**Gap Analysis - Accounting**

**University, Business School, Accounting Academic Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard A1: ACCOUNTING ACADEMIC UNIT MISSION, IMPACT, AND INNOVATION**

**Statement of Standard:** The accounting academic unit articulates a clear and distinctive mission that is aligned with the business school and institution. The accounting academic unit has developed the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and continuous improvement and specifies future strategic priorities.

| **Description of Documentation Required:** | **Documentation** | **Identification/****Description of Gaps** | **Description of Actions Required to Close Gaps** | **Person Responsible** | **Completion Date** | **Cost of Activity** | **Status** |
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| Provide the mission statement. |  |  |  |  |  |  |  |
| Describe how the accounting unit mission, expected outcomes and strategies are built on and aligned with those of the business school. |  |  |  |  |  |  |  |
| Describe how the unit’s mission, expected outcomes, and strategies are linked to the unit’s engagement, innovation and impact priorities. |  |  |  |  |  |  |  |
| Describe the mission, expected outcomes, and supporting strategies including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements, strategic plan) and how these statements are aligned. |  |  |  |  |  |  |  |
| Describe how the mission influences decision making in the accounting academic unit, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes. |  |  |  |  |  |  |  |
| Describe the appropriateness of the mission for the unit’s constituencies including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, accounting and management education, and the success of graduates. |  |  |  |  |  |  |  |
| Describe how the mission, expected outcomes, and strategies clearly articulate the unit’s engagement, innovation and impact priorities. |  |  |  |  |  |  |  |
| Describe how teaching and learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the unit. |  |  |  |  |  |  |  |
| Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how the mission, outcomes, and strategies relate to each other.  |  |  |  |  |  |  |  |
| If applicable, summarize accounting graduates’ performance on professional certification/licensure examinations, and compare those results with those from peer institutions and against national norms.Summarize and document key continuous improvements successes, engagement, innovation, and impact achievements for at least the past five years.  |  |  |  |  |  |  |  |
| Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.  |  |  |  |  |  |  |  |
| Identify future plans for continuous improvement and potential opportunities for engagement, innovation, and impact; indicate how these plans are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and timeframe needed to implement these actions.  |  |  |  |  |  |  |  |
| Identify past and future experiments and/or entrepreneurial actions the accounting academic unit has pursued. For past efforts, identify outcomes the unit has achieved and provide assessments of the success to date |  |  |  |  |  |  |  |

**Standard A2: ACCOUNTING INTELLECTUAL CONTRIBUTIONS’ IMPACT AND ALIGNMENT WITH MISSION**

**Statement of Standard:** The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management.

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| Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the accounting academic unit. See the Appendix to these accounting standards for a non-exhaustive list of possible impact indicators. |  |  |  |  |  |  |  |
| Indicate how the accounting academic unit incorporates indicators of impact into appropriate measurement systems and links those indicators to continuous improvement strategies. |  |  |  |  |  |  |  |
| Provide a brief summary/analysis of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategies. |  |  |  |  |  |  |  |

**Standard A3: FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES**

**Statement of Standard:** The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

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| Describe the accounting academic unit’s financial resources and strategies for sustaining those resources demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the accounting unit. |  |  |  |  |  |  |  |
| Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components). |  |  |  |  |  |  |  |
| In alignment with the unit’s financial resources, describe how resources will be available to support major strategic priorities. |  |  |  |  |  |  |  |

**Standard A4: ACCOUNTING CURRICULA CONTENT, MANAGEMENT AND ASSURANCE OF LEARNING**

**Statement of Standard**: Curriculum is appropriate to professional expectations and requirements for each accounting degree program. The accounting academic unit uses well documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

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| Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and how they fit into the accounting degree program curriculum. |  |  |  |  |  |  |  |
| Describe how the degree programs align with professional certification and/or licensure requirements if this is an expectation for graduates of the unit’s degree programs. |  |  |  |  |  |  |  |
| If the degree programs are intended to provide foundational preparation for professional certifications and/or licensure requirements, provide data on the success of graduates in completing such requirements. |  |  |  |  |  |  |  |
| For master’s programs in accounting, document that a significant proportion of the academic requirements are in classes designed exclusively for graduate students |  |  |  |  |  |  |  |
| For doctoral programs, document that doctoral candidates have mastered the subject matter of the professional competency in the field they intend to research and teach. Provide evidence of substantial mentoring and preparation of the students for successful instructional assignments. |  |  |  |  |  |  |  |
| Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes. |  |  |  |  |  |  |  |
| Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development |  |  |  |  |  |  |  |
| Discuss and provide evidence of faculty-to-faculty and faculty-to-staff interaction in curricula management processes. |  |  |  |  |  |  |  |
| List the learning goals for each accounting degree program—this list includes both conceptual and operational definitions. |  |  |  |  |  |  |  |
| Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet the learning goals for each accounting degree program. If assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to address the discrepancy. Indirect assessments such as professional exam results, alumni or employer satisfaction surveys, etc. may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement. |  |  |  |  |  |  |  |
| If the accounting academic unit is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the accounting academic unit to document that these systems support effective continuous improvement in student performance and outcomes. |  |  |  |  |  |  |  |

**Standard A5: INFORMATION TECHNOLOGY SKILLS, AGILITY AND KNOWLEDGE FOR ACCOUNTING GRADUATES AND FACULTY**

**Statement of Standard**: Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. This includes the ability of both faculty and students to adapt to emerging technologies as well as the mastery of current technology.

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| Document the integration of the three primary components noted above in the basis for judgment. |  |  |  |  |  |  |  |
| Demonstrate a commitment to fostering technology agility among graduates and faculty. |  |  |  |  |  |  |  |
| Document the learning strategies the unit has deployed to develop accounting graduate competencies in learning relevant technology skills (e.g. information systems, data analytics, data management, and other business information technologies) and how they are consistent with the mission, expected outcomes and strategies. |  |  |  |  |  |  |  |

**Standard A6: ACCOUNTING FACULTY SUFFICIENCY, CREDITIALS, QUALIFICATIONS AND DEPLOYMENT**

**Statement of Standard**: The accounting academic unit maintains and strategically deploys a sufficient number of faculty with professional and academic credentials, qualifications, certifications and professional experience who collectively and individually demonstrate significant academic and/or professional engagement sustaining the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

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| Describe the division of labor across faculty and professional staff for each of the teaching/learning models employed. The division of labor assures high-quality for the design, delivery, assessment, and improvement of degree programs. |  |  |  |  |  |  |  |
| Describe the faculty complement available to fulfill the academic unit’s mission and all instructional programs for the most recently completed academic year. |  |  |  |  |  |  |  |
| Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching/learning models employed and division of labor across faculty and professional staff. |  |  |  |  |  |  |  |
| Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, academic organizational service, service that supports economic development, organizational consulting, and other expectations the unit holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the academic unit. |  |  |  |  |  |  |  |
| Where a faculty qualifications model deviates from the normal benchmarks expected in Business Standard 15, provide evidence that such model delivers high-quality outcomes and is consistent with the school’s mission. |  |  |  |  |  |  |  |
| Document the professional accounting credentials (including certifications, qualifications, and licenses) held by the unit’s faculty and staff, as well as their experience in the field and the accounting unit’s support for attaining and maintaining professional credentials. |  |  |  |  |  |  |  |
| If a focus of the unit’s academic degree programs is preparation of students to seek certifications, qualifications, and licenses, discuss how faculty’s credentials, professional experiences, and related activities support this objective. |  |  |  |  |  |  |  |