

## **Evaluating the alignment of the revised CPA exam with professional accountancy demands: Insights from accounting educators**

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### **ABSTRACT**

This study examines accounting faculty perceptions of the alignment of the newly revised CPA exam with the evolving demands of the accountancy profession. Triggered by significant technological advancements and the CPA Evolution initiative, the exam now encompasses broader coverage of data analytics, information technology, and emerging technologies. Through a survey of accounting educators, this research explores their preparedness and perceptions of the exam's relevance to professional requirements. Findings indicate a consensus on the exam's effectiveness in addressing core accounting competencies but reveal gaps in knowledge regarding managerial, technical, and global topics. The study contributes to ongoing discussions on accounting education's adaptation to technological and professional landscapes, suggesting areas for further curriculum development and research. Overall, the analysis underscores the need for clearer communication and education about the CPA exam's objectives and content, especially concerning technological, managerial, and global competencies.

Keywords: New CPA exam, Technology, Accounting education, Faculty perspectives

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## INTRODUCTION

Significant updates were made to the Certified Public Accountant (CPA) exam in January 2024 as part of the CPA Evolution initiative (NASBA, 2023). These changes were prompted by the rapid advancements in technology and professional dynamics within the accounting profession. Innovations such as Artificial Intelligence (AI), Data Analytics, and Robotic Process Automation (RPA) are reshaping how accountancy work is performed, demanding a new breed of accountants proficient in both traditional accounting principles and modern technological applications (Bandla, 2023). The integration of these technologies is expected to revolutionize the industry, with Artificial Intelligence (AI) potentially reducing audit times by as much as 90% and increasing operational efficiency by around 25% (Chawla, 2020). A PWC survey in 2023 highlighted CEOs' concerns about staying economically viable without adapting to technological disruptions, with over 49% of CEOs identifying tech advancements like AI, the Metaverse, and Blockchain as major challenges (PWC, 2023).

The academic response to this technological shift is embodied in the redesigned CPA exam, intended to bridge the gap between current education and the practical/technological demands of the accountancy profession. This redesign, spearheaded by AICPA and NASBA (2021), aims to ensure that the exam reflects the profession's evolving needs, particularly emphasizing the growing importance of proficiency in emerging technologies such as AI, Data Analytics, and RPA. This approach underscores the industry's and academia's joint commitment to preparing accountants for a future where technology plays a significant role in accounting processes.

The AICPA and NASBA's 2021 Curriculum Gap Report highlighted significant shortcomings in university-level accounting education. It reported that while most accounting programs focus on delivering core accounting knowledge, less than half address emerging topics like AI, data analytics, blockchain, information technology (IT) governance, and cybersecurity (AICPA & NASBA, 2021). This gap comes as the accounting profession faces drastic changes due to the rise of Big Data, prompting a revision of the CPA exam to better emphasize technical skills and align with the profession's evolving requirements.

Drawing from AICPA and NASBA (2021) initiatives to revamp the CPA exam, this study investigates the perceptions of accounting faculty to the changes made to the CPA exam and the evolving accounting profession. The central research question that this study seeks to investigate is: "Does the new CPA exam structure emphasize the emerging topics most important to the accounting profession?" By pursuing this question, this study aims to contribute to existing research on addressing the demands of the dynamic technical landscape within accountancy. Specifically, this study builds upon the visions presented by Bostwick et al. (2023) on adjusting accountancy curriculum to adapt to changes, and Gittings et al. (2020) on enhancing student proficiency in data collection and analysis techniques.

A survey design method was used to conduct this quantitative inquiry (Creswell & Creswell, 2017). Drawing from existing literature (Losi et al., 2022), a comprehensive list of accounting educators was created using an updated Hasselback (2016) listing. The analysis focused on querying respondents on their familiarity with the CPA exam's new focus on technology, foundational, professional, and global concepts.

This study significantly contributes to the ongoing discourse by uncovering the perspectives of accounting educators on the newly revised CPA exam. The findings reveal a broad consensus on the exam's effectiveness in addressing core accounting competencies.

However, it also highlights a considerable gap in understanding the exam's coverage of technical, professional, and global aspects. This empirical investigation sheds light on the alignment between the new CPA exam and the evolving demands of the accounting profession through the lens of academic professionals. While the manuscript does not delve deeply into individual technologies or specific skill sets, it provides a panoramic view of several advanced technological trends.

