



**AICPA® & CIMA®**

Together as the Association of International  
Certified Professional Accountants

# Strategies for Boosting Accounting Enrollment

An AICPA Pipeline  
Acceleration Report



## About the Association

The Association of International Certified Professional Accountants® (the Association) is the most influential body of professional accountants, combining the strengths of the American Institute of CPAs® (AICPA®) and The Chartered Institute of Management Accountants® (CIMA®) to power trust, opportunity and prosperity for people, businesses and economies worldwide. It represents 650,000 members and students in public and management accounting and advocates for the public interest and business sustainability on current and emerging issues. With broad reach, rigor and resources, the Association advances the reputation, employability and quality of CPAs, CGMA® designation holders and accounting and finance professionals globally.

# Contents

---

2 Introduction

---

3 Strategies for boosting  
accounting enrollment

---

4 **Strategy 1:** Expanding access to  
accounting degree programs

---

6 **Strategy 2:** Enhancing student outreach  
and engagement

---

12 **Strategy 3:** Empowering students  
for success

---

18 More strategies to boost enrollment

---

19 Acknowledgments

# Introduction

The AICPA recognizes the significance of the CPA pipeline issue and is taking proactive steps to address it through initiatives like the [Pipeline Acceleration Plan](#). By implementing strategic measures to attract, develop, and retain a diverse and skilled talent pool in the accounting profession, the Pipeline Acceleration Plan seeks to increase students' interest in accounting and encourage more accounting graduates to become licensed professionals.

Initiatives to boost the CPA pipeline underscore our dedication to advancing the profession by nurturing a skilled and inclusive workforce, which can start with universities. By expanding access to accounting programs, enhancing student outreach, and fostering engagement, students are empowered for success.

In the summer of 2023, the AICPA's Academic and Student Engagement team conducted a comprehensive survey, in-depth interviews, and follow-up discussions with 13 universities with strong accounting programs that are experiencing and forecasting growth.

The 13 universities were selected because they met the following criteria:

- A faculty member at the university already participates in the AICPA Academic Champion program.
- The AICPA Academic Champion provided detailed information on their university's accounting program in response to the comprehensive survey.
- The university is able to demonstrate strong results and forecast growth attributable to the accounting initiatives it has implemented.

While the experiences shared within this report are representative of trends and strategies collected from these universities, we recognize there are many universities and colleges across the country with vibrant accounting programs exploring innovative ways to engage students and drive enrollment. By sharing these strategies, we seek to inspire and support professors, faculty, and administrators striving to grow their accounting enrollment numbers. We also hope other universities and colleges will share their success stories with us for inclusion in future iterations of this report.

Contact us at [CPA-Pipeline@aicpa-cima.com](mailto:CPA-Pipeline@aicpa-cima.com) for support with your accounting program, to share best practices or to ask questions.

# Strategies for boosting accounting enrollment

The universities our Academic and Student Engagement team spoke with foster commitment to positive changes within accounting education by implementing three key strategies:

01



## Expanding

access to accounting degree programs, ensuring that a broad range of students can pursue a degree in accounting.

02



## Enhancing

student outreach and engagement to create meaningful connections between students and the accounting profession.

03



## Empowering

students to pursue their professional goals by encouraging and supporting them throughout their academic careers.

Together, these priorities underscore an increased effort to shape a more inclusive, engaging, and successful learning environment.



# Strategy 1:

## Expanding access to accounting degree programs

**Innovative strategies that reach a diverse range of students expand access to accounting degree programs. Universities interviewed for this report have implemented key initiatives like specialized course offerings, accelerated programs, graduate course integration, and online options.**

Collectively, these initiatives help create a more accessible and flexible educational landscape, supporting the goal of enhancing the CPA pipeline while fostering inclusive and accessible ways for students to pursue a degree in accounting.

### **Accelerated and alternative degree options**

During our interviews with the participating universities, we found that they all provide a range of accounting programs, encompassing undergraduate, graduate, and certificate programs.

A number of these institutions offer students the opportunity to specialize in fields such as Forensic Accounting, Accounting Analytics, or Corporate Accounting.

Accelerated programs seamlessly combine undergraduate and master's degrees, specifically tailored to fulfill the 150-credit hour prerequisite for CPA licensure. By integrating graduate-level courses into their undergraduate curriculum, universities enable students to earn dual credit and streamline their path toward advanced degrees.

