

# Texas State University

## Outcomes Report

### General Information

Academic Year:	2022-2023
College:	Business
Department:	Accounting
Program:	Accounting (BBAMACY/MACY)
Program Code:	52.03
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	Kasey Martin
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

Improvement was identified on **Outcome 1: MACy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.**

Method 1 Twenty multiple choice questions common to all sections of ACC 5366 (Corporate Entity Taxation) were used for assessment. Expectations are met when students score at least 85%. Expectations are that 100% of students will meet or exceed expectations. During spring (fall) 2022, 15 (35) graduate students in all sections of the course were administered twenty (20) multiple-choice questions designed to test analytical and critical thinking skills with respect to problems in corporate and partnership taxation. Fifteen of the questions related to the taxation of corporate entities and five questions related to the taxation of pass-through entities. The instructor found that 11 of 15, 73% (27 of 35, 77%) of the students met or exceeded the planned goal of scoring 85% on the exam questions. This improvement is at least in part due to the action plan of the instructor including more in-class exercise problems to help students understand the material. 73% and 77% in 2022 is an improvement from 2021, with results of 50% and 71%.

Method 2: ACC 5350 (Professional Accounting Research) utilized one financial accounting case to assess students' ability to apply accounting knowledge in new and unfamiliar circumstances. Expectations are that students will score 85% or more on the assignment. It is expected that 100% of students will meet or exceed expectations. An established rubric was used for the assessment. For the fall (spring) 2022 semester, 39 (9) students were assigned the task of individually researching a complex technical accounting issue and providing recommendations in written memos on the appropriate accounting treatment. Students must summarize the background information of the case, describe potential alternative treatment and ultimately make a recommendation. Students were graded on the technical merits of their analyses as well as their writing (grammar, formatting, etc.). 82% (100%) of students met/exceeded the goal of 85% or better. Scores in 2022 improved relative to 2021 (55% and 77%). Smaller groups and classes allowed for greater attention and feedback. Examples of good and poor writing were discussed at length, and an emphasis on incorporating feedback from early assignments was made. The instructor will continue to use new research cases. While limiting comparability due to variability in difficulty between cases, it helps protect the integrity of the research process. The class is being revamped significantly in 2023. In previous semesters, more than half the lecture days were devoted to topics covered in the Intermediate Accounting textbook. Those chapters are now covered in undergraduate classes, leaving much more time to devote to research issues. As a result, ACC 5350 will devote much more time to establishing a base of research knowledge by delving deeper into research-related topics. This greater allotment of time may translate to better research memos.

Improvement was also identified on **Outcome 2: Students will demonstrate the ability to use information technology and data analytics to analyze accounting issues, form judgments, and communicate decisions in a manner that meets the needs of the changing business environment.**

Method 1: ACC 5366 (Business Entity Taxation) used a professional tax project to evaluate students' ability to find solutions to tax issues using tax software or databases. It is expected that students will meet the 85% skill level. 100% of students are expected to meet these expectations. An established rubric was used for the assessment. 2022 was the first year in which instructors assigned a corporate tax return to students. During the fall 2022 semester, 35 graduate students in one section were administered a professional tax project to evaluate students' ability to find solutions to tax issues using tax software. The instructor found that 30 of 35 students (86%) students met or exceeded the planned goal of scoring 85% on the tax project. While not directly comparable to last year due to a change in method, this is approaching the goal.

Method 2: ACC 5316 (Advanced Accounting) students completed a comprehensive consolidation Excel assignment that assesses students' ability to analyze an acquisition and prepare consolidated financial statements. It is expected that students will meet the 85% skill level. 100% of students are expected to meet this skill level. An established rubric was used for the assessment. In the fall (spring) of 2022, 23 (24) students were assigned an Excel project that acts as a cumulative assessment of learning for 5 of the 8 textbook chapters covered in class, and 100% (89%) of students met the 85% assessment objective. Improvement on this outcome was achieved both year over year (2021 to 2022) and semester over semester (spring to fall). Although the topics delivered in the course did not change significantly, the improvement is due at least in part to last year's action plan. The instructor worked through more homework problems and added additional slides that may have been useful to students in their comprehension. The instructor did receive more students during office hours, which may have been due to the implementation of an online

scheduling tool that made it more convenient for students to sign up without overlapping with other students. The instructor will continue to emphasize instructor availability to answer questions. Current examples from practice will be included to help students understand how the concepts learned in class apply to real-world scenarios.

