percent of the community and junior colleges in the United

States offer elementary accounting.[32] As shown in Table 67, it is not uncommon for two-year colleges to offer intermediate accounting, cost/managerial accounting, and income taxes.

Table 67

Average Semester-Hour Equivalents Required for Two-Year College Accounting Students

Subject	Average Semester Hours			
	1967[1]	1977[2]	1987[3]	1992[4]
(Sample size)	(n = 61)	(n = 234)	(n = 194)	(n = 196)
Mathematics	4.2	4.5	5.9	5.2
Statistics	1.0	1.4	1.8	1.4
Nonbusiness and noneconomics courses other than mathematics	16.1	15.6	11.0	13.1
Behavioral science	—	3.9	5.1	4.4
Nonbusiness and noneconomics courses other than mathematics and behavioral science	—	11.7	10.9	8.7
Economics	4.5	4.2	5.4	4.9
Business law	3.9	3.3	4.8	3.9
Communications	—	—	8.2	4.5
Business ethics	—	—	.1	.5
Information systems	—	—	1.1	1.8
EDP-computer courses	1.7	3.4	8.9	4.9
All other business courses, except accounting	8.2	5.5	9.0	7.8
Accounting, excluding EDP	16.8	18.5	27.3	28.2
Introductory accounting	—	6.6	9.3	N/A
Intermediate accounting	—	4.8	6.4	5.3
Cost/managerial accounting	—	2.5	3.6	4.0
Income taxes	—	2.1	3.8	3.7
All other accounting	—	2.5	4.2	4.0

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. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 60.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1987–88* (New York: American Institute of Certified Public Accountants, 1988), p. 58.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

32. "Report of the Committee on the Junior (Community) College Curriculum," *The Accounting Review*, supp. to vol. 48 (1973), p. 41.

Transfer Credit

With two-year schools offering more than elementary accounting, interest in the transferability of accounting courses from two-year to four-year schools has mounted. Table 68 reports that about 98 percent of the four-year schools that participated in the 1992–93 accounting education survey accepted elementary accounting for transfer purposes. About one-fourth accept transfer credit for intermediate and cost/managerial accounting. The AACSB accredited schools were far less likely than the non-AACSB accredited schools to accept transfer credit for any courses other than introductory accounting, thus explaining the decline in the number of four-year schools accepting upper-level accounting courses for transfer.

Table 68

Percent of Senior Level Institutions Accepting Transfer Credits From Two-Year Schools for Accounting Courses

Accounting Courses	1982–83[1]	1992–93[2]
(Sample size)	(n = 370)	(n = 363)
Introductory accounting	97.0%	98.0%
Intermediate accounting	33.0	26.0
Income taxes	25.4	16.0
Cost/managerial	35.4	28.0

SOURCES: 1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 54.
2. 1992–93 AICPA Accounting Education Survey Questionnaire.

Continuation to Four-Year Schools

Table 69 indicates that an increasing percentage of accounting graduates from two-year schools are continuing their studies at four-year schools. In 1972, in almost half of the schools, less than 25 percent of the students continued their education, whereas in 1992, the number of transfers to four-year programs seemed to be on the rise. In 1992, almost 40 percent of the two-year colleges reported one-half or more of their accounting students were transferring to four-year schools.

Table 69

Percent of Accounting Graduates of Two-Year Schools Who Continued Their Studies at a Senior Level Institution for the Twelve Months Ended August 31

	Percent of Schools			
Percent of Students	**1972[1]**	**1977[2]**	**1982[3]**	**1992[4]**
(Sample size)	(n = 98)	(n = 231)	(n = 103)	(n = 198)
Less than 25%	48.9%	40.3%	36.9%	33.0%
25–49%	23.5	26.8	31.1	28.0
50–74%	13.3	21.2	26.2	22.0
75–100%	14.3	11.7	5.8	17.0
Total	100.0%	100.0%	100.0%	100.0%

SOURCES:
1. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1972–73* (New York: American Institute of Certified Public Accountants, 1974), p. 55.
2. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1977–78* (New York: American Institute of Certified Public Accountants, 1978), p. 61.
3. Doyle Z. Williams, *Accounting Education: A Statistical Survey—1982–83* (New York: American Institute of Certified Public Accountants, 1983), p. 55.
4. 1992–93 AICPA Accounting Education Survey Questionnaire.

