

Texas State University Outcomes Report

General Information

Academic Year:	2013-2014
College:	Business
Department:	Accounting
Program:	Accounting (BBAMACY/MACY)
Program Code:	52.03
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	Dr. Ann L. Watkins, Chair
Status:	Data Entry Closed

Mission Statement

The mission of the MACy program is to facilitate students' preparation for and passage of the CPA exam as well as preparation for successful careers in the accounting profession. The MACy program emphasizes oral and written communication and technical and research skills needed for a career in public or private accounting.

Evidence of Improvement

Based on a comparison of the 2012-2013 to the 2013-2014 results, improvements in student learning are evident in all outcomes, although stronger results are still needed in some areas. The assessment indicates that MACy students are meeting or exceeding expectations at a level appropriate for graduate students. The Exit Exam demonstrates that students are retaining what is learned throughout the program, with only 2.5% of students retaking the exam in the 2013-2014 academic year. A summary of specific evidence of improvement on each outcome is provided below.

Action Plan

Assessment continues to be refined in all MACy accounting courses with action plans resulting based on specific outcome results. In instances where students are not quite meeting or barely meeting with expectations, additional time and resource have been allocated to the development of certain skills or mastery of explicit content. In areas where students are consistently outperforming expectations, more rigorous assignments or grading has been implemented. In a few instances expectations with respect to an outcome have been raised. The graduate faculty continues to discuss curriculum updates and changes informed by recruiters and members of the Accounting Advisory Board. The action plan for each outcome is provided in detail below.

Outcome 1

Accounting students will demonstrate applying accounting knowledge in new and unfamiliar circumstances in different accounting areas such as financial accounting, cost, accounting information systems, taxation, and audit. To fulfill this outcome, the student will correctly analyze the problem, develop and explain findings, and justify a conclusion or recommendation in different areas of accounting.

Outcome 1 - Method 1

Many of the graduate accounting courses will use embedded test questions to assess the application of accounting principles in new and unfamiliar circumstances. Test questions common to all sections of the following specified courses will be used. Related expectations for scores on the questions are also indicated.

Course Target(% of students and desired score)

ACC 5320 (Auditing) 80% will score 80% or better

ACC 5366 (Business Entities Taxation) 75% will score 75% or better

ACC 5371 (Accounting Information Systems) 80% will score 85% or better

Outcome 1 - Method 1 - Result

Fall Spring

(Percentage of Students Meeting or Exceeding Expectations)

ACC 5320 (Auditing)	92%	68%
ACC 5366 (Business Entities Taxation)	80	71
ACC 5371 (Accounting Information Systems)	87	Course Not Offered

Results

Although expectation targets were met in the fall in all courses, expectations were not met in the spring. Several explanations were considered. In **ACC 5320**, for example, KPMG's teaching tool called the "Professional Judgment Framework" was used in the fall semester to encourage better decision making and critical thinking among future and current auditors. Much of this material is new and unfamiliar to students, as it deals with a lot of psychology and sociology concepts. The quiz questions in **ACC 5320** cover the topics discussed in this monograph. The action plan for the spring semester was to break this material into smaller modules that were taught at various points throughout the semester when relevant to other course material. The unintended consequence was that students didn't seem to grasp the concepts as well. The lower scores on the quiz reflect this observation (only 68% of students met or exceeded expectations on this assessment). There were no significant changes in the action plans for **ACC 5366** and **ACC 5371** for the 2013-14 academic year that might explain results.

Action Plan

The action plan in **ACC 5320** is to return to the original strategy of introducing the Professional Judgment Framework in one class period. **ACC 5366** will use more cases and Gleim questions as in-class discussion pieces and exercises (with discussion). This is the same approach used during the previous semester. It is recommended that cases and Gleim questions continue to be used in this course. For fall of 2014 **ACC 5371** will continue working relevant problems in class and consider assigning homework over material students appear to struggle with. Integrating ISACA questions into the lectures and tests and using those types of questions for assessment will also be investigated.

