

Texas State University

Outcomes Report

General Information

Academic Year:	2015-2016
College:	Business
Department:	Accounting
Program:	Accounting and Information Technology (MS)
Program Code:	30.16
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	Dr. Ann L. Watkins, Chair
Status:	Results Approvals Complete

Mission Statement

The mission of the Master of Science in Accounting Information Technology (MSAIT) program is to prepare students for successful careers in the accounting and information technology professions. Students may be eligible to sit for professional certification exams, such as CPA, CISM, CITP, CIA, AFE and others. The MSAIT program emphasizes oral and written communication, information technology, and technical and research skills needed for a careers in accounting and information technology.

Evidence of Improvement

In the academic year (AY) 2015-2016 MSAIT students were assessed on their ability to apply accounting information technology in new and unfamiliar situations, exhibit critical thinking skills, communicate complex issues clearly, and appreciate issues relating to ethical behavior. A comparison prior-year results indicate improvement in three following areas:

Outcome 1 Applying Accounting Technology in New and Unfamiliar Circumstances. Analysis of overall performance of students indicated that student performance improved on this goal when the conceptual modeling component was followed by the implementation of a relational database schema component. Students' performance for this learning outcome seems to improve by enhancing their performance for the implementation of a relational database schema component. Additionally, students showed improvement on this outcome when working with and actual client.

Outcome 3 Demonstrate Ability to Use Information Technology (IT) and be Able to Apply IT in Analysis and Communication. Using an actual client and a "live" projected worked very well and students' demonstrated an improvement in their ability to use information technology and apply information technology in analysis and communicate results clearly.

Outcome 5 Demonstrate Ability to Work Effectively in Teams. The action plan from prior semesters worked well because of the active participation of Thermon executives and because the project was an actual live project.

It would appear that exposing students to experiential learning improves their ability to achieve certain learning goals, particularly those that relate to application of technology and ability to work well in teams.

Action Plan

MSAIT students showed improvement on at least three of the six learning outcomes. Details of specific action plans for each course used to help students meet the learning outcomes established for the MSAIT program are provided in detail below.

Outcome 1

Students will demonstrate applying accounting and information technology knowledge in new and unfamiliar circumstances. Students will correctly analyze the problem, develop and explain findings, and justify a conclusion or recommendation.

Assessment of a student's ability to apply accounting and information technology knowledge in new and unfamiliar circumstances will be conducted using the following methods:

Outcome 1 - Method 1

In ACC 5371 (Accounting Information Systems) embedded questions will be used. It is expected that 80% of students will answer 85% or more questions correctly.

CIS 5355 (Database Management Systems) and CIS 5368 (Information Security) will use a rubric to evaluate a set of out-of-class individual assignments/projects. It is expected that 80% of students will meet or exceed expectations relating to a student's ability to apply accounting and information technology knowledge in new and unfamiliar circumstances as defined by the rubric. Exam-embedded questions will also be used. It is expected that 80% of the students will answer 85% or more questions correctly.

Outcome 1 - Method 1 - Result

Results:

CIS 5355. At least two out-of-class assignment problems requiring students to conceptualize and implement a relational database schema for a given scenario will be used. They will require students to develop a conceptual database model and to develop a relational database schema. At

least one assignment will require students to implement a relational database schema using a given database management system environment. The course instructor will use a rubric to evaluate each of these assignments. A minimum of 70% of students in the class will score 85% or higher on each assignment to demonstrate mastery of this outcome. In the academic year (AY) 2015-2016, 5 MSAIT students were assessed on their ability to develop a conceptual design and implement a relational database schema from a set of business information requirements via out-of-class assignments. The course instructor found that 80% (4) of the students scored 85% or higher based on the rubric used to evaluate the conceptual design and implementation of the relational database.

Action Plan:

CIS 5355. This result was above the target of at least 70% of the students' performance should meet expectations for this learning outcome.

Outcome 1 - Method 2

In ACC 5375 (Business Consulting), projects will be used to assess students' ability to apply accounting and IT knowledge. The projects will be assessed using a rubric. It is expected that 80% of students will meet or exceed expectations as defined by the rubric.

