

GRADUATE CURRICULUM CHANGE MEMO

Date: May 17, 2023

From: Arthur A. Aguirre, Leadership and Community Engagement Program

Through: Areli Chacón Silva, Chair, Leadership and Community Engagement Program

Through: Andeli Bencomo, Dean, Liberal Arts College

Through: Selfa Chew-Melendez, Chair, Liberal Arts Curriculum Committee

To: Martine Ceberio, Chair, Graduate Council



Proposal Title: Remove the MAT score from the admission criteria to the MLS Program

The Leadership Studies Graduate Program Committee would like to propose the removal of the Miller Analogy Test (MAT) as one of the admissions criteria to the MA in Leadership Studies. Program data like graduation GPA and time to degree completion showed no statistical difference between students who included the MAT in their admission applications (civilian) and those students who did not include the MAT (military). Therefore, the MAT score, is not a predictor of academic success or time to degree completion rate.

The Leadership and Community Engagement program is proud to select students who demonstrate their capacity for success and social change. Consequently, our admission requirements, such as a statement of purpose and cumulative GPA, are greater predictors of success in the MA in Leadership Studies program. Moreover, a number of studies, both recent and dated [Keith, T.Z., & Frese, K. (2005), Woehr, D.J., & Arthur Jr, W. (2003), and Hinton, M.B., Patterson, L.E., & Dole, J.A. (1999)], indicate that other factors, such as undergraduate GPA, play a larger role.

The MAT exam is a financial and time burden for candidates who must take as part of the admission criteria. In addition, the number of international students applying to our program has grown in recent years. While we encourage these qualified students to enroll in our online program, many of them lack access to a facility that administers the MAT and are therefore unable to do so.

The average GPA for students who included their MAT scores (civilians) in their applications was 3.71/4.0 (among all completed courses), whereas the average GPA for students who did not include their MAT scores (military) was 3.93/4.0 (among all completed classes). Military students who did not take the MAT graduated within a year of the program's inception. Students who took the MAT entrance exam graduated within one and a half years. See attached proposal.

The University of Texas at El Paso requests approval to change the admission criteria for their M.A. in Leadership Studies within the College of Liberal Arts as follows:

Description of Change [Required]. *(List only the changes being proposed.)*

- Remove Miller Analogy Test (MAT) as an admission requirement

Rationale for Change

The Leadership Studies program has experienced a decrease in the number of enrollments during the last two academic years. Data analysis and the admission criteria have been assessed by the MLS Graduate Program Committee (GPC) to determine if changes in the admission requirements, like the removal of the Miller Analogies Test (MAT), could potentially increase the number of applicants to the program and expedite the application time –number of days when the applicant starts the application until the application is ready and submitted for review.

MLS enrollments

Fall 2019	102
Spring 2020	98
Fall 2020	92
Spring 2021	84
Fall 2021	74
Spring 2022	65
Fall 2022	58
Spring 2023	55

Therefore, the MLS GPC proposes to remove the MAT admission requirement for the MA in Leadership Studies in the spirit to align with UTEP's mission of open access. The GPC has assessed and determined that MAT scores are not predictors of student success as GPA's presented in table 1.

The current criteria to evaluate admission applications to the MLS graduate program are:1) Minimum undergraduate GPA of 3.0 from UTEP or other accredited institution; 2) Three strong letters of recommendation; 3) A statement of purpose, addressing the applicant's educational and career goals, reasons for pursuing an MLS degree. The statement of purpose should demonstrate the applicant's potential to think, write, and communicate at the graduate level; 4) Resume or CV; 5) MAT scores.

Our master's degree requires a statement of purpose from applicants, which must address the applicant's career objectives and motivations for pursuing a degree in Leadership Studies to further these objectives. We believe that the statement of purpose is a more accurate indicator of student success and employment potential in our master's degree program. Given the professional orientation of the Master in Leadership Studies curriculum, this statement is a strong indicator of the potential success of the applicant.

Intellectual ability and analytical reasoning are now more commonly understood as time-extended dynamic processes that develop through time rather than as permanent qualities that can be measured in a single score like the MAT. Any initial score assigned to a candidate cannot accurately predict their future success. Furthermore, the social structure and demographics of colleges have evolved over time. It is thus reasonable, and we suggest that comparable modifications in the evaluation measures should also occur.

A number of studies, both recent [Sloat, K.C., & Christy, A.G. (2021), Lounsbery, J.L., & Givson, D.M. (2020), and Johnson, E.M., & Smith, D.M. (2019)] and dated [Keith, T.Z., & Frese, K. (2005), Woehr, D.J., & Arthur Jr, W. (2003), and Hinton, M.B., Patterson, L.E., & Dole, J.A. (1999)], suggest that other factors, such as undergraduate GPA, personal statement, and letters of recommendation, may be more important predictors of success in graduate school than the MAT. The elimination of the MAT exam as an admissions requirement will have no effect on our academic rigor and quality (Cooper, Christopher A., and Knotts, Gibbons H., 2019). Similarly, studies of student success in biomedical sciences graduate programs found that MAT scores were not predictive of student success (Sealy, Saunders, Blume, and Chalkley, 2019).