Summary

During the 1960s and 1970s, two-year schools became a prominent force in higher education, including accounting education. Almost all schools offer elementary accounting, and many offer a wide range of accounting courses. The size of full-time accounting faculties has grown in recent years, although two-year schools still draw heavily upon the services of part-time faculty members as a means of keeping pace with the growing student population in accounting. Teaching loads appear to be heavy for the full-time faculty. Two-year schools have continued to increase their accounting offerings, even though transfer credit is usually not granted by senior institutions for courses beyond elementary levels. An increasing percentage of accounting students at two-year schools are continuing their studies at four-year schools.

7

Summary and Conclusions

The profile of accounting education presented in this study includes data about the types of institutions that offer accounting, their accounting faculty, undergraduate and graduate degree programs in accounting, and accounting education in two-year 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 That Offer Accounting

Approximately 750 schools in the United States offer accounting programs at the senior or graduate level. At the time of this survey, 653 institutions were members of the American Assembly of Collegiate Schools of Business (AACSB) of which 287 were accredited members. Schools that do not offer accounting programs tend to be small institutions, while the larger institutions, regardless of whether they are publicly or privately supported, usually offer accounting programs.

Accounting Faculty

About 27 percent of all accounting faculty members who teach at senior or graduate schools hold the rank of professor, up from 22 percent in 1967. While this percentage represents a progression in rank over the last twenty-five years, when compared to other disciplines,

accounting faculty members are less likely to hold the rank of professor and more likely to hold the rank of lecturer/instructor.

The proportion of part-time faculty to full-time faculty in accounting has dropped dramatically during the last twenty-five years, perhaps reflecting the increased number of institutions that have achieved AACSB accreditation. AACSB accreditation standards stipulate a maximum full-time to part-time faculty ratio of three to one.

In 1992–93, about six of every ten accounting faculty members of schools participating in the survey hold the doctorate, whereas in 1967–68, the ratio was about three out of every ten. The percent who hold the bachelor's degree as their highest degree has dropped to 3 percent of the full-time accounting faculty. Approximately, 84 percent of the full-time accounting faculty members hold the CPA certificate, up from 60 percent in 1967–68.

Women are now as well represented on accounting faculties as in other disciplines. In 1977–78, only about 13 percent of accounting faculty members were women. In 1992–93, the proportions had almost doubled, to 24 percent. Minorities comprise only about 12.2 percent of the accounting faculties nationally, representing about a 4 percent gain over the last fifteen years.

Salaries of accounting faculties continue to be above those of a composite of all other disciplines, with the biggest gap being at the new assistant professor level. On the average, in 1992–93, schools paid 40 percent higher salaries to assistant professors in accounting than in other disciplines. In 1992, an estimated 2.3 positions were open for each new doctorate or near-doctorate in accounting, down from eight just five years earlier.

Since 1967–68, the teaching loads of accounting faculty members have declined. Since, as expected, teaching loads of AACSB accredited schools are substantially lower than at nonaccredited schools, the decline might be attributed to the increased number of accredited schools during the last twenty-five years and increased emphasis on research.

Undergraduate Degree Programs in Accounting

The number of undergraduate degrees conferred in accounting has increased more than four-fold from 1956–57 to 1989–90. The ratio of bachelor's degrees in accounting to those in all disciplines began to decrease in the late 1980s after many years of increase. The number of bachelor's accounting degrees awarded in 1990–91 was about the same as in 1983–84.

In 1973–74, women received about 14 percent of all bachelor's degrees conferred in accounting. This percentage has increased substantially to 52.8 percent in 1992–93.

The period 1967 to 1977 witnessed a much larger percentage of undergraduates in accounting who opted for employment in industry upon graduation. In the last ten years, the percentage has decreased. About 32 percent enter public accounting, 31 percent seek positions in industry, and 10 percent join a governmental agency or other nonprofit agency.