One of the universities in the study has successfully adopted a rolling semester model. This distinctive approach allows students to commence their academic journey online at the beginning of any month, and grants them freedom to graduate at various points throughout the year. This flexibility has resonated particularly well with a diverse student body that includes nontraditional learners and working professionals seeking career advancement.

Oklahoma State University is rolling out two postgraduate offerings, a certificate and a master's degree, that target non-accounting undergraduate students. Two fully online universities, Southern New Hampshire University and Western Governors University, are offering pathways for second-career individuals who are looking to change their careers and are interested in pursuing accounting.

### **Embracing an online presence**

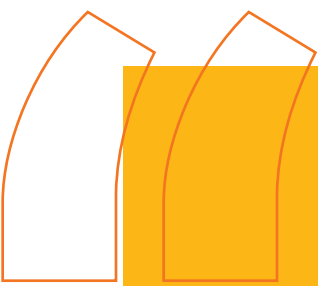
Leveraging the potential of online education has become pivotal to increasing school enrollment.

Arizona State University's School of Accountancy has undertaken a significant digital transformation. The school has introduced a new Bachelor of Arts in Corporate Accounting online program and is also making its legacy BS Accountancy program available online.

These strategic initiatives address the burgeoning demand for online education and extend the institution's reach to a larger pool of prospective students.

The COVID-19 pandemic has transformed and accelerated online learning across the educational landscape. The renewed focus on online learning has not gone unnoticed by institutions like Southern New Hampshire University, which recognizes the paramount importance of maintaining a balanced portfolio of both on-campus and online programs. This equilibrium ensures that the institution serves the various needs of its student population and demonstrates to accounting educators at large the value of online education as an essential enrollment-boosting tool.

Missouri State University, for example, launched an online master's program during the COVID-19 pandemic that successfully increased graduate enrollment.



Our [online] MAcc program enrollment increased 111% from 2022 to 2023.

**Dr. Kimberly Church**  
Director, School of Accountancy  
Missouri State University

## Expanding access to accounting degree programs checklist

- Specialized course offerings
- Accelerated programs for a streamlined path to 150 credits
- Postgraduate programs that target non-accounting undergraduate students
- Programs tailored to second-career individuals
- Expanded online offerings to meet student needs and preferences
- Rolling semesters that appeal to nontraditional learners

# Strategy 2:

## Enhancing student outreach and engagement

**A crucial step to attracting the next generation of CPAs is to pique students' interest in the accounting profession early in their education.**

Outreach events, such as CPAs meeting with high school students via State CPA societies, introductory-level accounting courses, student clubs and organizations, tutoring and mentoring services, and using social media are key initiatives to capture the interest of high school students, encouraging their exploration of accounting degrees.

### High school outreach

The High School Business Scholars Program at the University of Scranton offers a program that introduces high school students to accounting. Such programs allow high school students to take accounting classes for credit and might include scholarship opportunities funded by alumni and faculty for those in financial need. Many of these initiatives have been successful, reporting high rates of students who choose to enroll in accounting programs.

Initiatives focused on diversity are often facilitated through partnerships with student organizations like Beta Alpha Psi, NABA Inc., and others. Activities may include presentations at diversity-focused events and the introduction of specific high school outreach initiatives. These events feature faculty, students, and alumni from public accounting firms who present the benefits of a career as a CPA. For instance, the Beta Alpha Psi chapter at Auburn University hosts a "science fair" format event to introduce high school students to accounting in an engaging and relatable manner. Their major outreach event is CPA Day, a spring on-campus event that hosts area high school students to expose them to accounting in a fun, tropical-themed event.

By actively engaging with high school students, alumni can share their professional experiences and insights, which increases students' interest in an accounting career and results in higher application rates for their accounting programs.

Some universities are exploring or have established articulation agreements between high schools, community colleges, and universities to create smoother transitions for students.

Recognizing the significance of parental influence in students' career choices, the University of Scranton conducts on-campus and virtual sessions for parents. These sessions address parents' concerns regarding job stability and earning potential in the accounting field. Additionally, they dispel misconceptions about accounting careers, such as the notion that analytics will replace accountants.