## LITERATURE REVIEW AND HYPOTHESIS

The accountancy profession is currently facing significant challenges, evidenced by the noticeable departure of accountants from their roles, largely attributed to the monotonous and repetitive nature of the work. This trend is compounded by a declining number of new students entering the accountancy field, which fails to bridge the growing vacancies (Ellis, 2023). Academic literature highlights a criticism of accountancy education for not adequately addressing industry-relevant topics (McCabe, 2021). The rise of big data and automation necessitates the incorporation of emerging technologies to effectively interpret vast datasets (Andiola et al., 2022; Bandla, 2023; EYNews, 2022). To address these needs, comprehensive recommendations have been proposed to overhaul university-level accounting curricula, focusing on identifying and addressing skill and knowledge gaps, aligning education with industry trends and regulatory requirements, and enhancing employment prospects through continuous curriculum improvement. The AICPA and NASBA's 2021 report provide detailed guidance, recommendations, and resources to propel accounting curricula forward, ensuring they meet the demands of the modern accounting landscape (AICPA & NASBA, 2021).

In the evolving tech-driven landscape, accounting professionals need a deep understanding of accounting basics, business concepts, and strong critical thinking, problem-solving, and communication skills (Daff, 2021). The Pathways Commission (2012), Behn et al. (2012) and Lawson et al. (2014) highlighted a competency framework for accounting education, which includes "accounting competencies, foundational competencies, and broad management competencies." Enhancing accounting education requires a multidisciplinary approach to develop these skills (AACSB, 2018; Behn et al., 2012; Daff, 2021; Lawson et al., 2014). To address these needs, AICPA and NASBA revised the CPA exam, considering the evolving business environment, advancements in analytics, globalization of standards, and the need for stronger critical thinking skills (NASBA, 2023; Roessner, 2023).

### **The New CPA Exam Alignment to Emerging Technologies & Professional Foundation Skills**

Based on the new exam's recently published blueprints, candidates must take three core exams and one optional exam. The core exams include Auditing and Attestation (AUD), Financial Accounting and Reporting (FAR), and Regulation (REG). The three optional exams include: Business Analysis and Reporting (BAR), Information Systems and Control (ISC), and Tax Compliance and Planning (TCP), (AICPA, 2021). Table 1 (see appendix) outlines each major section of the old exam, and its alignment to the new core, and new discipline (optional) exams (AICPA, 2021).

The revised AUD section of the exam retains most of the original blueprint with the following modifications: expanded IT General Controls (ITGC), use of data and information, audit data analytics, and expanded content related to the Committee on Sponsoring Organizations

(COSO) internal controls framework (Area III). Advanced topics in IT, including advanced topics in system and organization controls (SOC I and II) engagements, are moved to the optional Information Systems and Control (ISC) exam (AICPA, 2021). While the AUD section covers topics such as data usage, database components, data measurement scales, data cleansing, data reliability, and audit data analytics, these subjects are not heavily featured or emphasized as major components within this section or across other sections of the exam.

Similarly, the revised FAR section of the exam also retains much of its original blueprint with the following modifications: expanded financial statement analysis and performance metrics, and removal of several advanced topics in the state and local governmental accounting domain. These topics have been moved to the optional Business Analysis and Reporting (BAR) exam (AICPA, 2021).

The revised REG section of the exam resembles most of the original blueprint with the following advanced topics moved to the optional TCP exam: advanced topics in federal taxation of property transactions; federal taxation of individuals; and federal taxation of entities.

A clear path exists for those seeking to demonstrate emphasis in taxation through the TCP exam; however, those seeking to develop one in auditing will have to choose between BAR and ITS for the optional exam. One route will emphasize managerial accounting topics including cost and financial management. The other route will emphasize information systems and includes more advanced topics related to SOC I and II engagements, which seems a more logical direction for audit work. For an undergraduate accounting degree program seeking to align to the core, management and cost accounting topics are not tested. Management and cost accounting will only be tested if a student opts to take the BAR discipline exam.

Although the new ITS discipline exam includes a significant expansion of content in the information systems domain, a substantial portion relates to security, confidentiality, and privacy topics. Within the core, there are some additional topics related to technology and analytics, but these areas are not significantly emphasized in proportion to other topics. Although the ITS discipline exam includes enterprise and accounting information systems, the only reference to emerging technologies is in Area 1, where robotic process automation is mentioned as an example of topics related to improving the performance of an accounting information system.