On the average, the curricula requirements of schools still differ in two respects from the four-year curriculum suggested by the AICPA Committee

on Education and Experience Requirements for CPAs. First, schools require, on the average, about 9.9 semester hours of quantitative methods. The committee recommended eighteen semester hours of mathematics, statistics, and quantitative applications in business. Second, the committee recommended eighteen to twenty-one hours of accounting, excluding electronic data processing and information systems. The schools require an average of 32.1 semester hours of accounting in the bachelor's program, which represents an increase from 1967–68. For present accounting curricula to conform to the committee's suggestions, quantitative methods requirements must be increased and accounting hours decreased.

Graduate Students and Programs in Accounting

The ratio of master's degrees in accounting to total bachelor's degrees conferred has remained largely stable since the early 1970s and is far lower than all other disciplines combined. Unlike bachelor's degrees, about 60 percent of master's degrees in accounting are awarded to men. The percentage of master's students taking positions in public accounting has not changed significantly over the last ten years, remaining around 54 percent. Master's in accounting programs are expected to increase over the next five years.

The number of active doctoral programs in accounting increased from forty-four in 1968 to seventy-nine in 1986, where it has remained. However, the number of doctorates awarded annually in the 1980s is about the same as in the early 1970s.

Respondents believe that the quality of master's students in accounting increased from 1982 to 1992. Over 80 percent believe changes are needed in master's in accounting programs and many expect to make substantive changes over the next five years. Although accounting accreditation got off to a fast start in 1982, the number of schools seeking accounting accreditation has declined substantially since 1982.

Accounting Education in Two-Year 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, and about 69 percent of all two-year schools are publicly supported. More than nine out of every ten two-year colleges offer a course in accounting.

The highest degree held by the typical accounting faculty member is a master's degree. Minorities are less represented on two-year college faculties than at four-year schools. Teaching loads still remain, on the average, well above twelve hours per week. About as many students attend two-year colleges on a part-time basis as full-time. Transfer credit is widely given by four-year colleges for introductory accounting taken at a two-year college. Finally, an increasing percentage of two-year college accounting students are transferring to four-year schools.

Future Directions

Given the rapidity of accounting practice developments that are influencing accounting education, it would be hazardous to predict changes in accounting education during the next five years. No doubt the most pressing forces are (1) the continued movement toward five-year schools and programs of professional accounting, (2) the future of accreditation of accounting programs, and (3) the supply of accounting graduates. Further, the interest in the work of the Accounting Education Change Commission suggests future substantial curricula changes. Given the intensity of these forces, a profile of accounting education in 1997–98 will likely reveal continued significant changes in accounting education.

Appendix A

Questionnaire on Accounting Education 1992–93

A. Section A contains questions pertaining to the ENTIRE COLLEGE OR UNIVERSITY located at the address of the responding institution.

I. ____ (a) Private ____ (b) Public

II. ____ Two-year, lower division institution only
____ Two-year, upper division institution only
____ Four-year undergraduate institution only
____ Four-year undergraduate and graduate institution
____ Graduate institution only
____ Other (Specify) _____
_____

III. Enrollment at the beginning of the Fall 1992 term.
____ Less than 2,000
____ 2,000–4,999
____ 5,000–7,999
____ 8,000–10,999
____ 11,000–13,999
____ 14,000–16,999
____ 17,000–19,999
____ 20,000–22,999
____ 23,000–25,999
____ 26,000–29,999
____ 30,000 or more

IV. Does your school offer an accounting program? (For purposes of this questionnaire, an "accounting program" is defined as a course of study where the student's major field of concentration is accounting.)
____ Yes ____ No (If "No," go directly to Section F.)