### Action Plan

While continuous improvement will be sought in all areas, faculty will take the following focused actions to achieve improvement in Outcome 2 as described below:

Outcome 2: Students will demonstrate the ability to use information technology and data analytics to analyze accounting issues, form judgments, and communicate decisions in a manner that meets the needs of the changing business environment.

While improvements were made in this area, changes in the profession demand additional focus and improvement in this area. It is important that students are able to use information technology and data analytics to provide data-driven insights and recommendations. Recognizing the increasing demand for student to have these skills, a course dedicated to Data Analytics in Accounting was recently developed, ACC 5323 (Accounting Data Analytics). In 2021/2022, the curriculum committee and MAcy task force recommended to make this course a required course in place of the current prescribed elective. The potential program change was brought to the Accounting Advisory Board and the accounting department faculty and was extremely well supported. This change will help align the MAcy curriculum with the accounting profession, as well as the upcoming changes in the CPA exam stemming from the CPA Evolution. A program change was submitted to require all MAcy students to take this new course in 2023. As this new course is primarily dedicated to Outcome 2, the department will change the methods to measure Outcome 2 next year so that they will be measured in the Accounting Data Analytics course.

Additionally, several graduate faculty will attend an intensive data and analytics workshop to upskill in this area and to learn about the latest technologies that need to be integrated throughout the curriculum. A task force will be created in 2023 with a focus of incorporating data analytics into courses across the MAcy program with an intentional and comprehensive plan.

Additional changes to one Method each used to measure Outcomes 1 and 4 will be made as the program changes have moved some required courses to electives, and the change will ensure all Measures remain in required courses so that all students in the program are captured.

### Outcome 1

MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.

#### Outcome 1 - Method 1

Twenty test questions common to all sections of **ACC 5366 (Business Taxation)** will be used for assessment. Expectations are met when students score at least 85%. Expectations are that 100% of students will meet or exceed expectations.

#### Outcome 1 - Method 1 - Result

**ACC 5366 (Business Taxation)** Results: During spring (fall) 2022, 15 (35) graduate students in all sections of the course were administered twenty (20) multiple-choice questions designed to test analytical and critical thinking skills with respect to problems in corporate and partnership taxation. Fifteen of the questions related to the taxation of corporate entities and five questions related to the taxation of pass-through entities. Expectations are that 100% of students will answer 85% of the questions correctly. The instructor found that 11 of 15, 73% (27 of 35, 77%) of the students met or exceeded the planned goal of scoring 85% on the exam questions. Although 73% and 77% is an improvement from 2021, with results of 50% and 71%, it is still short of the goal.

#### Outcome 1 - Method 2

**ACC 5350 (Professional Accounting Research)** will utilize one financial accounting case to assess students' ability to apply accounting knowledge in new and unfamiliar circumstances. Expectations are that students will score 85% or more on the assignment. An established rubric will be used for the assessment. It is expected that 100% of students will meet or exceed expectations.

#### Outcome 1 - Method 2 - Result

**ACC 5350 (Professional Accounting Research)** Results: For the fall (spring) 2022 semester, 39 (9) students were assigned the task of individually researching a complex technical accounting issue and providing recommendations in written memos on the appropriate accounting treatment. Students must summarize the background information of the case, describe potential alternative treatments and ultimately make a recommendation. Students were graded on the technical merits of their analyses, as well as their writing (grammar, formatting, etc.). Eighty-two percent for fall 2022 of all fall 2022 students and 100% of spring 2022 students met/exceeded the goal of 85% or better. Scores in 2022 improved relative to 2021 (55% and 77%).

### Outcome 2

MAcy students will demonstrate the ability to use information technology and data analytics to analyze accounting issues, form judgments, and communicate decisions in a manner that meets the needs of the changing business environment.

#### Outcome 2 - Method 1

**ACC 5366 (Business Taxation)** will use a professional tax project to evaluate students' ability to find solutions to tax issues using tax software or databases. It is expected that students will meet the 85% skill level. 100% of students are expected to meet these expectations. An established rubric will be used for the assessment.

#### **Outcome 2 - Method 1 - Result**

**ACC 5366 (Business Taxation)** Results: 2022 is the first time to assign a corporate tax return to the students. During the fall 2022 semester, 35 graduate students in one section were administered a professional tax project to evaluate students' ability to find solutions to tax issues using tax software. It is expected that 100% of students will meet the 85% skill level using an established rubric. The instructor found that 30 of 35 students, 86% of the students met or exceeded the planned goal of scoring 85% on the tax project.

