

---

# Master's Program Assessment Project

## Self-Study Report Template

For August 2003 through August 2007

Due:

### Master of Science in Accounting and Information Management

#### Basic Information

1. Type of program: Select all that apply.
  - Professional
  - Research
  - Interdisciplinary
  - Applied
2. Date program founded or began. 1/1/2002
3. Describe the founding and development of any related centers.
4. Attach department charter and bylaws.

At least 36 hours of the management course work beyond prerequisite courses is required, including 12 hours of basic business core courses and 24 hours of graduate accounting and information management courses. The M.S. in Accounting and Information Management degree is designed for students both with and without previous educational background in accounting and business. Within the M.S. in Accounting and Information Management degree program, the candidate may select one of seven concentrations based on their previous experience and future

aspirations. Concentrations include (I) Financial Analysis, (II) Audit and Professional, (III) Taxation (IV) Managerial, (V) Information Management (VI) International and (VII) Internal Audit.

5. Describe resources supporting the program such as libraries, laboratories, etc.

Computer labs in 1.211 and 1.302 each hold over 50 computers for students to use.

We also host a satellite library in 2.524 with a part time reference and data librarians.

6. Other information the department would like to provide.

## Program Philosophy and Mission

1. What is the mission of the master's program?

The mission of the MS in Accounting and Information Management program is to provide graduate education in accounting. Program graduates receive a masters level command of accounting principles, applications, and professional skills from an accounting information provider perspective. These graduates have developed the skills needed for the core services identified by the Institute of Certified Public Accountants and often sit for the Uniform CPA Examination. They pursue careers in auditing, consulting, and tax services or information and software management.

2. Is this a published official mission statement?  Yes  No

3. How is the program mission related to other key UTD statements, such as:

- a. the university's mission statement

UTD serves the Metroplex and the State of Texas as a global leader in innovative, high quality science, engineering, and business education and research

UTD is committed to

- i. Producing graduates, prepared for life, work, and leadership in a constantly changing world
- ii. Advancing excellent education and research programs in the natural and social sciences, engineering and technology, management, and the liberal creative, and practical arts
- iii. Transforming ideas into actions that directly benefit the personal, economic, social and cultural lives of the citizens of Texas.

The MS in Accounting and Information Management enrolls over 400 students, an increase of almost 30% in since 2003. The MS program provides opportunities for both full-time and part-time students living in the Metroplex area to obtain high quality graduate-level accounting education that supplements their previous education. Many students who enroll in the program are transitioning from a previous career to a career in professional accounting.

- b. the Academic Plan
- 4. Please attach or submit your college or unit academic plan and/or strategic plan when available.
- 5. Is this program regionally or nationally ranked? If so, how and by whom?  
Not currently ranked
- 6. Other information the department would like to provide.

## Benchmarking

1. Identify three peer programs.

**University of Houston**

**Georgia State University**

**SUNY - Buffalo**

2. Identify three aspirational peer programs.

**University of Texas at Austin**

**University of Arizona**

**University of Florida**

3. Identify any other source from which benchmark or ranking data may be obtained. Please attach this data or provide the website where this information can be accessed.

## Program Design

1. What employment opportunities are students in the program being prepared for?

The M.S. in Accounting and Information Management program prepares its students for careers in public and corporate accounting and financial management. It is designed for both students with accounting majors and students with non-accounting majors in their undergraduate program. Concentrations include external audit and professional accounting, internal audit, taxation, information management, managerial accounting, international accounting, and financial analysis. The program helps students meet the requirements of the CPA, CIA and CMA examinations.

2. What are the requirements of the program?

- b. Fill in : hours in major field; hours in minor or cognate field; statistics or research design; etc.)

Students must satisfy a basic business core (12 hours) and an accounting foundation (9 hours). Each concentration builds on the business core and accounting foundation. Students with

previous degrees in business or accounting may have already satisfied some of the business core and accounting foundation requirements.

**Basic Business Core (12 credit hours)**

Each candidate must satisfactorily complete the following three courses.