V. Are you a member (accredited or unaccredited) of AACSB?
Yes ____ (Go to Question VI.)
No ____ (Go to Section B.)

VI. Is your *business* program accredited by the AACSB at the (check one):
____ Undergraduate level only
____ Graduate level only
____ Undergraduate and graduate level
____ Not accredited

VII. Is your *business* program accredited by the ACBSP at the (check one):
____ Associate level only
____ Undergraduate level only
____ Graduate level only
____ Undergraduate and graduate
____ Associate, undergraduate and graduate levels
____ Not accredited

VIII. If not accredited, do you expect to apply within the next five years for business accreditation with (check one):
AACSB ____ ACBSP ____

B. Section B contains questions pertaining to the ACCOUNTING FACULTY (at the beginning of the Fall 1992 term).

I. a. Number of accounting faculty by rank:

	Full-Time	Part-Time
Professor		
Associate professor		
Assistant professor		
Instructor/lecturer		
Other		
Total		

b. Has the ratio of part-time to full-time faculty in accounting changed over the last five years on your campus?
____ Increased ____ Decreased ____ No change

II. Number of full-time accounting faculty members per category of classroom teaching hours per week. Hours for chairpersons should include released time equivalent for administrative duties.

Classroom Teaching Hours Per Week	Number of Full-Time Accounting Faculty Members
6 or less	
7–9	
10–12	
13–15	
More than 15	

III. Percentage of student credit hours taught by full-time and doctorally qualified faculty.

	Principles	Undergraduate	Graduate	Total
a. Percent taught by full-time faculty:				
Less than 25%				
25–49%				
50–74%				
75–99%				
100%				
b. Percent taught by doctorally qualified faculty:				
Less than 25%				
25–49%				
50–74%				
75–99%				
100%				

IV. The ratio of total student credit hours to total FTEs in accounting:

Less than 250	____	350–399	____
250–299	____	400–449	____
300–349	____	450 and over	____

V. The highest degrees earned and certifications held by full-time accounting faculty:

Degree	Number of Full-Time Faculty
Doctorate	
Law	
Master's	
Bachelor's	
Certification	
Certified public accountant	
Certified management accountant	
Certified internal auditor	
Certified data processor	

VI. Areas of teaching specialties of full-time accounting faculty (Do not include a faculty member in more than one category):

	Members of Full-Time Faculty
Financial	
Managerial/cost	

(continued)

VI. *(continued)*

	Members of Full-Time Faculty
Tax	
Auditing	
Information systems	
Not-for-profit	
International	
Other	

VII. Gender and ethnic background of full-time accounting faculty members:

	Number	
	Men	Women
White non-Hispanic		
Black non-Hispanic		
Hispanic		
Asian or Pacific Islander		
American Indian or Alaskan native		

VIII. Average amount disbursed (from all sources) **per** full-time accounting faculty member to attend professional meetings between September 1, 1991 and August 31, 1992. $_____

C. Section C contains questions pertaining to the ACCOUNTING PROGRAM. (Accounting Program is defined as a course of study where the student's major field of concentration is accounting, including taxation.)

I. Accounting program is offered at (check one only):
____ Lower division level only (Go to Question II.)
____ Upper division level only (Go to Question II.)
____ Undergraduate level only (Go to Question II.)
____ Undergraduate and graduate levels (Go to Question II.)
____ Graduate level only (Go to Question V.)

II. a. Number of Hours *required* of and *offered* to undergraduate accounting students for graduation.

	Number of Hours	
	Required	Offered
Behavioral science		
Mathematics		
Nonbusiness and noneconomics other than mathematics and behavioral science		
Statistics		
Economics		
Business law		
Business/accounting communications		

(continued)

II. a. *(continued)*

	Number of Hours	
	Required	Offered
Business ethics	_____	_____
Business policy	_____	_____
EDP (computer-based courses)	_____	_____
Information systems (outside accounting)	_____	_____
All other business courses except accounting	_____	_____
Introductory accounting:		
Financial only	_____	_____
Managerial only	_____	_____
Both financial and managerial	_____	_____
Intermediate accounting or its equivalent	_____	_____
Advanced accounting or its equivalent	_____	_____
Taxation	_____	_____
Systems	_____	_____
Cost and/or managerial	_____	_____
Not-for-profit, including governmental	_____	_____
Auditing	_____	_____
EDP auditing	_____	_____
Ethical responsibilities of accountants	_____	_____
Accounting information systems	_____	_____
All other accounting courses	_____	_____

b. What are the total hours required in accounting and in all subjects for an undergraduate concentration or major in accounting on your campus?