Although soft-skill development, including communication skills, interpersonal relationships, global/cultural competence, ESG, and teamwork, are increasingly important competencies emphasized by the accounting and IT community (Patacsil & Tablatin, 2017), these topics are not emphasized components of the core exams. Although many accounting educators may not feel confident developing professional foundation skills, Madsen (2020) provides interesting future research ideas to assess these types of skills, and Woodside et al. (2020) creates a multi-disciplinary curriculum map for proposed accounting analytics major that includes accounting domain knowledge, analytics/computing, global knowledge, and ethical leadership. Therefore, the hypothesis are divided into four components: Analytics, Professional foundational skills, Managerial competencies, and Global mindset.

**Hypothesis 1a:** Faculty believe the new CPA exam adequately addresses topics in data analytics. These topics include statistics, data automations, RPA, AI, and FinTech (such as blockchain and crypto currency).

**Hypothesis 1b:** Faculty believe the new CPA exam adequately addresses professional foundation skills. These skills include communications; quantitative methods; analytical thinking and problem solving; and human relations (Madsen, 2020).

**Hypothesis1c:** Faculty believe the new CPA exam adequately addresses managerial competencies. These competencies include leadership; organizational ethics and social responsibility; process management and improvement; governance, risk management and compliance; financial management; marketing; general management; business law; and economics (Woodside et al, 2020).

**Hypothesis1d:** Faculty believe the new CPA exam adequately addresses the development of a global mindset. The global mindset includes cultural awareness, DEIB, ESG (Environmental Social Governance) measurement, risk, and reporting.

## METHOD

This study employs a quantitative approach (Creswell & Creswell, 2017), analyzing data collected through a survey, to examine the perspectives of university faculty. Drawing from the extant literature (Losi et al., 2022), the respondent population of accounting educators was sourced from the Directory of Accounting Faculty (Hasselback, 2016). A survey instrument was constructed using the Qualtrics platform. Subsequently, the survey was distributed via an anonymized survey link sent by email. The survey employed a five-point Likert scale to gauge participants' perspectives. Approximately 8049 emails were dispatched. 445 responses were received, a response rate of approximately 5.5%, which is consistent with similar prior studies (Losi et al., 2022). Incomplete responses were excluded resulting in a cleaned dataset with 263 valid responses. The data analysis was carried out using Pivot Tables within Microsoft Excel.

## RESULTS

**H1a:** Table 3 (see appendix) presents the percentage of accounting faculty respondents in each Likert category for evaluating the new CPA exam's coverage of data analytics, robotic process automation, artificial intelligence, and FinTech technologies. A considerable percentage of respondents expressed uncertainty ("Don't Know") about whether data analytics (27.76%), RPA (32.70%), AI (39.92%), and FinTech (43.35%) are adequately addressed. While less than half of the respondents selected "Somewhat agree" or "Strongly agree" as their response, data analytics is perceived more favorably than other technical topics.

**H1b:** Table 4 (see appendix) presents the percentage of accounting faculty respondents in each Likert category for evaluating the new CPA exam's coverage of professional foundation skills. While over 40 percent of the faculty expressed uncertainty ("Don't Know" or "Neither Agree nor Disagree"), nearly half expressed some level of agreement. Less than 10 percent of faculty selected either "Somewhat disagreed" or "Strongly disagreed."

**H1c:** Table 5 (see appendix) presents the percentage of accounting faculty respondents in each Likert category for evaluating the new CPA exam's coverage of managerial competencies including leadership, organizational dynamics, and social responsibility. More than half of the respondents expressed uncertainty ("Don't know" or "Neither agree nor disagree"), a third of the respondents "Somewhat agreed" or "Strongly agreed," and less than 10 percent of respondents "Somewhat disagreed" or "Strongly disagreed."

**H1d:** Table 6 (see appendix) presents the percentage of accounting faculty respondents in each Likert category for evaluating the new CPA exam's coverage of global mindset competencies such as cultural awareness, DEIB, and ESG. Near 60 percent of the respondents expressed uncertainty ("Don't know" or "Neither agree nor disagree"), 22 percent of the



respondents “Somewhat agreed” or “Strongly agreed.” The remaining 18 percent of respondents “Somewhat disagreed” or “Strongly disagreed.”

These findings suggest that many faculty members are uncertain about the inclusion of technology, professional, managerial and global topics in the new CPA exam, indicating a potential area for improvement in both exam content and communication.