AIM 6344 Financial Statement Analysis

MECO 6303 Business Economics

OPRE 6301 Quantitative Introduction to Risk and Uncertainty in Business

And complete one of the following two courses

AIM 6343 Accounting Information Systems

OPRE 6302 Operations Management

**Accounting Foundation\* (9 hours)**

Each candidate must satisfactorily complete the following three accounting foundation courses:

AIM 6330 Intermediate Financial Accounting I

AIM 6332 Intermediate Financial Accounting II

AIM 6341 Planning, Control, and Performance Evaluation

\* students that have already taken foundation courses (or their undergraduate equivalents) may replace them with AIM electives

**(I) Financial Analysis Concentration (15 hours)**

AIM 6333 Advanced Financial Reporting

AIM 6334 Auditing

AIM 6345 Business Valuation

AIM 6346 Financial Dimensions of Mergers and Acquisitions

AIM 6351 Individual Taxation

**(II) Audit and Professional Concentration (15 hours)**

AIM 6333 Advanced Financial Reporting

AIM 6334 Auditing

AIM 6351 Individual Taxation

AIM 6352 Corporate Taxation

AIM 6377 Corporate Governance and Accounting

**(III) Taxation Concentration (15 hours)**

AIM 6334 Auditing

AIM 6351 Individual Taxation

AIM 6352 Corporate Taxation

AIM 6354 Partnership Taxation

AIM 6356 Tax Research

**(IV) Managerial Concentration (15 hours)**

AIM 6333 Advanced Financial Reporting

AIM 6334 Auditing

AIM 6342 Strategic Cost Management

AIM 6347 Current Topics in Advanced Cost Management

AIM 6351 Individual Taxation

**(V) Information Management Concentration\* (15 hours)**

AIM 6336 Information Technology Audit and Risk Management or AIM 6338 Integrated Accounting Information Systems Analysis and Design\*\*

AIM 6347 Current Topics in Advanced Cost Management

AIM 6349 Corporate Information Technology Strategy and Management  
AIM elective  
AIM elective  
\* the IT security and Enterprise System course-sets can be followed in this concentration  
\*\* course not chosen may be used as elective

**(VI) International Services Concentration (15 hours)**

AIM 6342 Strategic Cost Management  
AIM 6362 International Accounting  
AIM 6377 Corporate Governance and Accounting  
AIM elective  
AIM elective

**(VII) Internal Audit Concentration (15 hours)**

AIM 6336 Information Technology Audit and Risk Management  
AIM 6380 Internal Audit  
AIM 6383 Forensic Accounting Investigations or AIM 6384 Analytical Reviews Using Audit Software  
AIM guided elective\*\*  
AIM guided elective\*\*  
\* course not chosen may be used as elective  
\*\* to be approved by Director of Endorsed Internal Audit Program

c. How many credits must be taken at UTD?

The degree requires 36 hours; up to 12 may be transferred from another graduate school if approved.

d. If there are consortium arrangements with other universities, how is this requirement achieved?

No consortium agreements have been entered into.

3. How are the requirements of the program designed to ensure fulfillment of the mission?

The requirements of the program ensure that students receive a foundation in financial and management accounting that they can build on in various ways. The concentrations provide students with opportunities to obtain accounting education that fits their career objectives. For instance, students that desire to enter the accounting profession as external auditors or professional accountants take additional courses in external auditing, advanced accounting, taxation and corporate governance. Students interested in careers in internal auditing may take additional courses in internal auditing, information technology analysis and design, information systems auditing and forensic accounting.

4. Are key elements of the curriculum made available on a schedule that facilitates timely completion of the program by students? Attach course rotation schedules for the previous three years.

All core courses and foundation courses are offered during the fall and spring semesters and most core and foundation courses are offered during the summer semester. All elective courses are offered at least once per year and most are offered at least twice per year.

5. a. If UTD offers a similar program at the undergraduate level, how is the post- baccalaureate program progressively more advanced in content?

There is no similar program at the undergraduate level.

- b. If there are courses of similar name or similar substantive content, how are the graduate courses progressively more advanced than those offered at the undergraduate level?

For classes that have similar content, the depth of coverage and expectations for applying and integrating concepts and analyzing situations are significantly greater at the graduate level.

- c. Are there any situations in which undergraduates and graduate students are co-enrolled in their respective courses at the same time with the same instructor?

No.

If so, how is the learning experience more advanced for the graduate students?

6. Describe how the program and curriculum are reviewed and updated to maintain currency in the field.

A Curriculum Committee in the Accounting and Information Management (AIM) Area is responsible for reviewing and proposing updates to the program to maintain currency in the accounting field. The proposed changes are presented to the full-time accounting faculty members who vote on the proposed changes. The AIM Area also seeks input about its programs from the Accounting and Information Management Advisory Board, made up of accounting professionals from public accounting firms and industry. The program was reviewed and revised substantially during the 2005-06 academic year.

7. Do program requirements include courses in which students gain knowledge of literature of the discipline? If so, which courses?

The core and foundation course provide students with knowledge of the literature of the discipline. Elective courses also provide knowledge of specific parts of the literature.

8. Does program require students to be engaged in research, professional practicums, or similar training experiences? If so, what are they and how is this requirement structured?