Outcome 1 - Method 2 - Result

Results:

ACC 5375. This was the 4th semester for a live project that is in process. This is the 1st semester that we had Mensor as our client. It was also the 1st semester that we evaluated Project Management software. The action worked well because of the active participation of Mensor's president.

Action Plan:

ACC 5375. The Mensor project worked very well. But for the coming semester, we plan to use a new project for a new client company. The new client is likely to be Berry Aviation. Berry Aviation is San Marcos based and operates internationally. Its activities include the Middle East and Africa. The project has not been finalized, but it will be a software selection project. The project objective will be based on Berry Aviation's needs.

Outcome 2

Students will apply analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions in accounting and information technology problems. Students 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.

Analytical and critical thinking skills will be assessed using the following methods:

Outcome 2 - Method 1

In ACC 5371 (Accounting Information Systems), embedded questions will be used. It is expected that 80% of the students will answer 85% or more questions correctly.

Outcome 2 - Method 1 - Result

A tenured professor needed to take FMLA full time in the fall and pastime in the spring, compounding faculty staffing shortages in the department. One result was **ACC 5371** was not taught this academic year. **CIS 5355** was used as a substitute.

Results:

CIS 5355. Several questions will be included in each examination that tests material on database design concepts. These questions will evaluate student's understanding of database design concepts, conceptual data modeling, and implementation of a relational database schema. The number of questions included in the examination on each of these topics will vary across topics to reflect the coverage of that topic. The course instructor will use a rubric to evaluate exam questions on each of the aforementioned topics. A minimum of 70% of students in the class will score 85% or higher on questions related to each of these topics to demonstrate mastery of this outcome. In the academic year (AY) 2015-2016, 5 MSAIT students were assessed on their understanding of the database design concepts, and their ability to develop a conceptual design and implement a relational database schema from a set of business information requirements via embedded examination questions. The course instructor found that approximately 80% (4) of the students scored 85% or higher based on the rubric used to evaluate students' understanding of database design concepts and their ability to conceptualize and implement a relational-database schema for a new business scenario. **(Note - For both assessment methods the following scale was used: Met expectations: >= 85; Did not meet expectations: <= 84)**

ActionPlan:

CIS 5355. To enhance student learning, the course instructor will continue to devote more class time to discuss the implementation of a relational database schema component.

Outcome 2 - Method 2

ACC 5375 (Business Consulting) will use term papers and projects. A rubric will be used to assess performance. It is expected that 80% of the students will meet or exceed expectations as defined by the rubric.

Outcome 2 - Method 2 - Result

Results:

ACC 5375. Rigor was increased over the previous semester and results declined.

Action Plan:

ACC 5375. Rigor will remain the same. Greater emphasis will be placed on discussing material students are expected to master.

Outcome 3

Students will use information technology skills in decision making at a level expected of a master's student for practice and research in accounting and information technology used in a business consulting capacity. Students will learn to use information technology (IT) and be able to apply IT in analysis and communication.

IT skills will be evaluated using the following methods:

Outcome 3 - Method 1

In ACC 5371 (Accounting Information Systems), an Excel project will be used. It is expected that 80% of the students will score 85% or better on the project.

CIS 5355 (Database Management Systems) and CIS 5368 (Information Security) will use a rubric to evaluate a set of out-of-class individual assignments/projects. It is expected that 80% of students will meet or exceed expectation with respect to their ability to use information technology (IT) and be able to apply IT in analysis and communication as defined by the rubric. Exam-embedded questions will also be used. It is expected that 80% of the students will answer 85% or more questions correctly.

Outcome 3 - Method 1 - Result**Results:**

CIS 5355. At least one out-of-class assignment requiring students to write SQL statements to retrieve and process data stored in an existing database to generate required business information. They will require students to develop, write, execute, and debug SQL statements. The course instructor will use a rubric to evaluate each of these assignments. A minimum of 70% of students in the class will score 85% or higher on each assignment to demonstrate mastery of this outcome. In the academic year (AY) 2015-2016, 5 MSAIT students were assessed via out-of-class assignments on their ability to write, test and execute SQL statements to retrieve and process data stored in a relational database to generate required business information. The course instructor found that 80% (4) of the students scored 85% or higher based on the rubric used to evaluate the SQL statement questions.