### Innovations in introductory courses

Introductory accounting courses are the cornerstone of accounting programs. They play a pivotal role in shaping students' perceptions of the accounting field. Introductory courses represent the best, and sometimes only, opportunity to capture students' interest and commitment. Therefore, introductory courses must be carefully designed to create a positive and engaging learning experience.



Several schools we interviewed deliberately appoint their most captivating and effective faculty members as lead instructors in their Introduction to Accounting classes. This strategic deployment ensures that students receive both a robust grounding in the fundamental principles of accounting and a compelling orientation to the manifold advantages associated with the accounting profession. The faculty members also often introduce students to various campus organizations connected to the profession.

A case in point is the University of Scranton, which entrusts introductory accounting courses to instructors who have an established track record of engaging students and are also actively involved in advising various student clubs and organizations. The University of Scranton succeeds both at making a good first impression and at creating a symbiosis between academic instruction and extracurricular engagement.

Many schools have revitalized (or are in the process of revitalizing) the content and delivery of introductory accounting courses.

To engage and guide undecided majors who display potential in their introductory courses, our partner institutions have taken a series of proactive steps:

- Faculty actively reach out to these students, recognizing their promise, and extend invitations to participate in various accounting club events.
- Faculty engage in one-on-one discussions with students to provide insights into the opportunities and benefits of a career in accounting.
- Additionally, several universities help identify students for various firms' leadership programs, which has been effective in connecting with first-year students, fostering an interest in accounting careers from an early stage.



Bentley University conducted a comprehensive redesign of our accounting courses, placing a strong emphasis on analytics, technology, engagement, and exposure to the diverse career opportunities within the accounting field.

**Dr. Tracy Noga**  
Accounting Department Chair  
Bentley University

## Strategy 2


Understanding the significance of early identification, Southern New Hampshire University, for example, has implemented strategies to motivate and inspire students. Their introductory classes serve as opportunities to identify potential accounting students early in their academic journeys and inspire them by providing insight into the diverse career paths the field offers.

Recognizing the need to attract more students to the accounting profession, the University of Arkansas has appointed a dedicated “Student Success Coordinator” who is tasked with developing strategies to draw students into the accounting major.

To better align with industry needs and student interests, several universities have revamped their introductory accounting courses to place a stronger emphasis on users of financial information, reflecting a changing dynamic within the accounting field.

Inviting early-career CPAs to share their insights with high-performing students is another useful initiative that helps bridge the gap between academia and industry, providing students with valuable real-world perspectives.

Dr. Wei Li, an associate professor and chair of the Department of Accounting at Kent State University, discussed such an initiative introduced by her department. “We host a celebration lunch for high-performing students from the Introductory Accounting courses. In the lunch, we invite the students to meet with accounting majors and practitioners. We also give each high-performing student a gift card to celebrate their achievement in the Introductory courses.”



Like some other schools, Missouri State University now uses gamification to engage students. It has successfully redesigned its introductory financial and managerial accounting courses, introducing gamification elements that have resulted in a 20% increase in student interest in accounting.

Oklahoma State University offers a Survey of Accounting course that all business school majors must take. It blends financial and managerial content and does not discuss the debit/credit framework. Instead, the Survey of Accounting course focuses on helping students understand how economic information is captured by the accounting system and how it can be used for decision-making. To facilitate transition to the Intermediate Accounting course, a three-credit-hour, semester-long bridge course is offered. Given the importance of the debit/credit framework for success in subsequent accounting courses, the first three weeks of the bridge course are dedicated to the accounting cycle.

### Active student organizations

The influence of peers in shaping students' career choices cannot be underestimated. Universities recognize this and have established accounting-focused organizations.


Several universities we interviewed effectively used their student organizations – such as accounting clubs and societies, BAP chapters, Association of Latino Professionals in Finance and Accounting (ALPFA), and NABA Inc. – to engage students, increase outreach, and secure critical partnerships with professional firms.

BAP is central to Auburn University's efforts to boost accounting enrollment. The organization involves faculty advisors, cultivates partnerships with more than 60 professional firms, and implements an efficient sponsorship model for employer relations. BAP also tailors events specifically to honors students.

The Rising Accountant and Analyst Program (RAAP) at Auburn University also sparks interest in the accounting profession by pairing freshmen and sophomore students with BAP members. This program offers specialized programming and forums that facilitate students' transition into BAP membership.

By opening NABA Inc. chapters to all business majors, universities take an inclusive approach to student organizations, which encourages the exploration of accounting among a broader student body.