The program does not require specific research or practical training. However, students may apply for internship positions and receive 3 hours of course credit based on successful completion of the internship and a paper requirement based on the internship experience.

9. Other information department would like to provide.

## Program Faculty

1. List all faculty who are providing instruction for the program by name, rank, tenure or tenure-track status, gender, years at UTD, year doctoral program was completed, institution granting the degree. Provide an updated CV for each person.

Name	Rank	Tenure/tenure Track Status	Gender	Years at UTD	Year Doctoral Program was completed	Institution Granting the Degree
------	------	----------------------------	--------	--------------	-------------------------------------	---------------------------------

					completed	
Asundi, Jayathirtha	Assistant Prof	Tenure Track	Male	4 Years & 3 Months	2001	Carnegie Mellon University
Baranchuk, Nina	Assistant Prof	Tenure Track	Female	2 Years & 3 Months	2004	Washington University in St. Louis
Bardhan, Indranil	Assistant Prof	Tenure Track	Male	5 Years & 4 Months	1995	University of Texas at Austin
Bruce, Norris	Assistant Prof	Tenure Track	Male	5 Years & 3 Months	2001	Duke University
Butler, Alexander	Assistant Prof	Tenure Track	Male	1 Year & 4 Months	1999	Indiana University
Çakanyildirim, Metin	Assistant Prof	Tenure Track	Male	6 Years & 3 Months	2000	Cornell University
Carare, Octavian	Assistant Prof	Tenure Track	Male	4 Years & 3 Months	2002	Rutgers, the State University of New Jersey
Dogan, Kutsal	Assistant Prof	Tenure Track	Male	4 Years & 3 Months	2002	University of Florida
Franzen, Laurel	Assistant Prof	Tenure Track	Female	6 Years & 3 Years	2000	University of Washington
Gurun, Umit	Assistant Prof	Tenure Track	Male	2 Years & 3 Months	2004	Michigan State University
Haruvy, Ernan	Assistant Prof	Tenure Track	Male	5 Years & 3 Months	1999	University of Texas at Austin
Kumar, Nanda	Assistant Prof	Tenure Track	Male	7 Years & 4 Months	2000	University of Chicago
Laplante, Mark	Assistant Prof	Tenure Track	Male	4 Years & 3 Months	2003	University of Washington
Lee, Seung-Hyun	Assistant Prof	Tenure Track	Male	4 Years & 3 Months	2000	Ohio State University
Li, Xu	Assistant Prof	Tenure Track	Male	2 Years & 4 Months	2004	Massachusetts Institute of Technology
Liu, Xiaohui (Gloria)	Assistant Prof	Tenure Track	Female	2 Years & 3 Months	2004	Northwestern University
Lutze, Holly	Assistant Prof	Tenure Track	Female	2 Years & 3 Months	2004	Stanford University
Menon, Nirup	Assistant Prof	Tenure Track	Male	5 Years & 5 Months	1997	University of Arizona
Menon, Syam	Assistant Prof	Tenure Track	Male	4 Years & 4 Months	1997	University of Chicago
Muslu, Volkan	Assistant Prof	Tenure Track	Male	1 Year & 3 Months	2005	Massachusetts Institute of Technology
Polkovnichenko, Valery	Assistant Prof	Tenure Track	Male	4 Months	2000	Northwestern University
Rhee, Hyeun-Suk	Assistant Prof	Tenure Track	Female	5 Years & 11 Months	1993	Ohio State University
Strijnev, Andrei	Assistant Prof	Tenure Track	Male	1 Year & 3 Months	2003	Washington University in St. Louis
Szwejkowski, Rafal	Assistant Prof	Tenure Track	Male	5 Years & 3 Months	2001	University of Arizona
Vargus, Mark	Assistant Prof	Tenure Track	Male	4 Years & 4 Months	1996	University of Pennsylvania
Vora, Davina	Assistant Prof	Tenure Track	Female	4 Years & 3 Months	2003	University of South Carolina at Columbia
Wan, Kam-Ming	Assistant Prof	Tenure Track	Male	8 Years & 3 Months	1998	University of California at Los Angeles
Wan, Minhua	Assistant Prof	Tenure Track	Female	3 Months	2006	University of Chicago
Wei, Kelsey	Assistant Prof	Tenure Track	Female	5 Months	2002	University of Texas at Austin
Ying, Yuanping	Assistant Prof	Tenure Track	Female	1 Year & 3 Months	2006	University of Michigan
Yue, Wei	Assistant Prof	Tenure Track	Male		2003	Purdue University
Zentner, Alejandro	Assistant Prof	Tenure Track	Male	1 Year & 3 Months	2005	University of Chicago
Zhang, Jun	Assistant Prof	Tenure Track	Male	4 Months	2000	Carnegie Mellon University
Zhang, Qin	Assistant Prof	Tenure Track	Female	4 Years & 4 Months	2002	Washington University in St. Louis
Zheng, Eric	Assistant Prof	Tenure Track	Male	4 Months	2003	University of Pennsylvania
Zhou, Yibin	Assistant Prof	Tenure Track	Female	3 Months	2006	University of Toronto