#### **Outcome 2 - Method 2**

**ACC 5316 (Advanced Accounting)** will complete a comprehensive consolidation Excel assignment that assesses students' ability to analyze an acquisition and prepare consolidated financial statements. It is expected that students will meet the 85% skill level. 100% of students are expected to meet this skill level. An established rubric will be used for the assessment.

#### **Outcome 2 - Method 2 - Result**

**ACC 5316 (Advanced Accounting)** Results: In the fall (spring) of 2022, 23 (24) students were assigned an Excel project that acts as a cumulative assessment of learning for 5 of the 8 textbook chapters covered in class, and 100% (89%) of students met the 85% assessment objective.

#### **Outcome 3**

MAcy students will be able to conceptualize complex issues into a coherent, persuasive written and oral statement. Students will be able to develop well-written reports, memos, and projects and make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

#### **Outcome 3 - Method 1**

One written assignment will be used in **ACC 5389 (Corporate Governance and Ethics)** to evaluate students' written communication skills. It is expected students will achieve 85% or better on the written communication portion of the project. An established rubric will be used for the assessment. It is expected that 100% of students will meet or exceed expectations.

#### **Outcome 3 - Method 1 - Result**

**ACC 5389 (Corporate Governance and Ethics)** Results: For spring 2022, 87% of students (13 out of 15 total combined for two mini-mesters) met the expectation of scoring 85% on a written assignment. The two students who did not meet the metric had emergency situations that adversely affected their work on the assessment assignment. For fall 2022, 82% (9 out of 11 students) met the expected score of 85%. For the two that did not meet the expectation, one of those students had a personal (but non-emergency) issue that prevented submission of a complete paper and the second student stated that they had overlooked one of the requirements in the written instructions. In spring 2022, the percentage of students who earned 85% or above was only one percentage point below that of fall 2021. For fall 2022, 85% of the students who did not meet had situations that were atypical. The performance in both semesters should be considered relatively flat. Students seem to be benefiting from the continued use of last year/semester's action plan and from having a sample briefing document to use as a guide in preparing their work.

#### **Outcome 3 - Method 2**

**ACC 5389 (Corporate Governance and Ethics)** will assess oral communication skills. It is expected that students will achieve an 85% or better on one oral communication assignment. An established rubric will be used to assess oral communication skills. It is expected that 100% of students will meet or exceed expectations.

#### **Outcome 3 - Method 2 - Result**

**ACC 5389 (Corporate Governance and Ethics)** Results: For spring 2022, all students (15 total in two mini-mesters) and for fall 2022 (11 total) earned scores of 85% or higher. Results from spring 2022 and fall 2022 are consistent with fall 2021 in that 100% of students achieved the metric of 85% or higher for the oral assignment used for assessment. The instructor believes this is, in part, due to having additional oral assignments (including one with a team) that helps the students become comfortable with oral presentations. Having questions & comments from classmates via a Discussion item prior to the presentation also helps the presenters be confident about the topics they need to discuss.

#### **Outcome 4**

MAcy students will apply ethical reasoning to make recommendations and explain their analysis, including the impact on stakeholders.

#### **Outcome 4 - Method 1**

**ACC 5389 (Corporate Governance and Ethics)** will use one written assignment to assess students' ability to use ethical reasoning in an accounting environment. An established rubric will be used for the assessment. It is expected that students will demonstrate the ability to correctly identify, apply ethical reasoning and provide support for the resolution by scoring at least an 85% on the assignment. It is expected that 100% of

students will meet or exceed expectations.

#### Outcome 4 - Method 1 - Result

**ACC 5389 (Corporate Governance and Ethics)** Results: For spring 2022, 87% of students (13 out of 15 total combined for two mini-mesters) and for fall 2022, 100% of the students (11 total) met the expectation of scoring 85% on a written assignment for ethical reasoning. In spring 2022, the two students who did not meet the metric had emergency situations that adversely affected their work on the assessment assignment. Throughout the semester, students have multiple assignments using a prescriptive format for describing an ethical dilemma, identifying stakeholders, evaluating feasible courses of action, recommending one, and providing support for their recommendation. By the end of the semester, when the assessment instrument is utilized, students should be (and are) adept at analyzing an ethical dilemma. Beginning in fall 2020 and continuing through fall 2022, the class continued with the previous year's action plan of having both an oral presentation and a written assignment related to analyzing an ethical dilemma. Having multiple assignments gives them an opportunity to develop their skills.