Kent State alumni long ago established a service organization called Kent Student Ambassadors. Student Ambassadors, as they are known, are current high-achieving students.



Among their many activities, Student Ambassadors in accounting help with recruiting efforts by (1) making videos to feature on the department website that share their experience in the accounting program, (2) visiting high schools and freshmen classes with faculty and young professionals, and (3) participating in events with undecided-major students.

A significant proportion of University of North Texas graduates pursue careers in public accounting, and the Big Four firms actively recruit on campus. The presence of organizations like BAP, NABA Inc., ALPFA, and their own Professional Accounting Student Society contributes to a vibrant and inclusive accounting community.

Oklahoma State University expanded the BAP chapter to become “BAP and Friends” to allow students involved in other organizations (such as the African American Business Students Association, the Latino Business Student Association, etc.) to join BAP meetings and activities.

#### **Tutoring and mentoring services**

Multiple universities offer academic support and tutoring services to assist accounting students.

BAP members reliably contribute to tutoring and academic assistance. Some universities make their honors programs’ tutoring resources available to provide valuable support alongside that provided by BAP chapters. In addition to fostering community, these services are essential for boosting student performance and enhancing overall academic success.

MSU has implemented a highly effective peer-mentoring program that has proven to be more engaging for students than traditional tutoring centers. Top-performing students are hired as peer mentors, actively engaging in classes and assisting their peers in coursework.

### Leverage social media

Social media has become increasingly vital for educational institutions, providing a dynamic platform to connect with students, promote program strengths, and inspire academic achievements.

Clemson University maintains an active social media presence to showcase university successes, engage prospective students, and share developments within the university community, from international study-abroad experiences to faculty research milestones, student achievements, and prestigious awards.

Most universities are active on LinkedIn, which is generally the institution's preferred platform for social media engagement and outreach.

### Student outreach checklist

- Partner with a local high school to allow high school students to take accounting classes for credit.
- Partner with student organizations to support and host local accounting awareness events.
- Establish articulation agreements with high schools, community colleges, and universities to create smoother transitions for students.
- Engage with high school students through virtual events.
- Host in-person and virtual accounting awareness sessions for parents.
- Appoint the most captivating and engaged faculty members to lead introductory courses.
- Redesign introductory courses to showcase the diverse career opportunities available within the accounting field.
- Proactively reach out to undecided majors enrolled in introductory courses to inspire and identify potential accounting students.
- Leverage student organizations to engage students, increase outreach, and secure partnerships with professional firms.
- Leverage top-performing students in tutoring and peer-mentoring programs.
- Use social media to connect with students and promote accounting program strengths.

# Strategy 3:

## Empowering students for success

The universities we interviewed showcase their commitment to empowering students for success. They shared several strategies involving upskilling faculty and engaging with the practicing community on campus. They also connect classroom learning to real-world applications. Active involvement and mentoring, education that aligns with business and industry demands, and a curriculum that adjusts to emerging technological requirements of the profession collectively contribute to student achievement.

Fostering mentorship and support systems and forging partnerships with firms and professional organizations also significantly increase students' chances of successfully passing the CPA Exam.

### Faculty expertise and engagement

Experienced professors, including those with CPA licensure and other credentials, are crucial in attracting students to accounting programs. Encouraging faculty to obtain relevant certifications and CPA licensure is a common practice, underscoring the importance of faculty practicing what they teach.

Institutions emphasize the importance of having faculty with diverse backgrounds, including both public accounting and industry experience, to enhance students' education. Faculty members with industry experience — particularly if it is recent or ongoing — are seen as motivational and instrumental in preparing students for a career in accounting.

One university designates categories of faculty, including some who instruct and some who mentor, to support student learning.

Institutions, such as Auburn University, emphasize the significance of faculty teaching upper-level courses holding terminal degrees as a commitment to academic excellence.

### Bringing real-world accounting into the classroom

The institutions we interviewed are continually innovating to provide students with the most engaging and pertinent learning experiences in the field of accounting. Instructors emphasize the importance of connecting classroom learning to real-world applications to enhance the relevance of the subject matter and to drive student interest in accounting as a major. For instance, in teaching accounting analytics, faculty demonstrate how data analysis techniques are applied in managerial and operational decision-making. They use authentic case studies and datasets so students can learn to solve practical business problems through application of accounting analytics.