Outcome 1 - Method 2

Many of the graduate accounting courses will use a project, case, or professional memos to assess the application of accounting principles in new and unfamiliar circumstances. A faculty developed and agreed upon rubric will be used in the assessment.

ACC 5315 (Topics in Financial Accounting) will utilize a research paper and it is expected that 70% will meet expectations of 75% or better.

ACC 5350 (Professional Accounting Research) will utilize professional memos and it is expected that 85% will meet 80% or better.

ACC 5372 (Tax Research) will utilize a case and it is expected that 80% will meet 80% or better.

Outcome 1 - Method 2 - Result

	Fall	Spring
<i>(Percentage of Students Meeting or Exceeding Expectations)</i>		
ACC 5315 (Topics in Financial Accounting)	95%	100%
ACC 5350 (Professional Accounting Research)	77	93
ACC 5372 (Tax Research)	100	91

Results

Expectations continue to be met on this measure in all three graduate classes. These results reflect performance with the addition of new material and questions on IFRS in **ACC 5315** curriculum.

Action Plan

In **ACC 5315** additional homework problems will be added as will additional Gleim CPA questions. In **ACC 5350** students continue to struggle with cases requiring professional judgment. This course will continue to emphasize and develop students critical thinking skills by having students work through cases with difficult and not necessarily "clear cut" answers. **ACC 5372** will continue to challenge students' analytical and critical thinking skills by requiring reasoning & analysis (R&A) documentation in research assignments.

Outcome 2

Accounting students will use advanced analytical and critical thinking skills at a level expected of a master's student to evaluate information, solve problems, and make sound decisions in the different areas of accounting, including financial, cost, accounting information systems, taxation, accounting ethics, professional research and audit and controls. To accomplish this outcome, the student will synthesize and evaluate the relevance of data and demonstrate analytical and critical thinking skills in exploring new questions, analyzing complex issues from multiple perspectives and arrive at reasoned conclusions.

Outcome 2 - Method 1

In order to assess MAcy students' ability to use advanced analytical and critical thinking skills to solve accounting problems, many of the graduate accounting courses will use embedded test questions. Test questions common to all sections of the following specified courses will be used.

Related expectations for scores on the questions are also indicated.

Course Target(% of students and desired score)

ACC 5315 (Topics in Financial Accounting) 70% will score 75% or better

ACC 5320 (Auditing) 80% will score 80% or better

ACC 5366 (Business Entities Taxation) 75% will score 75% or better

ACC 5371 (Accounting Information Systems) 80% will score 85% or better

Outcome 2 - Method 1 - Result

Fall	Spring
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(Percentage Students Meeting or Exceeding Expectations)

ACC 5315 (Topics in Financial Accounting):	63%	73%
ACC 5320 (Auditing):	92.1	83.8
ACC 5366 (Business Entities Taxation):	94.0	76.0
ACC 5371 (Accounting Information systems):	84.6	Did not offer course

Results

Students continue to meet and exceed course expectations for all assessment measures on this outcome with the exception of **ACC 5315** in the fall semester. Scores still tend to be lower in the spring. Some factors to consider with analyzing these results include considering that Auditing is offered as a compressed course in the spring to accommodate internships. More simulation type activities were incorporated into the classroom in preparation for exams in the spring, however the difficulty of the simulations on exams were also increased in the spring. There was little change in pedagogical approach in **ACC 5366** so it is difficult to determine why spring grades were lower. Student performance in **ACC 5371** improved significantly over the previous spring by almost 30 percentage points. Curriculum changes were incorporated in the fall that provided greater emphasis on database, IT controls, IT audit and software implementation.

Action Plan

In **ACC 5315** two of the three questions most frequently missed in both the fall and spring semesters are complex conceptual questions. Students are given four statements and they must select the most appropriate statement. The third question was a simple pension calculation. If students continue to miss the complex conceptual questions, will need to consider providing practice problems in class and open them for discussion to better develop students' ability to think critically. **ACC 5366** will continue with action plan from previous year as it seems to be effective. **ACC 5371** will incorporate addition projects that develop and assess students' analytical and critical thinking skills.