#### Outcome 4 - Method 2

**ACC 5357 (Regulation and Professionalism)** will use a written assignment to assess students' ability to use ethical reasoning in a tax environment. It is expected that students will demonstrate the ability to correctly identify, apply ethical reasoning and provide support for the resolution of the problem by scoring at least an 85% on the assignment. An established rubric will be used for grading. It is expected that 100% of students will meet or exceed expectations.

#### Outcome 4 - Method 2 - Result

**ACC 5357 (Regulation and Professionalism)** Results: Graduate students were assigned the task of preparing a written memorandum addressing an ethical issue in tax practice. The assignment implicated concepts and principles found in Circular 230, the AICPA Statements of Standards on Tax Services, and the AICPA Code of Professional Responsibility. The assignment was evaluated on issue identification, identification of core principles and authorities, and analysis. In Spring 2022, 17 of 23, or 73% met or exceeded expectations. In Fall 2022, 23 of 26, or 88% of students met or exceeded expectations.

#### Outcome 5

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

#### Outcome 5 - Method 1

Student graduation success will be measured by using retention and graduation data collected by the university. The expectation is that the department will demonstrate a growing percentage of students seeking a MAcy degree graduating in 14-18 months, and a decreasing percentage of students dropping from the program over time.

#### Outcome 5 - Method 1 - Result

*Note that there is an error in Method 1. The second sentence should read "The expectation . . . graduating in **12-18 months.**" Would like to change this for next year to read "The expectation is that 50% of students will graduate within 12 months of entering the program, 90% of students will graduate within 18 months, and fewer than 8% of students will withdraw from the program within 18 months."*

University data are used to compare graduation and retention rates based upon when students enter the program. For example, a student entering in spring 2017 must graduate by fall 2017 to meet the one-year goal and the student must graduate by spring 2018 to meet the 18-month goal. Note that university data only capture graduation rates and persistence for students who enter in the fall. Approximately 65% of all MAcy students enter the program in the spring and summer semesters; these students are not reflected in the analysis below.

This analysis looks back five years to students who entered the program in 2017. Overall, the cohort of 20 students who began the program in fall of 2017 had an unusually high 18-month graduation rate of 95%. The eighteen-month graduation rates dropped to 76% for students who entered the following year (fall 2018 cohort), and then steadily increased to 84% for students who began the program in the fall 2020 and fall 2021. Greater detail is provided below.

Of the 20 students who entered the MAcy program in the fall of 2017, 12 (65%) students graduated within one year and 19 (95%) students finished the degree in 18 months. One (5%) student left the program. In fall of 2018, the number of students entering the program increased to 27, but the corresponding 12-month and 18-month graduation rates dropped to 35% and 76%, with 7% of students leaving the program after 18 months.

Seventeen students entered the program in fall of 2019, and only 4 (24%) students from this cohort graduated within 12 months. The department attributes the unusually low 12-month graduation rate to Covid, as students generally took fewer classes during 2020. Fourteen (82%) students from the fall 2019 cohort graduated within 18 months and 2 (12%) students had withdrawn from the program. These graduation rates suggest that while Covid increased the time it took students from the fall 2019 cohort to complete the program, it did not cause more students to leave the program. Of the 39 students who began the program in fall 2020, 18 (46%) students graduated within 12 months, 33 (85%) students graduated within 18 months, and 5 (16%) students dropped from the program within 18 months. Graduation rates for students who entered the program in fall 2021 were similar to those of the fall 2020 cohort. Of the 32 students who started the program in fall 2021, 16 (50%) students graduated within 12 months and 27 (84%) graduated within 18 months. Five students (16%) were no longer enrolled after 18 months. This is the highest withdrawal rate for the five-year period. The department will closely monitor withdrawal rates over the coming semester to determine whether this is a trend.

The department plans to add more MAcy classes in the summer and change course sequencing to help students complete the degree within 12 months. A significant barrier to improving 12-month graduation rates is the lack of courses available in the summer. Ninety-five percent of students complete an internship (for credit) during the spring semester. These students either miss one-half or a full semester of classes due to the internship. Thus, they need to take classes in the summer if they are to graduate within a year. Summer teaching is outside of a faculty member's

regular teaching load; therefore, it is difficult to find faculty who are willing, and have the ability, to teach masters level courses in the summer. The department relies entirely on lecturers and per-course faculty to teach MAcy courses in the summer.