Anderson, Mark	Associate Prof	Tenure	Male	11 years & 2 months	1996	University of Florida
Dawande, Milind	Associate Prof	Tenure	Male	6 Years & 3 Months	1997	Carnegie Mellon University
Deeds, David	Associate Prof	Tenure	Male	1 Years & 4 Months	1994	University of Washington
Harrison, Richard	Associate Prof	Tenure	Male	21 Years & 2 Months	1986	Stanford University
Janakiraman, Surya	Associate Prof	Tenure	Male	8 Years & 5 Months	1994	University of Pennsylvania
Kieschnick, Robert	Associate Prof	Tenure	Male	7 Years & 5 Months	1987	University of Texas at Austin
Lin, Zhiang	Associate Prof	Tenure	Male	8 Years & 3 Months	1994	Carnegie Mellon University
Markóczy, Livia	Associate Prof	Tenure	Female	1 Years & 4 Months	1995	University of Cambridge
Murthi, B.P.S.	Associate Prof	Tenure	Male	13 Years & 2 Months	1996	Carnegie Mellon University
Natarajan, Ramachandran	Associate Prof	Tenure	Male	9 Years & 4 Months	1992	University of Pennsylvania
Prasad, Ashutosh	Associate Prof	Tenure	Male	7 Years & 4 Months	1999	University of Texas at Austin
Raghunathan, Srinivasan	Associate Prof	Tenure	Male	7 Years & 4 Months	1990	University of Pittsburgh
Richard, Orlando	Associate Prof	Tenure	Male	6 Years & 4 Months	1997	University of Kentucky
Ryu, Young	Associate Prof	Tenure	Male	14 Years & 2 Months	1992	University of Texas at Austin
Salk, Jane	Associate Prof	Tenure	Female	4 Years & 4 Months	1992	Massachusetts Institute of Technology
Springate, David	Associate Prof	Tenure	Male	17 Years & 10 Months	1972	Harvard University
Wang, Yunzeng	Associate Prof	Tenured	Male	4 Months	1998	University of Pennsylvania
Xu, Yexiao	Associate Prof	Tenure	Male	10 Years & 3 Months	1996	Princeton University
Adler, Joachim	Clinical Professor	No Tenure	Male	4 years & 5 months	1972	University of Lyon
Dalgic, Tevfik	Clinical Professor	No Tenure	Male	6 years & 9 Months	1979	Gazi University
McCracken, John	Clinical Professor	No Tenure	Male		1971	University of Pennsylvania
Oliff, Michael	Clinical Professor	No Tenure	Male		1982	Clemson University
Perkins, Steve	Clinical Professor	No Tenure	Male	7 Years & 4 Months	1987	University of Texas at Dallas
Rajamani, Divarkar	Clinical Professor	No Tenure	Male	3 Years & 11 Months	1990	University of Windsor
Bensoussan, Alain	Distinguished Professor	No Tenure	Male	2 Years & 3 Months	1969	University of Paris
Ali, Ashiq	Professor	Tenure	Male	2 years & 4 months	1987	Columbia University
Bass, Frank	Professor	Tenure	Male	24 Years & 10 Months	1954	University of Illinois at Urbana-Champaign
Cready, William	Professor	Tenure	Male	2 years & 4 months	1985	Ohio State University
Day, Theodore	Professor	Tenure	Male	16 Years & 2 Months	1981	Stanford University
Dess, Gregory	Professor	Tenure	Male	4 Years & 4 Months	1980	University of Washington
Enthoven, Adolf	Professor	Tenure	Male	30 Years & 10 Months	1973	Erasmus Universiteit Rotterdam
Ford, David	Professor	Tenure	Male	31 Years & 4 Months	1972	University of Wisconsin at Madison
Jacob, Varghese	Professor	Tenure	Male	9 Years & 3 Months	1986	Purdue University
Konstans, Constantine (noT)	Professor	No Tenure	Male	13 Years & 2 Months	1966	Michigan State University
Liebowitz, Stanley	Professor	Tenure	Male	15 Years & 2 Months	1978	University of California at Los Angeles
Majumdar, Sumit	Professor	Tenure	Male	3 Years & 11 Months	1990	University of Minnesota
Merville, Larry	Professor	Tenured	Male	4 Years & 5 months	1971	University of Texas at Austin
Mookerjee, Vijay	Professor	Tenure	Male	5 Years & 5 Months	1991	Purdue University
Niu, Shun-Chen	Professor	Tenure	Male	26 Years & 2 Months	1977	University of California at Berkeley