Outcome 2 - Method 2

Many of the graduate accounting courses will use a project, case, or professional memos to assess the application of accounting principles in new and unfamiliar circumstances. A faculty developed and agreed upon rubric will be used in the assessment.

ACC 5350 (Professional Accounting Research) will utilize professional memos and it is expected that 85% will meet 80% or better.

ACC 5372 (Tax Research) will utilize a case and it is expected that 80% will meet 80% or better.

ACC 5389 (Corporate Governance and Ethics) will utilize a project; it is expected that 80% will meet 80% or better.

Outcome 2 - Method 2 - Result

Fall Spring

(Percentage Students Meeting or Exceeding Expectations)

ACC 5350 (Professional Accounting Research):	67%	45%
ACC 5372 (Tax Research):	100	84
ACC 5389 (Corporate Governance and Ethics):	97	Instructor on medical leave; no results

Results

Although expectations are being met in several courses, students are not meeting with expectations in **ACC 5350**. In **ACC 5372** one class exercise focused on evaluating reasoning and analysis of primary regulatory authority found. The class exercise linked primary regulatory authority to R&A and Flow & Logic to allow the goal to challenge students' critical thinking skills.

Action Plan

The action plan for **ACC 5350** calls for stressing the need for students to provide more in-depth information when answering research questions and that all answers cannot be found in textbooks or research sources (some of the students had great difficulty "brainstorming" ideas). **ACC 5372** requires the use class exercises for R&A skill building when discussing judicial authority as primary authority. The action plan in **ACC 5389** is to continue using projects to build critical thinking and analytical skills.

Outcome 3

Accounting students will apply information technology skills in decision making at a level expected of a master's student for practice and research. To fulfill this outcome, the student will learn to use information technology (IT) and be able to apply IT in analysis and communication.

Outcome 3 - Method 1

ACC 5371 (Accounting Information Systems) will use a project to evaluate IT skills in analysis. It is expected that 80% of the students will meet the 80% skill level. Established rubrics will be used to assess student performance on the assignments.

Outcome 3 - Method 1 - Result

Fall Spring

<i>(Percentage of Students Meeting or Exceeding Expectations)</i>	
ACC 5371 (Accounting Information Systems):	80% Not Offered

Results

Compared to spring of 2013 (83% Meeting) students continue to meet with this expectation.

Action Plan

Action plan for the next academic year includes providing challenging concepts in the form of IT projects. Additionally, after discussions with the Accounting Advisory Board, future content will include more Microsoft projects.

Outcome 3 - Method 2

ACC 5350 (Professional Accounting Research) and 5372 (Tax Research) will use online research projects using a common rubric. It is expected that 80% of the students will meet the 80% skill level.

Outcome 3 - Method 2 - Result

Fall	Spring	
<i>(Percentage of Students Meeting or Exceeding Expectations)</i>		
ACC 5350 (Professional Accounting Research):	Not Assessed	81%
5372 (Tax Research):	80	100

Results

Overall, 80% of students met or exceeded expectations on both outcome measures.

Action Plan

The action plan for **ACC 5350** is to give students additional questions similar to the research simulations in the financial part of the CPA exam throughout the semester. In **ACC 5372** students were required to identify one technical term to use as keyword in benchmarking the optimal keyword to use in when applying Checkpoint search function. Stressing technical terms in class for use as keywords in the class exercise prior to the assignment helped students to better utilize the professional search engine. Will continue this method in the future.

Outcome 4

Accounting students will acquire appropriate research skills needed for practice. To fulfill this outcome, the student will learn to use professional research skills, analyze the application to a problem, and communicate authoritative sources, findings, and conclusions.