	Total Hours Required
Accounting only	_____
All subjects, including accounting	_____

III. Does your school accept, for an undergraduate degree, credits from two-year, lower division institutions for the following courses? (If your institution is a two-year, lower division institution, go directly to VII.)

	Yes	No
Introductory accounting	_____	_____
Intermediate accounting	_____	_____
Taxation	_____	_____
Cost and/or managerial	_____	_____
Other accounting (specify):		
_____	_____	_____
_____	_____	_____

IV. a. Approximately what percent of your current undergraduate accounting majors took introductory accounting at two-year schools? _____

b. How has this percent changed over the last five years on your campus?

____ Increased ____ Decreased ____ No change

c. In your opinion, how will this percent change over the next five years on your campus?

____ Increase ____ Decrease ____ No change

V. What graduate programs are offered in accounting? (Check as applicable.)

____ Master's in accounting

____ Postbaccalaureate (admission at the graduate level only)
Give title of degree(s) _____

____ 150-hour integrated undergraduate and graduate program (e.g., 3 plus 2, 2 plus 3, etc.)
Give title of final degree(s) _____

____ MBA with an accounting concentration

____ Master's in taxation or equivalent not reported above
Give degree title _____

____ Ph.D.

____ D.B.A.

VI. a. Do any of your accounting programs have AACSB *accounting* accreditation? (Check)

____ Bachelor's degree (Type A)

____ MBA degree (Type B)

____ Master's of accounting degree (Type C)

____ None

b. If not accredited, do you expect to apply within the next five years for "candidacy" status with AACSB?

____ Yes ____ No

c. If not accredited, do you expect to apply for accounting accreditation of your accounting program?

____ Yes ____ No (If "No," go to question VII.)

If "Yes," check the following:

	Bachelor's Degree	MBA Degree	Master's of Accounting Degree
In the next two years	_____	_____	_____
In the next five years	_____	_____	_____
In the next ten years	_____	_____	_____
Not within the next ten years	_____	_____	_____

VII. Number of student credit hours in accounting taught at the undergraduate and graduate levels for the Fall 1992 term. Check whether these hours are semester hours _____ or quarter hours _____.

	Number of Hours
Undergraduate	
Graduate	
Total	

VIII. a. Does your school have standards for *admission* to the accounting program(s) that are different from those for admission to programs in other business disciplines? (Check)

The standards are...	Undergraduate	Master's
Higher		
Lower		
The same		

b. Have the standards for *admission* to the accounting program changed over the last five years? (Check)

The standards have...	Undergraduate	Master's
Increased		
Decreased		
Remained the same		

IX. a. Does your school have standards for *retention* in the accounting program that are different from those for retention in programs in other business disciplines? (Check)

The standards are...	Undergraduate	Master's
Higher		
Lower		
The same		

b. Have the standards for *retention* in the accounting program changed over the last five years? (Check)

The standards have...	Undergraduate	Master's
Increased		
Decreased		
Remained the same		

c. Do you believe the *quality* of the accounting majors at your school has changed over the last five years? (Check)

The quality has...	Undergraduate	Master's
Increased		
Decreased		
Remained the same		

X. a. What change, if any, in accounting education is needed in the U.S.?

	Undergraduate	Graduate
None		
Minor fine-tuning		
Moderate change		
Major change		
Total overhaul		

Please briefly describe the changes that you think are necessary.

_____

_____

_____

_____

b. Has your accounting curriculum changed over the last five years?

	Undergraduate	Graduate
No change		
Minor fine-tuning		
Moderate change		
Major change		
Total overhaul		

c. Do you expect your accounting curriculum to change over the next five years?

	Undergraduate	Graduate
No change expected		
Minor fine-tuning expected		
Moderate change expected		
Major change expected		
Total overhaul expected		

D. Section D contains questions pertaining to STUDENT ENROLLMENTS AND GRADUATES.

I. Number of students enrolled (both full-time and part-time) in the *undergraduate* business school and accounting programs at the beginning of the Fall 1992 term.