Peng, Mike	Professor	Tenure	Male	1 Years & 5 Months	1996	University of Washington
Pirkul, Hasan	Professor	Tenure	Male		1983	University of Rochester
Radhakrishnan, Suresh	Professor	Tenure	Male	7 Years & 5 Months	1991	New York University
Rao, Ram	Professor	Tenure	Male	23 Years & 4 Months	1977	Carnegie Mellon University
Ratchford, Brian	Professor	Tenure	Male	10 Months	1972	University of Rochester
Sarkar, Sumit	Professor	Tenure	Male	8 Years & 11 Months	1991	University of Rochester
Sriskandarajah, Chelliah	Professor	Tenure	Male	8 Years & 4 Months	1986	Institut National Polytechnique De Grenoble
Stecke, Kathryn	Professor	Tenure	Female	4 Years & 3 Months	1981	Purdue University
Suresh, Sethi	Professor	Tenure	Male	9 Years & 4 Months	1972	Carnegie Mellon University
Wiorowski, John	Professor	Tenure	Male	31 Years & 2 Months	1972	University of Chicago
Zhang, Harold	Professor	Tenure	Male	1 Year & 4 Months	1994	Duke University
Agulnek, Art	Senior Lecturer	No Tenure	Male	4 years & 8 months	n/a	n/a
Arnold, Jasper	Senior Lecturer	No Tenure	Male		1975	Harvard University
Barden, John	Senior Lecturer	No Tenure	Male	2 Months	n/a	n/a
Barnes, George	Senior Lecturer	No Tenure	Male	19 Years & 2 Months	n/a	n/a
Biswas, Abhijit	Senior Lecturer	No Tenure	Male	3 Years & 2 Months	n/a	n/a
Blair, Ron	Senior Lecturer	No Tenure	Male	7 Years & 9 Months	n/a	n/a
Bortz, Tiffany	Senior Lecturer	No Tenure	Female	5 Years & 5 Months	n/a	n/a
Chaffin, Mary	Senior Lecturer	No Tenure	Female	16 Years & 5 Months	1987	University of Texas at Dallas
Ferrante, Anne	Senior Lecturer	No Tenure	Female		1998	The Fielding Institute
Fisher, Richard	Senior Lecturer	No Tenure	Male	18 Years & 10 Months	n/a	n/a
Goodrich, Marybeth	Senior Lecturer	No Tenure	Female	4 years & 5 months	n/a	n/a
Hanft, Tracy	Senior Lecturer	No Tenure	Female		2002	University of Texas at Dallas
Heroy, David	Senior Lecturer	No Tenure	Male	5 Years & 2 Months	1972	Texas Christian University
Hicks, Rob	Senior Lecturer	No Tenure	Male		1978	University of Southern California
Hochberg, Jonathan	Senior Lecturer	No Tenure	Male		2001	Southeastern University
Kaplan, Marilyn	Senior Lecturer	No Tenure	Female	7 Years & 10 Months	1998	University of Texas at Dallas
Lewin, Peter	Senior Lecturer	No Tenure	Male	10 Years & 5 Months	1975	University of Chicago
McNulty, Diane	Senior Lecturer	No Tenure	Female	19 Years & 5 Months	1984	University of Texas at Dallas
Miller, Richard	Senior Lecturer	No Tenure	Male		1974	Harvard University
Mookerjee, Radha	Senior Lecturer	No Tenure	Female	4 Years & 10 Months	1993	Purdue University
Nair, Kumar	Senior Lecturer	No Tenure	Male	3 Years & 3 Months	1993	University of Twente
Picken Joseph	Senior Lecturer	No Tenure	Male	5 Years & 2 Months	1995	University of Texas at Arlington
Polkovnichenko, Nataliya	Senior Lecturer	No Tenure	Female	4 Months	n/a	n/a
Polze, Matt	Senior Lecturer	No Tenure	Male	10 Months	n/a	n/a
Reichert, Carolyn	Senior Lecturer	No Tenure	Female		1993	Pennsylvania State University
Robb, Robert	Senior Lecturer	No Tenure	Male	1 Year & 2 Months	n/a	n/a
Salamasick, Mark	Senior Lecturer	No Tenure	Male	3 Years & 2 Months	n/a	n/a
Savoie, Michael	Senior Lecturer	No Tenure	Male		1991	University of North Texas
Solcher, Charles	Senior Lecturer	No Tenure	Male	15 Years & 2 Months	n/a	n/a
Thompson, Lou	Senior Lecturer	No Tenure	Male	6 Years & 2 Months	n/a	n/a