Outcome 4 - Method 1

To assess MAcy students' knowledge of research skills needed for practice, the following assessments will be accomplished.

In ACC 5315 (Selected Topics in Financial Accounting), a research paper will be used. It is expected that 80% of the students will score the 80% level, based on an established rubric.

In ACC 5320 (Auditing) and ACC 5389 (Corporate Governance and Ethics) projects will be used. It is expected that 80% of the students will meet the 80% level in ACC 5320 and 90% of the students will score at the 80% level in ACC 5389. Grading will be done using established rubrics.

In ACC 5366 (Advanced Tax), case write ups will be used. It is expected that 80% of the students will meet the 80% level. Grading will be done using established rubrics.

Outcome 4 - Method 1 - Result

	Fall	Spring
<i>(Percentage of Students Meeting or Exceeding Expectations)</i>		
ACC 5315 (Selected Topics in Financial Accounting):	100%	100%
ACC 5320 (Auditing):	100	100%
ACC 5389 (Corporate Governance and Ethics):	100	95
ACC 5366 (Advanced Tax)		Not Assessed

Results

The number of students meeting and exceeding expectations on this outcome measure is almost 100%.

Action Plan

In **ACC 5315** the number of required components of class assignments will increase. In other words, larger assignments will be divided into smaller sub-assignments. This will enable more opportunities for students to respond to feedback and improvement over the semester. The action plan for **ACC 5320** in the spring included a more rigorous grading of projects. The average grade in the spring of 2013 for a similar project was 93%. In the fall semester it increased to almost 95%, and this semester it was around 88% (Although students meeting expectations is still 100%). The instructor was also more "hands on" with the auditing standards in class. The PCAOB website was visited frequently, and students read directly from the standards for certain topics. This ensured that students were familiar with where to find everything. This particular project seems to work really well, so plans are to continue using it. The grading rigor also seemed about right this semester. One improvement that can be made would be to do a better job of lining up the due date of the project with the day of class where the subject material is being taught. Revenue is currently taught in the middle of the semester, but the group project is due at the end. Revenue could potentially be taught later to line these two up. Continued

implementation as project is working. In **ACC 5389** the project will continue to be used to build research skills as it appears to be working. Assessment will be implemented in **ACC 5366**.

Outcome 4 - Method 2

Students must take one of two professional research classes to be CPA eligible. In ACC 5350 (Professional Accounting Research), students write research memos. It is expected that 80% of the students will perform at the 80% or higher level using established rubrics for scoring. In ACC 5372 (Tax Research) student will research a tax case. It is expected that 80% of the students will perform at the 80% or higher level using established rubrics for scoring.

Outcome 4 - Method 2 - Result

Fall

Spring

(*Percentage of Students Meeting or Exceeding Expectations*)

ACC 5350 (Professional Accounting Research):	100%	93%
ACC 5372 (Tax Research):	90	92

Results

Students are meeting expectations on both measures of this outcome.

Action Plan

In **ACC 5350** research was assessed at a later date in the semester. By the end of the semester, almost all of the students exhibited a good grasp on researching the Codification. As the course's main focus is on research needed for practice, it would be reasonable to increase the goal for the % of students to meet the expectation goals for research. In **ACC 5372** assigned a research project requiring documentation for a difficult individual tax issue. Documentation was examined in its entirety. Will continue to focus on individuals tax issues in the class prior to assignment as it appears to help achieve goal.

Outcome 5

Accounting students will conceptualize a complex issue into a coherent, persuasive written or oral statement. To fulfill the written portion of the outcome, the student will develop well-written reports, memos, and projects that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation. To fulfill the oral portion, the student will make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

Outcome 5 - Method 1

To evaluate the written and oral communication skills of MACY students, the following assessments will be conducted. Established rubrics will be used on all of the written and oral communication components.

ACC 5315 (Selected Topics in Financial Accounting) will use research or term papers to assess writing skills. It is expected that 80% of students will score a 75% or better on the written communications projects.