The University of Texas at El Paso has a Memorandum of Agreement (MOA) with the NCO Leadership Center for Excellence, which allows the MLS Program to have a satellite location at USASMA, Ft. Bliss. The MOA allows military affiliated students from USASMA to waive the MAT requirement. The GPC did not find any significant differences in GPA between students admitted with and those without an MAT score, as shown in the following table:

Table 1.

Cohort AY 2021-2022	Average GPA's	N (Sample Size)
Students who submitted MAT scores with their MLS application (Civilian students)	3.71	20
Students who did not submit MAT scores in their application (USASMA student cohort)	3.93	25
Total	3.82	45

Time to degree completion data obtained from within the department was analyzed by the GPC for two types of Leadership Studies students (see Table 2):

First, the civilian applicants who included their MAT scores on their MLS application. Second, USASMA candidates who submitted their applications with a waived MAT score. There was no statistically significant difference between civilians and USASMA students in terms of time to degree completion, according to data analysis. From both populations examined by the MLS GPC, concluded that time to degree completion rate among civilian students who graduated within the timeframe of two years is 61%. Compared to 22% of students which time to degree

completion was within one-to-one and a half years. Overall, 83% of civilian students who submitted MAT scores with their admission application completed the program within 2 years. Similarly, USASMA students had an 88% graduation rate within one to two years. Furthermore, USASMA students who completed the program in one-to-one and a half years was 63%. Only 25% of USASMA students completed the program within two years.

Data analysis also showed a total of six MLS students who graduated within three or more years. The first three students encountered in the civilian sample were initially enrolled in other graduate programs for at least one or two years prior to the initial enrollment date in the MLS program. Extending their time to degree completion to three or more years. The three students from the USASMA sample were initially accepted and enrolled in the MLS program, but their enrollment was interrupted when they were deployed. Also extending their time to degree completion to three or more years.

Table 2.

Aggregate	Initially Enrolled	Graduated within 1 – 1.5 years	Graduated within 2 years	Graduated within 3 or more years	Total Students Graduated and Persisting to Graduation
Total Number of Students in Fall 2021 – Spring 2022 Cohort	45	21	18	6	45
Students who submitted MAT scores with their MLS application (civilian students)	Initially Enrolled	Graduated within 1 – 1.5 years	Graduated within 2 years	Graduated within 3 or more years	Total Students Graduated and Persisting to Graduation
	18	4	11	3	18
Students who did not submit MAT scores with their MLS application (USASMA Students)	Initially Enrolled	Graduated within 1-1.5 years	Graduated within 2 years	Graduated within 3 or more years	Total Students Graduated and Persisting to Graduation
	27	17	7	3	27

MAT scores does not reflect student success or time to degree completion. The GPC did not find any correlation with MAT scores and MLS graduate student's time to degree completion. The pathways to degree completion are set by the military affiliation from those who did not submit

MAT scores with their MLS application and those students who submitted MAT scores with their MLS application (civilian students).

Literature Cited:

Cooper, Christopher A. and Knotts, Gibbs H. (2019). "Do I Have to Take the GRE? Standardized Testing in MPA Admissions, American Political Science Association" PS: Political Science and Politics, 52(3) 470-475.

Langin, K. (2019). A wave of graduate programs drops the GRE application requirement. Science. <https://www.science.org/content/article/wave-graduate-programs-drop-gre-application-requirement>

Sealy L, Saunders C, Blume J, Chalkley R (2019) The GRE over the entire range of scores lacks predictive ability for PhD outcomes in the biomedical sciences. PLoS ONE 14(3): e0201634. <https://doi.org/10.1371/journal.pone.0201634>

Wong, A. A., Marrone, N. L., Fabiano-Smith, L., Beeson, P. M., Franco, M. A., Subbian, V., & Lozano, G.I. (2021). Engaging faculty in shifting toward holistic review: Changing graduate admissions procedures at a land-grant, Hispanic-serving institution. American journal of speech-language pathology, 30(5),1925-1939.

Whitworth RH, Barrientos GA. Comparison of Hispanic and Anglo Graduate Record Examination Scores and Academic Performance. Journal of Psychoeducational Assessment. 1990;8(2):128-132. doi:10.1177/073428299000800202

CURRICULUM PROPOSAL

APPROVAL PAGE

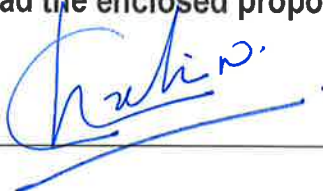
Proposal Title: Remove the MAT score from the admission criteria to the MLS Program

College: College of Liberal Arts

Department: Leadership and Community Engagement

DEPARTMENT CHAIR- Areli Chacón Silva

I have read the enclosed proposal and approve this proposal on behalf of the department.



5/26/2023

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date