Inviting guest speakers to class enriches the educational experience. The University of Arkansas, for example, actively recruits working CPAs to provide real-world insights and guidance to students. Auburn University engages guest speakers as part of a professional development course it offers to graduate students. The professional development course addresses diverse aspects of the accounting profession and features panels and presentations by professional partners, bolstering students' readiness for the recruitment process and their careers.

### Engaged advisory board

Many university accounting departments maintain close ties with alumni through advisory boards that comprise industry partners, representatives from major firms, and accomplished professionals. For example, the University of Arkansas utilizes an advisory board consisting of alumni and friends who are partners of firms and C-level professionals.



The advisory board, which meets regularly, is involved in mentoring and curriculum development. The board's role in curriculum development is especially important in ensuring that what accounting students learn is responsive to industry demands and that the curriculum adapts to the evolving technological needs of the profession.

In general, university advisory boards influence the emergence of accounting initiatives, such as environmental, social, and governance (ESG) education, and support the maintenance of a robust CPA pipeline.

Several universities have active advisory boards dedicated to aligning the CPA pipeline with the profession's needs and requirements. For many years, the University of North Texas has maintained a junior advisory board of recent graduates for enhanced connections and opportunities to learn about the state of the accounting profession outside academia.

### **Cultivating partnerships**

Forging partnerships with professional organizations and firms has proven instrumental in advancing students toward the accounting profession. These partnerships extend a helping hand to students by sharing real-world experiences, offering career guidance, and facilitating internships. This provides invaluable insight to students as they gain hands-on knowledge from working professionals, strengthening the value of their educational journey.

AICPA & CIMA has a toolkit available with information about forming an accounting program advisory board. You can access this [toolkit](#). Click on University Resources in the listing of resources.

Actively involving alumni in the job recruitment process is another effective practice, exemplified by Clemson University. These alumni share their experiences at job fairs and offer insights into their work, giving students first-hand impressions of what it's like to work for various employers.

Most universities are dedicated to facilitating internships and full-time employment opportunities, in both the public and private sector, for their accounting students.

The University of Arkansas, for instance, makes opportunities available by collaborating with prominent employers, including the Big Four accounting firms and industry players.

Missouri State University has cemented strong relationships with the Big Four. Along with other firms, EY has made substantial investments in Missouri State University's accounting students, offering their time, resources, and financial support. EY's commitment to Missouri State University graduates is underscored by its practice of sending Missouri State University-alumni partners to MSU events, cementing a deep dedication to their academic community.

The Big Four accounting firms also play a significant role in recruiting at Auburn University as key recruiters who reinforce the importance of the CPA designation. The Big Four are among the more than 60 professional partners who sponsor Auburn's student organizations and hire students for internships and full-time roles.

Auburn University recognizes the value offered by accounting firms, which contributes to the perception that the CPA path is the primary route to a successful accounting career.

Kent State University has witnessed a number of graduates venturing into careers with industry giants, such as Goodyear and J. M. Smucker. This remarkable industry placement rate reflects the quality of its programs and is a compelling selling point to attract new accounting students.

In tandem with these recruitment strategies, universities have strategically established collaborations with a range of firms, including the Big Four and regional entities, to provide various internship opportunities for their accounting students.

Internships at the University of North Texas provide students with genuine experience to complement their academic learning. These opportunities enhance students' preparedness for their future careers.

Fordham University stands out for maintaining, through a designated faculty liaison, a collaborative relationship with the New York State Society of CPAs. This underscores Fordham's commitment to fostering industry connections and enriching students' educational experiences.

Bentley University boasts a strong career services program that *U.S. News & World Report* consistently ranks among the top two in the country. The comprehensive program encompasses various career events, including those focusing on internal audits and opportunities beyond the Big Four. Additionally, professional organizations like BAP and NABA Inc. organize career-related events, further buttressing students' career prospects.

Bentley University also collaborates with industry leaders like KPMG on data analytics initiatives. The university's Master's in Data Analytics curriculum, developed in partnership with KPMG, grants students access to proprietary software, data, and valuable insights. This initiative effectively bridges the gap between academic learning and industry requirements.



We have a robust for-credit spring semester internship program, which consistently has a placement rate of well over 90%.