#### **Outcome 5 - Method 2**

Student success will be measured by using Department Exit Surveys to determine the percentage of graduating Macy Students' reporting securing a full-time job prior to graduation. Expectations are that the percentage of students securing a full time job prior to graduation will be 100%.

#### **Outcome 5 - Method 2 - Result**

The department did not meet expectations. Seventy-nine percent (79%) of MAcy students who graduated during 2022 had secured a job prior to graduation. Placement rates for 2018, 2019, and 2021 were 86%, 82%, and 86%, respectively. The drop in placement below 80% is somewhat of a concern. The department will continue to closely monitor placement rates. The department will revisit student recruiting events to increase engagement. For example, a resume workshop will be added to the mock interview event, and some events will combine recruiting with student organization activities and professional development opportunities. The department will also invite more recruiters from outside of public accounting because some students have indicated that they do not want to begin their careers in public accounting. Many industries and government agencies offer viable paths to CPA licensure. The department will continue to encourage students to pursue internship opportunities.

Note that 2020 was excluded from the analysis because it was the first year of the online survey and only 13 out of 57 graduating students responded to the survey. All 13 respondents indicated that they had jobs (100% placement), but these results will be biased if students with jobs were more likely to respond to the survey.

#### **Outcome 6**

The academic program will promote and realize gender, racial, and ethnic diversity among its student population.

#### **Outcome 6 - 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 reflect that of the university.

#### **Outcome 6 - Method 1 - Result**

The percentage of female MAcy students hovered at approximately 53% from 2018 through 2020. In 2021, this percentage jumped to 63%, and in 2022 it was 60%. The MAcy draws heavily from the undergraduate BBA in accounting program. The female enrollment rates in the department's undergraduate major in accounting during 2018-2020 ranged from 52% to 54%. Thus, the increase in female MAcy enrollment to 63% and 60% in 2021 and 2022 indicates that more female undergraduate accounting majors at Texas State pursued the MAcy than male accounting majors. Even with the recent increase in MAcy female enrollment rates in 2021 and 2022, MAcy female enrollment is still below the university's masters program enrollment rates, which ranged from 68% to 69% over the past five years (2018-2022). Over the past five years, female enrollment rates for the MAcy have been consistently above female enrollment in other masters programs in the McCoy College of Business. The department will continue to monitor the percentage of female students to ensure gender equity in MAcy recruiting and admissions.

#### **Outcome 6 - 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 reflected in other Texas State University graduate programs.

#### **Outcome 6 - Method 2 - Result**

The MAcy program has become more ethnically diverse over the past five years (2018-2022). In 2022, 47% of MAcy students were White-non-Hispanic (WNH), 40% were Hispanic, 5% were Black-non-Hispanic (BNH), and the remaining 8% were Asian, Multi-race non-Hispanic/non-Black, or non-resident international students. In 2022, there was a marked decrease in the percentage of WNH students and a marked increase in the percentage of Hispanic students compared with the prior four-year period. WNH representation ranged from 57% to 63% from 2018 to 2021 vs. 47% in 2022, and Hispanic representation ranged from 20% to 29% from 2018 to 2021 vs. 40% in 2022. BNH representation in 2022 (5%) was the same as it was in 2021, and slightly higher than it was during the 2018-2020 period.

Compared to all university masters programs in 2022, the MAcy had the same percentage of WNH students (48% for university), a higher proportion of Hispanic students (28% for university), and a lower percentage of BNH students (8% for the university). Over the prior four-year period (2018-2021), Hispanic representation in the MAcy program has closely tracked Hispanic representation in all university masters programs, BNH representation in the MAcy has been consistently below that of the university, and WNH representation in the MAcy has been higher than that of the university.

The MAcy draws heavily on the department's undergraduate major in accounting. To promote diversity, the department will continue to provide scholarship and professional development opportunities to junior and senior-level undergraduate students as they consider graduate school. Faculty will continue to emphasize the wide range of career opportunities available to students who earn a masters degree in accounting.

#### **Approval History**

##### **Approval History Event**

Outcomes Approved Level 1

Outcomes Approved Level 2

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##### **Approver**

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2/26/2024 8:42:35 AM

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

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