## **DISCUSSION**

The results indicate several concerns that need to be addressed through future research, effective communication, and further CPA exam evolution.

It is evident that improvements in communication between those involved in creating the CPA exam content and those developing accounting degree programs are needed. Many respondents selected “Don’t Know” or “Neither agree nor disagree.” This is genuinely concerning as improvements in accounting degree programs are a significant element to resolving the challenges facing the professional pipeline in accountancy. In addition, the uncertainty regarding technology content on the CPA exam may provide insight on potential impediments to change.

Further work is needed to improve the integration of technological components in all sections of the CPA exam. If students can avoid technology topics on the CPA exam (by avoiding the ITS optional exam), demand for and the development of technology-oriented curricula may not fully materialize. Curricular developments are crucial for promoting accountancy and meeting professional demands. Thus, the new CPA exam, in and of itself, will not likely entice academics to make major changes in accounting education vis-à-vis the inclusion of emerging technologies. Without the necessary changes to the curriculum to support emerging technologies, candidates will be less likely to choose the ITS exam.

Uncertainty of CPA exam topics related to professionalism, managerial competencies, and global mindset continue to be a challenge for both accounting faculty and CPA exam blueprint topic development. Although prior calls for the inclusion of these topics have spanned over decades, development of curricula and promotion of these topics on the exam has not been emphasized. Many of the managerial accounting topics are now on the BAR exam (optional), which may lead to a deemphasis of this type of curricula in future undergraduate accounting programs.

## **KEY FINDINGS AND CONCLUSION**

A sizable portion of faculty expressed uncertainty about the new CPA exam's coverage of technological topics. Specifically, 27.76% of respondents were unsure about data analytics, 32.70% about RPA, 39.92% about AI, and 43.35% about FinTech. A smaller percentage strongly agreed that these topics were adequately covered (data analytics: 13.69%, RPA: 8.37%, AI: 3.80%, FinTech: 2.66%). The coverage of professional foundation skills received a generally positive perception. 15.21% of faculty strongly agreed, and 34.60% somewhat agreed that these skills were adequately addressed. However, 25.10% of respondents were unsure, and 16.73% neither agreed nor disagreed. Faculty perceptions of the new CPA exam's coverage of managerial competencies were mixed. Only 9.13% strongly agreed, while 27.00% somewhat agreed. A notable 28.52% were unsure, and 26.62% neither agreed nor disagreed. The survey results indicated high levels of uncertainty about the inclusion of global mindset topics in the CPA exam. 34.22% of respondents were unsure, and 25.48% neither agreed nor disagreed. Only

5.70% strongly agreed, and 16.73% somewhat agreed that the global mindset was adequately covered.

The findings suggest a general agreement on the new CPA exam's effectiveness in addressing core accounting competencies and professional foundation skills. However, there are significant gaps in faculty awareness and understanding of the exam's coverage of technological, managerial, and global competencies. The prominent levels of uncertainty and neutrality in responses indicate a need for better communication and education about the exam's objectives and content, particularly regarding emerging technologies and global mindset topics. Enhanced focus on these areas in the exam and accounting curricula is essential to ensure that future accountants are well-prepared for the profession's evolving demands.

## LIMITATIONS

A relatively low response rate may limit the generalizability of the findings, as it might not fully represent the broader population of accounting educators. A significant portion of respondents indicated uncertainty or neutrality in their responses. For example, many faculty members were unsure about the coverage of technological, managerial, and global mindset topics. This high level of "Don't Know" and neutral responses could impact the overall validity and reliability of the findings, suggesting potential gaps in awareness rather than actual deficiencies in the exam content. The recent implementation of changes in the CPA exam may contribute to the inconclusive results on faculty perceptions. The faculty may not yet be fully familiar with the new content and structure, which could affect their ability to accurately assess the adequacy of the exam's coverage of various competencies. The survey was designed to gauge general perceptions of the CPA exam's coverage of key competencies. However, it may not have captured detailed insights into specific areas or provided comprehensive feedback on all aspects of the exam. This limitation could result in a lack of depth in understanding specific strengths and weaknesses of the new CPA exam. Additionally, the study relied solely on faculty perspectives to assess the CPA exam. While these insights are valuable, incorporating feedback from other stakeholders, such as students, employers, and industry professionals, could provide a more holistic view of the exam's effectiveness in meeting the profession's demands. Lastly, although the study aimed to evaluate the alignment of the CPA exam with technological advancements, it did not delve deeply into individual technologies or specific skill sets. A more detailed analysis of how well the exam integrates these technologies could offer more actionable insights for curriculum development.