**Dr. Ananth Seetharaman**  
Department of Accounting Chair  
University of North Texas

### CPA Exam support

Preparing students for the CPA Exam is a priority for many universities. By offering resources, structured study plans, and onsite CPA Exam support, they facilitate this preparation.

The University of Scranton promotes an active culture of collaborative learning. Encouraging students to study together is designed to cultivate mentorship and peer support that can increase students' likelihood of passing the CPA Exam. Typically, these student groups embark on their CPA Exam preparation concurrent with their completion of the master's program, which can result in passing exam sections before they commence their professional careers.

Arizona State University integrates CPA Exam review courses into both of its graduate programs: Master of Accounting and Data Analytics, and Master of Taxation and Data Analytics. All students in these programs get free access to CPA Exam review software with study programs and can opt into a for-credit course that focuses on exam preparation with a cohort. Arizona State's goal is to help its students pass as many sections of the CPA Exam as possible before starting full-time employment.

Auburn University has an on-campus Prometric testing center to streamline the CPA Exam process and improve student readiness. Its graduate accounting students sit for the CPA Exam during their final semester, ensuring its completion by the time they start their jobs.

Universities offer coaching-focused CPA Exam-preparation classes and allow undergraduate students to take graduate-level courses in preparation for the exam.

At the University of Arkansas, faculty and successful alumni continuously encourage students, stressing the importance of completing the CPA Exam before entering the workforce. Accounting students at Arkansas have a morale-building tradition related to the CPA Exam: on successfully completing all four exam parts, students sign a "Hog Hat" — a longstanding emblem of Razorback success and pride — that is prominently displayed in the accounting faculty office. The success of highly respected students in achieving CPA status serves to motivate their peers, and their testimonials and social media posts reinforce the effectiveness of the university's approach.

Missouri State University participates in the CPANext program, an initiative of the Missouri Society of CPAs that provides full mentoring services to students seeking a CPA license. The mentoring services include guidance for navigating the application process, transcript review, help in closing gaps in learning, study materials, and encouragement to maintain motivation until successful CPA Exam completion. The CPANext program remains available even to those who have graduated.

Faculty at the University of North Texas offer support, guidance, and structured timelines to students as part of CPA Exam preparation. In 2017, two members of the University of North Texas accounting faculty launched CPA Town Hall, which, due to its success, has since become an annual event. CPA Town Hall serves as a one-stop resource for students seeking guidance on their CPA Exam journey. Students who have recently passed the exam share their insights, enhancing the effectiveness of this event and its value to the students. “Not only has it sparked early interest among our students,” says Madhuri Bandla, a senior lecturer at the University of North Texas who has led this initiative for the past six years, “but based on feedback received, we have successfully expanded the mindsets of our accounting students to set a more ambitious goal, i.e., not just graduating with an accounting degree, but passing the CPA Exam within one year of graduating from our master’s program.”

Clemson University offers flexible program timelines to student cohorts in its master’s program, allowing students to spread their CPA Exam preparations over multiple semesters, which reduces stress and increases the odds of success.

Certain institutions have pass/fail courses, motivating students to take the Exam seriously without the stress that can accompany specific scores.

Universities commonly collaborate with providers of CPA Exam review courses to enhance accounting students’ educational experience.

### Conclusion

AICPA & CIMA are providing this resource as one pipeline initiative. We know that there are many universities with innovative and effective programs. This publication was able to showcase a few of those programs. We would appreciate hearing from you about your different strategies for attracting and retaining accounting students. We also encourage you to share your accounting pipeline best practices in academia with AAA by completing their web-form [here](#) to be reviewed for addition to their best practices searchable database.