Troutman, Amy	Senior Lecturer	No Tenure	Female	5 Years & 9 Months	n/a	n/a
Woldu, Habte	Senior Lecturer	No Tenure	Male	10 Years & 5 Months	2000	University of Texas at Dallas
Ziegler, Laurie	Senior Lecturer	No Tenure	Female	13 Years & 2 Months	1993	University of Texas at Arlington

2. Provide the following data regarding the instructional activities of core faculty:

a. Number of dissertations (Doctoral) chaired.

03-04	04-05	05-06	06-07
20	29	32	26

b. Number of Thesis (Master's) chaired.

03-04	04-05	05-06	06-07
3	8	2	3

c. Number of dissertation committee memberships

03-04	04-05	05-06	06-07
36	51	74	44

d. Number of organized classes taught

03-04	04-05	05-06	06-07
384	414	425	403

e. Expected average number of organized classes taught by core faculty per academic year

Three organized courses per academic year.

f. Other courses (internship supervision, clinical supervision, studio, research, dissertation, Thesis, etc.)

03-04	04-05	05-06	06-07
169	216	241	100

3. List special honors that have been received by the program faculty during the last 3 years.

4. Other information the department would like to provide.

## Students

### 1. From which universities do the new admits come?

Students come from all of the major universities in the Dallas Fort Worth area including UT Austin, UT Arlington and other UT system schools, Texas A&M, Southern Methodist University, the University of North Texas, and the University of Oklahoma. Students also come from various other U.S. and International universities.

### 2. Describe the admission standards and the process of selecting applicants for admission to the program used during the previous three years. Programs with approved holistic processes should also include this current selection procedure.

Admissions to the program is based on a holistic consideration of the applicants' record. The following factors are considered in arriving at an admission decision:

- a bachelor's degree from an accredited institution in the United States, or its equivalent, as determined by the Dean of Graduate Studies,
- international applicants must submit a TOEFL score of at least 550 on the paper test (or 215 on the computerized test) that is less than two years old,
- undergraduate GPA, calculated on the last 60 hours of academic course work,
- honors and achievements,
- personal essay outlining academic interests and goals
- letters of recommendations (3),
- work experience,
- competitive GMAT/GRE performance based on a score that is less than seven years old
- personal characteristics that add to the diversity of the class, such as country of citizenship, gender, multilingual skills, involvement in extracurricular and community activities and socioeconomic history.

### 3. Provide data for the last 3 years on:

- i. The number of applicants to the program for each year.
- ii. The number and percentage admitted to the program each year compared with the number of applicants.
- iii. The number and percentage of new admits who enrolled compared with the number who were admitted.
- iv. The number of students who completed the degree program each year .

	PROGRAM	2003	2004	2005	2006
Applicant	MS AIM	484	448	413	496
Admitted	MS AIM	395	370	348	424
New Entrant	MS AIM	287	259	251	303
Graduates	MS AIM	126	134	161	98

	PROGRAM	2003	2004	2005	2006
Admit Rate (Admitted / Applicant)	MS AIM	82%	83%	84%	85%
Yield Rate (New Entrant / Admitted)	MS AIM	73%	70%	72%	71%

Graduation rates, showing percent graduating within six years. For example, of the students who entered the MS in AIM program in the fall of 1999, six years later (the end of spring 2005) 85% had graduated.

	1999	2000	2001	2002	2003	2004	2005
<b>AIM</b>	85%	76%	79%	85%	60%	23%	4%

4. Provide the number and percent of full-time and part-time doctoral students by gender and ethnicity (cross-tabs) for the last three years.

Diversity: White, African American, Hispanic, Native American, Asian, Alaskan-Pacific                      Islander

U. S. Citizen, Permanent Resident, International

Male; Female

**Enrollment Count By Gender By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	GENDER				
Full-time	Female	83	78	84	81
	Male	56	60	52	74
Full-time Total		139	138	136	155
Part-time	Female	122	131	123	147
	Male	64	83	118	117
Part-time Total		186	214	241	264
Grand Total		325	352	377	419

**Enrollment Count By Ethnicity By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	ETHNICITY				
Full-time	African American	4	7	5	12
	Asian	24	22	29	25
	Hispanic	3	3	3	5
	International	73	64	61	70
	Native American		1		
	White	35	41	38	43
Full-time Total		139	138	136	155
Part-time	African American	15	10	13	22
	Asian	43	52	43	57
	Hispanic	7	11	8	23
	International	38	31	25	26
	Native American	2	2	2	
	White	81	108	149	136
	Unknown			1	
Part-time Total		186	214	241	264
Grand Total		325	352	377	419