## FUTURE RESEARCH DIRECTIONS

Given the recency of the CPA exam changes, future research should conduct longitudinal studies to track how faculty perceptions evolve over time. To gain a more comprehensive view, future studies should include perspectives from a wider range of stakeholders, such as students, employers, industry professionals, and regulatory bodies. While the current study provided a broad overview, future research could focus more deeply on specific technologies and their integration into the CPA exam. Analyzing how effectively the exam addresses emerging technologies like AI, RPA, and blockchain could offer more actionable insights for curriculum development. Research should explore the impact of targeted educational interventions, such as workshops and training sessions, designed to increase faculty awareness and understanding of the new CPA exam content. Evaluating these interventions' effectiveness can help develop

strategies to bridge the knowledge gaps identified in this study. Building on the findings of this study, future research should focus on developing and assessing innovative curriculum models that incorporate the identified key competencies. Evaluating the effectiveness of these curricula in enhancing student skills and knowledge can guide further improvements in accounting education.





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**APPENDIX**

Table 1: Old and New CPA Exam Blueprint Comparison

<b>Section</b>	<b>Old Blueprint July 2021</b>	<b>New Core Blueprint January 2024</b>	<b>New Discipline Blueprint January 2024</b>
AUD	Area I (15 - 25%): Ethics, Professional Responsibilities and General Principles	Area I (15 - 25%): Ethics, Professional Responsibilities and General Principles	
AUD	Area II (25 - 35%): Assessing Risk and Developing a Planned Response	Area II (25 – 35%): Assessing Risk and Developing a Planned Response	ISC Areas I & III Includes IT systems, extended SOC I and II engagements
AUD	Area III (30 - 40%): Performing Further Procedures and Obtaining Evidence	Area III (30 - 40%): Performing Further Procedures and Obtaining Evidence; ITGC, use of data and information (including audit data analytics)	
AUD	Area IV (10 – 20%): Forming Conclusions and Reporting	Area IV (10 – 20%): Forming Conclusions and Reporting	
FAR	Area I (25 – 35%): Conceptual Framework, Standard Setting, and Financial Reporting	Area I (30 - 40%): Includes slight coverage of consolidations and state and local government concepts; includes financial statement ratios and performance metrics	BAR Area II Includes advanced topics related to business combinations, consolidated financial statements, includes advanced financial statement analysis including data analytics techniques
FAR	Area II (30 – 40%): Select Financial Statement Accounts	Area II (30 – 40%): Select Balance Sheet Accounts	BAR Area II Includes advanced topics related to indefinite assets, internally developed software, revenue recognition, stock compensation, R&D, derivatives, leases, public company reporting topics, employee benefit plans
FAR	Area III (20 – 30%): Select Transactions	Area III (30 – 40%): Select Transactions	BAR Area II Includes advanced topics
FAR	Area IV (5 - 15%):	Area 1: Slight coverage	Bar Area III

	State and local governments		Includes advanced topics related to state and local governments
REG	Area I (10 – 20%): Ethics, Professional Responsibility and Federal Tax Procedures	Area I (10 – 20%): Ethics, Professional Responsibility and Federal Tax Procedures	
REG	Area II (10 – 20%): Business Law	Area II (10 - 20%): Business Law	
REG	Area III (12 – 22%): Federal Taxation of Property Transactions	Area III (5 – 15%): Federal Taxation of Property Transactions	TCP Area IV: Includes advanced topics on federal taxation of property transactions
REG	Area IV (15 – 25%): Federal Taxation of Individuals	Area IV (22 – 32%): Federal Taxation of Individuals	TCP Area I: Includes advanced topics on federal taxation of individuals
REG	Area V (28 – 38%): Federal Taxation of Entities	Area V (23 – 33%): Federal Taxation of Entities (including tax preparation)	TCP Area II & Area III: Includes advanced topics on taxation of entities
BEC	Area I (20 – 30%): Enterprise Risk Management, Internal Controls and Business Processes	Removed	AUD Area II: COSO Internal Control BAR Area I: Risk Management ISC Area I: COSO IC
BEC	Area II (15 – 25%): Economics	Removed	BAR Area I Economics
BEC	Area III (10 – 20%): Financial Management	Removed	BAR Area I Financial Management
BEC	Area IV (15 – 25%): Information Technology	Removed	ISC Area I, II, III (significantly expanded...see footnote 1 at end of table)
BEC	Area V (15 – 25%): Operations Management	Removed	BAR Area I (40 - 50%)
<p>(1) The ISC (Information Systems and Controls) section of the exam includes three major areas related to Information Systems and Controls. The first section is content related to information systems and data management. The second is content related to security, confidentiality, and privacy. The third section relates to considerations for system and organization (SOC) engagements.</p>			