In ACC 5320 (Auditing) and ACC 5389 (Corporate Governance and Ethics), written projects will be used. It is expected that 80% of the students will make an 80% or better on the written communication portion of projects in ACC 5320 and 90% of the students will make an 80% on written communication skills in ACC 5389.

In ACC 5366 (Advanced Taxation) a case will be used. It is expected that 80% of the students will make 80% or better on the written communication portion of the projects using an established rubrics.

Outcome 5 - Method 1 - Result

Fall Spring

(*Percentage of Students Meeting or Exceeding Expectations*)

ACC 5315 (Selected Topics in Financial Accounting):	95%	100%
ACC 5320 (Auditing)	97	92
ACC 5389 (Corporate Governance and Ethics)	100	100
ACC 5366 (Advanced Taxation)	Assessment not completed	

Results

Students met with expectations in all outcomes.

Action Plan

In **ACC 5315** students were provided feedback on written skills throughout the semester. These papers improved throughout the semester. Feedback on earlier assignments contributed to the consistent improvement. The action plan is to increase the number of required components of their assignments next semester. This will result in more frequent feedback and opportunities for students to improve their written skills. **ACC 5320**

Will consider providing students with more detailed feedback with respect to writing skills by using an English graduate student hired by the department to assist with grading written assignments. This will provide additional detailed feedback to students. **ACC 5389** will continue implementation of the project in this course as it appears to be effective. **ACC 5366** will require the instructor to conduct assessment on this goal.

Outcome 5 - Method 2

ACC 5389 (Corporate Governance and Ethics) uses ethics debates to assess oral communication skills. It is expected that 90% will make an 85% or better on the oral communications assignments.

Outcome 5 - Method 2 - Result

Fall Spring

(Percentage of Students Meeting or Exceeding Expectations)

ACC 5389 (Corporate Governance and Ethics): 100% 100%

Results

Students demonstrate sustained improvement on this goal compared to the prior academic year. Students engaged in two debates. The improvement in performance from one debate to the next was appreciable. These debates improve students' ability to listen, reason and communicate in real time.

Action Plan

The action plan is to continue the debates and consider making them more challenging by requiring them to be extemporaneous rather than giving students topics in advance.

Outcome 6

Accounting students will understand the importance of culture and diversity. To fulfill this outcome, the student will comprehend the nature and significance of differences in individuals and groups based on their culture, ethnicity, religion, and other background factors and understand the impact of globalism and multiculturalism.

Outcome 6 - Method 1

ACC 5315 (Topics in Financial Accounting) will use research papers to determine the impact of culture, diversity and global issues in accounting. It is expected that 80% of the students will demonstrate their ability to correctly identify, analyze and synthesize the impact of diversity and culture by scoring at least an 80% on the papers. Established rubrics will be used for grading.

Outcome 6 - Method 1 - Result

Fall Spring

(Percentage of Students Meeting or Exceeding Expectations)

ACC 5315 (Topics in Financial Accounting): 100% 100%

Result

In ACC 5315 students met with expectations. Students reviewed on-line content covering IFRS standards and wrote a compare/contrast paper on one topic area. Students received feedback on previous assignments, which helped them to achieve better results as semester progressed.

Action Plan

The action plan includes a group presentation of students' final assignment. The complexity of issues needs to be increased and grading (on instructor's part) needs to be more critical.

Outcome 6 - Method 2

Culture and diversity issues are also addressed on the required exit exam. There are 16 multiple-choice questions contributing to the assessment of this culture and diversity outcome. It is expected that 90% of the students will score 75 or better on these questions during the first attempt and the remaining 10% of students will score 75 or better for the second attempt.

Outcome 6 - Method 2 - Result

Results

In the fall of 2013 twenty students took the exit exam. **Eighty percent** scored 75% or better on the selected questions. One student retook the exam, but did not meet with the expectation. In the spring 19 students took the exit exam. **Seventy-nine percent** scored 75% or better on the selected questions. The drop in students meeting expectations on this measure may be due to a different faculty member selecting questions.