	Full-Time	Part-Time
Business school		
Accounting programs		

II. Number of *undergraduate* degrees awarded to accounting students between September 1, 1991 and August 31, 1992. (Two-year, lower division institutions go to section E.)

	Men	Women	Total
White non-Hispanic			
Black non-Hispanic			
Hispanic			
Asian or Pacific Islander			
American Indian or Alaskan native			

III. Number of students enrolled (both full-time and part-time) in the *graduate accounting and tax programs* at the beginning of the Fall 1992 term:

	Full-Time	Part-Time
Master of Business Administration		
Master of Accounting (admission at the graduate level)		
Master of Accounting (150-hour integrated undergraduate and graduate)		
Master of Taxation (or equivalent) not included above		
Ph.D.		
D.B.A.		

IV. a. Number of *graduate* degrees awarded to accounting students between September 1, 1991 and August 31, 1992 with a concentration in *accounting or taxation.*

	Number of Degrees	
	Men	Women
Master of Business Administration		
Master of Accounting (admission at the graduate level)		
Master of Accounting (five-year integrated undergraduate and graduate)		
Master of Taxation (or equivalent) not included above		
Total Master's		
Ph.D.		
D.B.A.		

b. Of total number of men and women, how many are

White non-Hispanic	
Black non-Hispanic	
Hispanic	
Asian or Pacific Islander	
American Indian or Alaskan native	

V. Has the number of degrees awarded between September 1, 1991 and August 31, 1992 with a concentration in *accounting or taxation* changed since 1986–87? (Check)

The Number of Degrees Awarded	Undergraduate	Master's (Excluding Tax)	Master's of Taxation (or Equivalent)
Increased			
Decreased			
Remained the same			

VI. Do you *expect* the number of degrees with a concentration in *accounting or taxation* awarded annually by your school to change over the next five years? (Check)

Expect the Number Will...	Undergraduate	Master's (Excluding Tax)	Master's of Taxation (or Equivalent)
Increase			
Decrease			
Remain the same			

E. Section E contains other questions about ACCOUNTING STUDENTS.

I. (If your school is a two-year, lower division institution answer this question; otherwise go to question II.) Approximately what percentage of your accounting students who graduated between September 1, 1991 and August 31, 1992 subsequently enrolled in a four-year school?

____ Less than 25%
____ 25–49%
____ 50–74%
____ 75–100%
____ 100%

II. Number of accounting students graduating between September 1, 1991 and August 31, 1992 who obtained employment in each of the following categories:

	Accounting Students			
Employment	Graduating With Bachelor's Degrees	Graduating With Master's of Accounting Degrees	Graduating With MBA in Accounting Degrees	Graduating With Master's of Taxation Degrees
A CPA or PA firm engaged in the practice of public accounting				
Business/industry				
Federal, state or local governments				

(continued)

II. *(continued)*

Employment	Accounting Students: Graduating With Bachelor's Degrees	Graduating With Master's of Accounting Degrees	Graduating With MBA in Accounting Degrees	Graduating With Master's of Taxation Degrees
Not-for-profit, excluding government				
Continued with their education in graduate or law school				
Went into military service				
Other				

III. What percent of your accounting students expect to take the CPA Examination after graduating? ____ %

IV. a. Does your institution offer a program(s) whereby students can obtain the equivalent of 150 semester credit hours?
Yes____ (Go to Section F.) No____ (Go to question IVb.)

b. Has such a program formally been considered on your campus?
Yes____ (Go to Question IVc.) No____ (Go to Question IVd.)

c. At what stage is the proposal?
Still under study ____ (Go to Question IVe.)
Recommended; decision pending ____ (Go to Question IVe.)
Rejected ____ (Go to Question IVd.)
Accepted, but not operative ____ (Go to Question IVe.)

d. In what time frame do you expect to consider (or reconsider) such a proposal?
In the next two years ____
In the next five years ____
In the next ten years ____
Not within the next ten years ____

e. In what time frame do you expect such a program to be established at your institution?
In the next two years ____
In the next five years ____
In the next ten years ____
Not within the next ten years ____

F. Additional Comments.

Thank you for your cooperation.

Institution	Name of respondent (print)	(Date)

City, State

G00103