Note. Table inspired by and created from the guidelines by AICPA (2021)

Table 2. Demographic and professional characteristics of participants

## Gender:

- 109 participants (41%) identified as female.
- 147 participants (56%) identified as male.
- 7 participants (3%) preferred not to disclose their gender.

## AACSB-Business Accreditation:

- 2 participants (1%) indicated that they didn't know if their institution had AACSB-Business accreditation.
- 34 participants (13%) stated that their institution did not have AACSB-Business accreditation.
- 227 participants (86%) confirmed that their institution had AACSB-Business accreditation.

## AACSB-Accounting Accreditation:

- 7 participants (3%) indicated that they didn't know if their institution had AACSB-Accounting accreditation.
- 117 participants (44%) stated that their institution did not have AACSB-Accounting accreditation.
- 139 participants (53%) confirmed that their institution had AACSB-Accounting accreditation.

## Administrative Role:

- 191 participants (73%) reported not holding an administrative role such as Department Head, Associate/Assistant Dean, or Director.
- 72 participants (27%) held an administrative role.

## Academic Focus:

- The participants' academic focus is distributed as follows:
  - Accounting Information Systems: 30 participants (11%)
  - Analytics: 19 participants (7%)
  - Auditing: 42 participants (16%)
  - Financial Accounting: 98 participants (37%)
  - Managerial & Cost Accounting: 35 participants (13%)
  - Taxation: 39 participants (15%)

## Academic Rank:

- Participants' academic ranks are distributed as follows:
  - Adjunct Faculty: 6 participants (2%)
  - Assistant Professor: 59 participants (22%)
  - Associate Professor: 69 participants (26%)
  - Full Professor: 84 participants (32%)
  - Instructor: 24 participants (9%)
  - Professor of Practice/Clinical Professor: 21 participants (8%)

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Note. N=263



Table 3. Faculty perceptions on technology and systems.

Data Analytics	%	Data and RPA	%
Don't Know	27.76%	Don't Know	32.70%
Strongly agree	13.69%	Strongly agree	8.37%
Somewhat agree	33.46%	Somewhat agree	23.57%
Neither agree nor disagree	19.01%	Neither agree nor disagree	27.76%
Somewhat disagree	3.42%	Somewhat disagree	4.56%
Strongly disagree	2.66%	Strongly disagree	3.04%
Grand Total	100.00%	Grand Total	100.00%
AI	%	FinTech	%
Don't Know	39.92%	Don't Know	43.35%
Strongly agree	3.80%	Strongly agree	2.66%
Somewhat agree	10.65%	Somewhat agree	12.55%
Neither agree nor disagree	28.52%	Neither agree nor disagree	28.52%
Somewhat disagree	11.41%	Somewhat disagree	8.37%
Strongly disagree	5.70%	Strongly disagree	4.56%
Grand Total	100.00%	Grand Total	100.00%

Table 4. Perceptions on Professional Foundation skills—as covered in the new CPA exam.

Professional Competencies	%
Strongly agree	15.21%
Somewhat agree	34.60%
Don't Know	25.10%
Neither agree nor disagree	16.73%
Somewhat disagree	5.32%
Strongly disagree	3.04%
Grand Total	100.00%

Table 5. Perceptions on Managerial competencies—as covered in the new CPA exam.

Managerial Competencies	%
Strongly agree	09.13%
Somewhat agree	27.00%
Don't Know	28.52%
Neither agree nor disagree	26.62%
Somewhat disagree	6.08%
Strongly disagree	2.66%
Grand Total	100.00%

Table 6. Perceptions on Global mindset—as covered in the new CPA exam.

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Global Mindset	%
Strongly agree	5.70%
Somewhat agree	16.73%
Don't Know	34.22%
Neither agree nor disagree	25.48%
Somewhat disagree	12.17%
Strongly disagree	5.70%
Grand Total	100.00%

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