Action Plan

The action plan is to re-evaluate the assessment tool. Feedback will be provided to instructors teaching courses in areas test questions covered. Additional action plans executed in appropriate course may result.

Outcome 7

Accounting students will apply ethical reasoning for resolution of ethical dimensions of accounting and reporting in the business world. To satisfy this outcome, the student will be able to recognize an ethical dilemma, apply ethical reasoning to resolve it and provide support for the resolution and effects on stakeholders.

Outcome 7 - Method 1

ACC 5320 (Auditing) and ACC 5389 (Corporate Governance and Ethics) will use embedded test and exam questions to assess ethical reasoning. It is expected that 80% of the students will score 80% or better on these questions.

ACC 5389 (Corporate Governance and Ethics) will use term papers. It is expected that 90% of the students will demonstrate the ability to correctly identify, apply ethical reasoning and provide support for the resolution by scoring at least an 80% on these papers. An established rubric will be used for grading.

Outcome 7 - Method 1 - Result

	Fall	Spring
<i>(Percentage of Students Meeting of Exceeding Expectations)</i>		
ACC 5320 (Auditing):	71%	73%
ACC 5389 (Corporate Governance and Ethics):	100%	95%

Results

Students did not meet with expectation goals in **ACC 5320**. This was the instructor's first semester teaching this course. A new approach was used in presenting this material. MC questions may have focused too much on the relatively unimportant minutia of the chapter covering the AICPA Code of Professional Conduct. Increased difficulty of M/C could explain the results when compared to prior semesters. Also, this topic was only allocated half of a class period this semester. In **ACC 5389**, the Giving Voice to Values Project was used to assess the students' critical thinking, reflective thinking, ethical reasoning and communication skills in the fall. It seemed to work well. The GVV project continued to be used in the course to enhance critical thinking, reflective thinking, ethical reasoning, written and oral communications skills, but due to the instructor taking medical leave a different project was used for assessment. It should be noted that **ACC 5320** is a prerequisite to **ACC 5389** and students are still demonstrating meeting with expectations in the later part of the program with respect to this learning goal. This is consistent with previous semesters.

Action Plan

The action plan for **ACC 5320** is to increase the amount of time spent on the AICPA code of conduct material in class, and choose more relevant MC questions covering the more important topics for assessment purposes. In **ACC 5389** the GVV project will continue to be implemented as it appears to be effective.

Outcome 7 - Method 2

Students' ability to apply ethical reasoning in an accounting environment is also assessed through the required exit exam. There are 12 multiple-choice questions contributing to the assessment of this ethics related outcome. It is expected that 90% of the students will score 75 or better on these questions during the first attempt and the remaining 10% of students will score 75 or better on the second attempt.

Outcome 7 - Method 2 - Result

Results

In the fall of 2013 twenty students took the exit exam. Ninety-two percent scored 75% or better on the selected questions. One student retook the exam, but did not meet with the expectation. In the spring 19 students took the exit exam. **Eighty-nine percent** scored 75% or better on the selected questions.

Action Plan

The action plan is to provide feedback to instructors teaching courses in this area. Additional action plans executed in appropriate courses may result.

Outcome 8

Accounting Students will show reflective thinking. To fulfill this outcome, students will demonstrate the ability to assess their personal values and goals.

Outcome 8 - Method 1

ACC 5389 (Corporate Governance and Ethics) will use a project to assess students' abilities to think reflectively. It is expected that 90% of students will score 80% or better.

Outcome 8 - Method 1 - Result

	Fall	Spring
<i>(Percentage of Students Meeting or Exceeding Expectations)</i>		
ACC 5389 (Corporate Governance and Ethics):	100%	100%

Results

Students were required to compare the results of the Ethical Lens Inventory to their personal perceptions and reflect on those perceptions that they agreed and disagreed with. One hundred percent of students met or exceeded expectations.