Action Plan:

CIS 5355. Will continue to provide in-class practice questions and demos, which seem to enhance students' understanding of SQL concepts and their ability to develop, write and debug SQL statements. In-class quiz may be given to enhance students' performance in writing SQL statements during in-class time-constrained examination.

Outcome 3 - Method 2

ACC 5375 (Business Consulting) will use term papers and projects. A rubric will be developed to assess a student's ability to apply IT in analysis and communication in the term paper and the project. It is expected that 80% of the students will use IT and apply IT in analysis and communication at the level that meets or exceeds expectations as defined by the rubric.

Outcome 3 - Method 2 - Result**Results:**

ACC 5375. The action plan was to recruit Mentor to provide a live project, be available to the students to interview, assist in evaluating students' proposals and reports. The action worked well because of the active participation of the Mentor president and because the project was an important one for Mentor.

Action Plan:

ACC 5375. The Mentor project worked very well. But for the coming semester, we plan to use a new project for a new client company. The new client is likely to be Berry Aviation. Berry Aviation is San Marcos based and operates internationally. Its activities include the Middle East and Africa. The project has not been finalized, but it will be a software selection project. The project objective will be based on Berry Aviation's needs.

Outcome 4

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. Students will make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

Written and oral communication skills will be assessed using the following methods:

Outcome 4 - Method 1

CIS 5368 (Information Security) will use out-of-class individual assignments/projects. The instructor will use a rubric to evaluate the set of out-of-

class assignments. It is expected that 80% of the students will meet or exceed expectations established for written and oral communication skills as defined by the rubric.

Outcome 4 - Method 1 - Result

Results:

CIS 5368. Eighty-five percent of students met or exceeded expectations.

Action Plan:

CIS 5368. Since 85% of the students met or exceeded expectations, current presentations and evaluation of the course content will continue.

Outcome 4 - Method 2

Oral communication skills will be assessed through student presentations in ACC 5375 (Business Consulting). A rubric will be used for the assessment. It is expected that 80% of students will meet or exceed expectations as defined by the rubric.

Outcome 4 - Method 2 - Result

Results:

ACC 5375. Overall rigor was increased and eighty-five percent of the students met or exceeded expectations. This was a decrease from ninety percent the previous year. Students were provided with several examples of actual consulting proposals and two examples of a consultant's final report.

Action Plan:

ACC 5375. Student writing is consistent with skills of a Sr. Consultant in a Big "4" firm. Even though only 67% exceeded, scoring rigor was increased this semester. We will continue this increased rigor during the fall '16 semester.

Outcome 5

Students will understand the importance of group dynamics in achieving organizational goals and use the skills needed for effective teamwork. Students will demonstrate an ability to work effectively in teams.

Teamwork skills will be assessed using the following methods:

Outcome 5 - Method 1

In ACC 5375 (Business Consulting), students will be assigned to teams to work on a project or projects. Various aspects of effective, quality teamwork will be assessed based on a rubric. It is expected that 80% of students will meet or exceed expectations as defined by the rubric.

Outcome 5 - Method 1 - Result

Results:

ACC 5375. The action plan was to recruit Thermon to provide a live project, be available to the students to interview, assist in evaluating students' proposals and reports. The action worked well because of the active participation of Thermon executives and because the project was an actual Thermon project. 95% of student met or exceeded expectations.

Action Plan:

ACC 5375. The Thermon project worked very well. But for the coming semester, we plan to use a new project. The new client is Mensor. Mensor is an international company and is a subsidiary of the German company, Wiki. The project will be the selection of a Project Management system based on Mensor's needs.

Outcome 5 - Method 2

CIS 5355 (Data Management Systems) will use an out-of-class group projects to assess this skill, using a rubric. It is expected that 80% of students will meet or exceed expectations as defined by the rubric.