**Enrollment Count By Residency By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	RESIDENCY				
Full-time	International	73	64	61	70
	Permanent Resident	17	11	18	18
	U.S. Citizen	49	63	57	67
Full-time Total		139	138	136	155
Part-time	International	38	31	25	26
	Permanent Resident	36	27	36	36
	U.S. Citizen	112	156	180	202
Part-time Total		186	214	241	264
Grand Total		325	352	377	419

**Enrollment % By Gender By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	GENDER				
Full-time	Female	26%	22%	22%	19%
	Male	17%	17%	14%	18%
Full-time Total		43%	39%	36%	37%
Part-time	Female	38%	37%	33%	35%
	Male	20%	24%	31%	28%
Part-time Total		57%	61%	64%	63%
Grand Total		100%	100%	100%	100%

**Enrollment % By Ethnicity By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	ETHNICITY				
Full-time	African American	1%	2%	1%	3%
	Asian	7%	6%	8%	6%
	Hispanic	1%	1%	1%	1%
	International	22%	18%	16%	17%
	Native American	0%	0%	0%	0%
	White	11%	12%	10%	10%
Full-time Total		43%	39%	36%	37%
Part-time	African American	5%	3%	3%	5%
	Asian	13%	15%	11%	14%
	Hispanic	2%	3%	2%	5%
	International	12%	9%	7%	6%
	Native American	1%	1%	1%	0%
	Unknown	0%	0%	0%	0%
White	25%	31%	40%	32%	
Part-time Total		57%	61%	64%	63%
Grand Total		100%	100%	100%	100%

**Enrollment % By Residency By Full Time/Part Time By Year**

PROGRAM	MS AIM	TERM_CYT			
Count of STU_ID		2003F	2004F	2005F	2006F
FT_PT	RESIDENCY				
Full-time	International	22%	18%	16%	17%
	Permanent Resident	5%	3%	5%	4%
	U.S. Citizen	15%	18%	15%	16%
Full-time Total		43%	39%	36%	37%
Part-time	International	12%	9%	7%	6%
	Permanent Resident	11%	8%	10%	9%
	U.S. Citizen	34%	44%	48%	48%
Part-time Total		57%	61%	64%	63%
Grand Total		100%	100%	100%	100%

5. Provide the number and percent of full-time and part-time master's students with fellowships, scholarships, research assistantships, or teaching assistantships /teaching fellowships.

Most students in the program are working full time and attending school part time. Therefore, we do not provide scholarships or teaching assistantships to most MS in AIM students. Of the students working full time, approximately half receive some reimbursement from their companies for their education. A small number of students (less than 1%) are teaching assistants for online courses.

6. *Describe the types of financial support and dollar amounts provided to master's students in the program.*

*Fellowships*

*Scholarships*

*TA*

*RA*

7. How many students receive tuition support? Where does this support come from?

As noted above, most of our students are working full time and receive some reimbursement from their companies. None of the MS in AIM students received tuition support this year.

8. Provide the number of master's student scholarly activities (peer-reviewed publications; presentations, exhibitions, or performances at national or international platforms or highly recognized state or regional venues).

9. Describe major accomplishments, honors, etc. among the program's master's graduates.

10. Provide the following data comparing your program's master's students to three of the program's benchmark institutions and three of the program's aspirational peers.

- i. Average dollar amount of financial support (fellowships, TA's and RA 's) for master's students.*

- ii. Percentage of master's students receiving tuition waivers or tuition scholarships.*

- iii. Graduation/attrition rates

- iv. Number of master's degrees conferred

11. Other information or data that the department would like to provide.

## Outcomes

1. What are the key learning outcomes that have been identified for the program?
  - a. Students will develop skills in analyzing and interpreting accounting information as well as evaluation of situations and synthesis of information for decisions faced by various users of financial accounting information.
  - b. Students will apply accounting controls including technology and security controls as they relate to accounting information.
  - c. Students will apply financial accounting principles including those used in the preparation of financial statements.
  - d. Students will apply managerial accounting concepts and techniques to support decision-making by managers
  - e. Students will develop skills in professional communications, and consider ethical problems in accounting settings

2. What methods are used to determine whether students have achieved the key learning outcomes of the program?

The School of Management has developed an assessment of learning program for each masters level degree. Based on the mission for each program, faculty members derived learning goals, as stated above. Then for each goal, we developed learning outcomes and assessment procedures. Each semester we gather assessment data in the core courses. Course coordinators then summarize the results by course and program directors produce a program assessment report.