Action Plan

The action plan is to continue implementation as the project appears to be effective.

Outcome 8 - Method 2

ACC 5389 (Corporate Governance and Ethics) will use daily papers for students to reflect on values and goals. It is expected that 90% of the students will score 80% or better on these papers.

Outcome 8 - Method 2 - Result

	Fall	Spring
<i>(Percentage of Students Meeting or Exceeding Expectations)</i>		
ACC 5370 (Accounting Internship):	(No Students in Fall)	93%
Journals in ACC 5370 were used this year for assessment on this metric instead of the daily papers in ACC 5389. This was in part a function of the instructor in ACC 5389 having to take medical leave.		

Results

Journals asking students to reflect on the daily activities of the work week were kept by interns and reported weekly to the instructor. All grading was done at end of semester.

Action Plan

To achieve further improvement in results, the action plan is to meet with interns to discuss what is meant by reflective thinking prior to the beginning of internship. May also consider requiring that they discuss at least three instances that required reflective thinking. Additional improvement might be gained by grading with feedback halfway through internship.

Outcome 9

The academic program will promote and realize gains in student success.

Outcome 9 - Method 1

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their first to second year. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be at or above the university average for this level of program.

Outcome 9 - Method 1 - Result

The number of entering student enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 17 of the 21 entering students in fall of 2013 returned for their second year in fall of 2014 for a one year retention rate of 81.0%, exceeding the university master's level average of 78.9% and meeting the expected target. The 2013-2014 retention rate did not exceed the 2012-2013 retention rate of 90.5% showing a decline.

Outcome 9 - Method 2

Student graduation success will be measured by observing the number of graduates from the academic program in during the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university's certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to be at or above the university rate of graduation for this level of program.

Outcome 9 - Method 2 - Result

The number of students graduating from the degree program during the 2013-2014 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, 44 of the 79 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 55.7%, exceeding the university Masters average of 35.7% and meeting the expected target. The percentage of graduates in 2013-2014 did not exceed the 57.1% of graduates in 2012-2013 showing a decline.

Outcome 10

The academic program will promote and realize diversity among its student population.

Outcome 10 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student gender diversity will be expected to be balanced (50/50).

Outcome 10 - Method 1 - Result

The number male verses female students enrolled in the academic program during the 2013-2014 fall, spring, and summer semesters provided the gender data. In this program, 42 of the 79 students or 53.2% were female while 37 of the students or 46.8% were male providing a nearly balanced gender distribution and meeting the expected target. The percentage of female and male students in 2012-2013 was 46.9% and 53.1%.

respectively; thus, the male-female ratio has become more balanced in 2013-2014.

Outcome 10 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages in the population of the state of Texas.

Outcome 10 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2013-2014 fall semester provided the data to assess ethnic and racial diversity. In this program, 2 of the 79 students or 2.5% (compared to 2.0% in 2012-2013) were African-American; 10 of the 79 students or 12.7 % (compared to 10.2% in 2012-2013) were Hispanic; 53 of the 79 students or 67.1% (compared to 66.3% in 2012-2013) were White, non-Hispanic; 10 of the 79 students or 12.7% (compared to 13.3% in 2012-2013) were of other minority or unknown backgrounds; 4 of the 79 students or 5.1% (compared to 8.2% in 2012-2013) were of non-resident International students. During 2013-2014, the state of Texas population consisted of 9.9% African American, 30.2% Hispanic, 38.5% White, non-Hispanic, 12.8% other minority or unknown background, and 8.6% were of non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution different from that of other Texas Emerging Research Universities, also indicating that the program is meeting the expected target. Compared to 2012-2013, the student population in 2013-2014 appears to represent a less diverse background.

Approval History

Approval History Event

Outcomes Approved Level 1
Outcomes Approved Level 2
Outcomes Audit Report Submitted
Results Approved Level 1
Results Approved Level 2
Results Audit Report Submitted

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