Outcome 5 - Method 2 - Result

This outcome was not evaluated in **CIS 5355** during the 2015 academic year.

Outcome 6

Students will apply ethical reasoning for resolution of ethical dilemmas of accounting and information technology. Students will be able to recognize an ethical dilemma, apply ethical reasoning to resolve it and provide support for the resolution and effects on stakeholders.

Ethical reasoning will be assessed in the following methods:

Outcome 6 - Method 1

In ACC 5355 (IT Auditing) cases will be used. A rubric will be used to assess a student's ability to correctly identify the ethical dilemma, apply ethical reasoning and provide support for the resolution. It is expected that 80% of students will meet or exceed expectations as defined by the rubric.

Outcome 6 - Method 1 - Result

Assessment of this outcome was not conducted in **ACC 5355** this academic year.

Outcome 6 - Method 2

In CIS 5368 (Information Security) a combination of out-of-class individual assignments/projects and/or exam-embedded questions will be used. The instructor will use a rubric to evaluate this set of out-of-class assignments. It is expected that 80% of students will meet or exceed expectations as defined by the rubric. With respect to exam-embedded questions, it is expected that 80% of the students will answer 85% or more questions correctly.

Outcome 6 - Method 2 - Result

Results:

CIS 5368. Ninety percent of students met or exceeded expectations on this learning outcome. During the Fall semester of 2015 and Spring semester of 2016, the 33 students enrolled in the CIS 5368, Information Security, were assessed by the instructor using one method; a test of essay questions worth 140 points.

Action Plan:

To help student exceed expectations, privacy and legal issues will be supplemented with articles giving examples of these concepts.

Outcome 7

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

Outcome 7 - 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 7 - Method 1 - Result

The number of entering students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 2 of the 2 entering students in fall of 2014 returned for their second year in fall of 2015 for a one year retention rate of 100.0%, exceeding the university average of **77.8%** and meeting the expected target. The 2015-2016 retention rate was equal to the 100.0% retention rate in 2014-2015 showing an improvement.

Outcome 7 - 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 7 - Method 2 - Result

The number of students graduating from the degree program during the 2015-2016 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, 5 of the 20 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 25.0%, below the university master's average of 37.5% and not meeting the expected target. The percentage of graduates in 2015-2016 fell below the 30.0% of graduates in 2014-2015 showing a decline.

Outcome 8

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

Outcome 8 - 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 8 - Method 1 - Result

The number male verses female student enrolled in the academic program during the 2015 fall semester provided the gender data. In this program,

7 of the 16 students or 43.8% were female while 9 of the students or 56.3% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male student in 2014-2015 was 35.0% and 65.0% respectively; thus, the male-female ratio has become more balanced in 2015-2016.

Outcome 8 - 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 8 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2015-2016 fall semester provided the data to assess ethnic and racial diversity. In this program, 0 of the 16 students or 0.0% (compared to 0.0% in 2014-2015) were African-American; 1 of the 16 students or 6.3 % (compared to 10.0% in 2014-2015) were Hispanic; 8 of the 16 students or 50.0% (compared to 55.0% in 2014-2015) were White, non-Hispanic; 2 of the 16 students or 12.5% (compared to 15.0% in 2014-2015) were of other minority or unknown backgrounds; 5 of the 16 students or 31.3% (compared to 20.0% in 2014-2015) were of non-resident International students. During 2015-2016, other Emerging Research Universities in the state of Texas had populations consisting of 9.9% African American, 31.4% Hispanic, 35.7% White, non-Hispanic, 13.3% other minority or unknown background, and 9.7% non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution unlike that of other Texas Emerging Research Universities, also indicating that the program is not meeting the expected target. Compared to 2014-2015, the student population in 2015-2016 appears to represent a more 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

Approver

Ann Watkins (alw120)
Denise Smart (ds37)
William Chittenden (wc10)
Ann Watkins (alw120)
Denise Smart (ds37)
William Chittenden (wc10)