3. How many graduates are employed in a position in their field within one year of completing their master's degree programs? Where have the graduates been employed?

Many of our students are employed full-time throughout their program and continue with the same business firm after graduation. Most other students obtain accounting positions with public accounting firms or in industry. Graduating students have been employed by national and local accounting firms and various businesses in the DFW area.

4. Summarize improvements to the program that were based on assessment results for the 3 years.

Based on assessment results, we made major revisions to the MS in Accounting and Information Management degree program during the 2005-2006 academic year that became effective in the 2006-08 catalog. Changes to the MS degree were made jointly with changes to our BS degree program to more effectively meet the needs of three groups of students that make up our MS degree population. These include students with a major in accounting, students with a non-accounting business major and students with a non-business major in their undergraduate programs.

Prior to the redesign, students found that the degree plan and concentrations limited their flexibility in achieving their objectives. To provide greater flexibility, we introduced a set of accounting foundation courses (9 hours) that students with an undergraduate major in accounting would typically have satisfied in their undergraduate program. This enabled us to reduce the coursework in the concentrations that were previously set at 24 hours to 15 hours and give students with undergraduate majors in accounting the flexibility to do more elective work in accounting and other areas. It also provided students without an undergraduate major in accounting a more complete accounting foundation.



A concentration in internal audit was added to accommodate the increase in demand for internal auditors following Enron and Sarbanes-Oxley. Concentrations in information management and international services were redesigned in a manner that gives students more flexibility to take non-accounting courses that fit their program objectives. The information management concentration enables students to focus on enterprise systems or information security.

A number of new courses were added and some courses were redesigned to address changes in the marketplace resulting from Enron and Sarbanes-Oxley. New courses include Accounting Ethics, Corporate Governance and Forensic Accounting.

5. What is the placement record for students who have graduated in the last three years?
6. In what ways is this program distinctive from similar programs at other universities in Texas, and elsewhere?

Our program is distinctive in terms of the flexibility that it provides students on many dimensions. While it gives students the opportunity to obtain the courses required to prepare for the CPA exam, it also gives them clear paths to other designations such as the CIA designation. In addition, it gives students opportunities to combine their accounting program with a number of information technology classes including IT strategy, enterprise systems and IT security courses. Another type of flexibility is provided through our online offerings. Students can choose to do as much of their program online as they like. The online classes are developed by full-time faculty to ensure that their quality is consistent with the on campus courses.

Consistent with the mission of the University and the School of Management, the MS in Accounting and Information Management program gives students from a variety of backgrounds the opportunity to extend their education in ways that enable them to leverage their previous learning and experience to build their careers. The program is broad enough to give students a diverse set of options but sufficiently focused to ensure students have a strong foundation in accounting.

7. Other outcome information the department would like to provide.

## Budget

1. What is the approximate proportion of the total departmental budget that is dedicated to master's program support? Describe the areas of support.

The School of Management is organized into areas that do not have separate budgets.

2. Describe budgetary challenges that the department has dealt with to support the master's program.

## Departmental Conclusions and Recommendations

1. Describe the area(s) of the master's program that you (the department) consider excellent.

Our greatest strength is the excellence of our full-time faculty. Our tenure-track faculty members provide both research and teaching excellence and our non-tenure-track full-time faculty members provide teaching excellence and exceptional service to students.

An excellent dimension of our program is its emphasis on information technology. Our students have access to both AIM courses and MIS courses that enable them to integrate accounting and management information systems.

2. Describe the area(s) of the master's program that you (the department) consider areas of limitation or challenge.

One challenge that we face is to link more effectively with the professional accounting community. While we place students with both national and local firms, we would like to increase the number of students that participate in internship programs with accounting firms and other companies. We also want to improve our student performance on the CPA exam. Their performance is comparable to many programs in Texas but is not as strong as the top schools.

3. If you (the department) were provided with additional funding each year for master's education that consisted of an amount equal to 5% of your total departmental budget, what would your (i.e. the department's) priorities be for spending the increase?
4. List and explain the department's recommendations for improvement of its master's program.

We have hired a number of excellent full-time faculty members during the past three years and will continue to search for excellent faculty at all levels. We are planning to take a more comprehensive approach to helping students prepare for the CPA exam which may include a course that would integrate learning in other classes for CPA exam purposes. We have increased our placement of interns and are continuing to work in this direction. We will likely offer part-semester classes to enable more students to take internships while meeting their academic requirements.

5. Other conclusions and/or recommendations that the department would like to provide.