## Empower students for success checklist

- Hire faculty with diverse backgrounds, including public accounting and industry experience, to enhance the student experience.
- Encourage faculty to pursue CPA licensure, advanced degrees, and relevant certifications.
- Identify and utilize faculty members best suited to mentor and support students.
- Use authentic case studies and datasets so students can learn to solve practical business problems through application of accounting analytics.
- Provide an accounting and business curriculum and timeline that is aligned with the CPA Exam and the educational requirements of the CPA license.
- Incorporate guest speakers, panels, and working CPAs to connect classroom learning to real-world insights and applications.
- Establish an advisory board comprising firm partners and CFO-level professionals to ensure curriculum is responsive to industry demands.
- Actively involve alumni in the recruitment process.
- Partner with prominent employers to offer internships and full-time employment opportunities to accounting students.
- Collaborate with prominent employers to reinforce the importance of CPA licensure as a primary route to a successful accounting career.
- Encourage collaborative learning among students to cultivate mentorship and support systems that increase student success.
- Incorporate CPA Exam review courses into graduate curriculum to help students prepare for and pass the CPA Exam.
- Partner with the AICPA, state CPA societies and boards, NASBA, and test-preparation providers to present to students about the value of the CPA license and information on the process toward CPA licensure.
- Encourage students to complete the CPA Exam before entering the workforce.
- Partner with state CPA societies to offer mentoring services to students seeking a CPA license.
- Offer flexible program timelines to student cohorts in master's programs, allowing students to spread their CPA Exam preparation across multiple semesters.

# More strategies to boost enrollment

Universities we interviewed have undertaken a range of other activities, presented below, in their efforts to increase their accounting enrollment.


- **State-of-the-art facilities.** Modern, appealing buildings contribute to increased enrollment by attracting prospective students. For example, Kent State University is in the process of constructing a new facility to house the College of Business. The new structure, Crawford Hall, is designed to facilitate interaction among students, faculty, and members of the global business community. The building will be equipped with technology that enables speakers to address a class from anywhere in the world. Such interactions promote a global perspective. In addition to classrooms, students will learn in labs and study spaces throughout the building.
- **Learning camps.** With funding from a corporate partner, Oklahoma State University's Tulsa campus is opening a STEM camp for Tulsa public school students, with a focus on underrepresented populations. STEM FORCE, an Oklahoma not-for-profit organization, is collaborating with the university to deliver the programming.
- **Innovative recruitment.** Southern New Hampshire University actively explores teaching accounting in nontraditional contexts, by offering virtual courses to incarcerated populations, for example.
- **Employer tuition benefits.** Southern New Hampshire University's growth in accounting enrollment is driven by partnerships with employers that provide education benefits to their employees through benefit marketplaces, such as Guild, which connects employers with universities.
- **Summer programs.** Fordham University has offered comprehensive summer programs designed for high school students, introducing them to various aspects of business — including accounting — through presentations and industry visits.



# Acknowledgments

We thank the following universities for sharing valuable insights about accounting programs and for significant contributions to this *Strategies for Boosting Accounting Enrollment* report.

- Arizona State University
- Auburn University
- Bentley University
- Clemson University
- Fordham University
- Kent State University
- Missouri State University
- Oklahoma State University
- Southern New Hampshire University
- The University of Scranton
- University of Arkansas
- University of North Texas
- Western Governors University



If you have additional best practices to share, would like support with your accounting program, or have any questions, please contact us at [CPA-Pipeline@aicpa-cima.com](mailto:CPA-Pipeline@aicpa-cima.com).

For information about obtaining permission to use this material other than for personal use, please email [copyright-permissions@aicpa-cima.com](mailto:copyright-permissions@aicpa-cima.com). All other rights are hereby expressly reserved. The information provided in this publication is general and may not apply in a specific situation. Legal advice should always be sought before taking any legal action based on the information provided. Although the information provided is believed to be correct as of the publication date, be advised that this is a developing area. The Association, AICPA, and CIMA cannot accept responsibility for the consequences of its use for other purposes or other contexts.

The information and any opinions expressed in this material do not represent official pronouncements of or on behalf of the AICPA, CIMA, or the Association of International Certified Professional Accountants. This material is offered with the understanding that it does not constitute legal, accounting, or other professional services or advice. If legal advice or other expert assistance is required, the services of a competent professional should be sought.

The information contained herein is provided to assist the reader in developing a general understanding of the topics discussed but no attempt has been made to cover the subjects or issues exhaustively. While every attempt to verify the timeliness and accuracy of the information herein as of the date of issuance has been made, no guarantee is or can be given regarding the applicability of the information found within to any given set of facts and circumstances.



Founded by AICPA and CIMA, the Association of International Certified Professional Accountants powers leaders in accounting and finance around the globe.

© 2024 Association of International Certified Professional Accountants. All rights reserved. Association of International Certified Professional Accountants is a trademark of the Association of International Certified Professional Accountants and is registered in the U.S., the E.U. and other countries. The Globe Design is a trademark owned by the Association of International Certified Professional Accountants. 2401-904306