



TXCPA PIPELINE STRATEGY

Last revised June 1, 2022

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**EXECUTIVE
SUMMARY**



EXECUTIVE SUMMARY

The Texas Society of CPAs (TXCPA) has a longstanding history in working to grow the profession and expanding the CPA pipeline. TXCPA, our 20 local chapters, and our member volunteers have done significant work to provide student outreach and support accounting career education. It is difficult to measure the direct impact these efforts have had on the pipeline.

Today's students are introduced to career exploration as early as elementary school and being asked to commit to a learning track in high school. Additionally, options for earning college credit while in high school have expanded. As the education landscape has evolved, TXCPA has recognized the need for a more proactive, coordinated and focused statewide approach with measurable outcomes.

A Pipeline Task Force was appointed by the 2021-2022 TXCPA chairman. The task force worked with TXCPA staff to develop a list of key stakeholders who have an impact on the CPA pipeline. TXCPA staff surveyed stakeholders and gathered data from other relevant sources to better understand audiences and guide the tactics outlined within this statewide pipeline strategy.

TXCPA has a strong commitment to partnering with the many other organizations that are also involved in pipeline initiatives at the state and national levels. The American Institute of Certified Public Accountants (AICPA) is currently working on developing a national strategy. TXCPA will review our strategy when AICPA's is released to ensure our efforts are aligned.

Current Environment

The rapid pace of technological innovations, including data analytics, robotics and artificial intelligence (AI), among others, are having a profound impact on how CPAs work. Demand for talent remains high, and staffing continues to be a primary concern for firms and companies. However, the pipeline of licensed CPAs has been decreasing for the last decade nationally and has remained flat in Texas, despite a 16% population growth during that same time (Figure 4).

The hiring mix in public firms continues to shift, with 57.3% of new graduate hires being accounting graduates and 42.7% being non-accounting graduates. AICPA stated in their 2021 *Trends Report* that total hiring of new accounting graduates in 2020 had decreased by 10% (AICPA, 2021 *Trends Report*, 2022). AICPA's 2019 *Trends Report* indicated U.S. public firm hiring of accounting graduates was down 29% in 2018, when compared to graduate firm hires in 2014. When that same report was done in 2016, there was a 19% decrease from 2014, demonstrating a concerning downward hiring trend for the profession (AICPA, 2019 *Trends Report*, 2020).

In addition to a change in hiring patterns, higher education is seeing a downward trend in accounting enrollments. According to the 2021 CPA Evolution Pulse Survey, 54% of academic accounting programs are seeing a decline in enrollment.

The profession continues to be challenged by the perception of limited growth, flexibility and career opportunities within accounting. As an example, World Economic Forum's 2020 *Future of Jobs Report* included accounting, bookkeeping and payroll clerks (#3), as well as accountants and auditors (#4) in the list of top 20 job roles decreasing in demand. Although automation will have a significant impact on entry level accounting roles in the future, this report did not consider the

new opportunities with recent technological advancements, and the evolving expectations of clients will allow CPAs to expand and elevate advisory services.

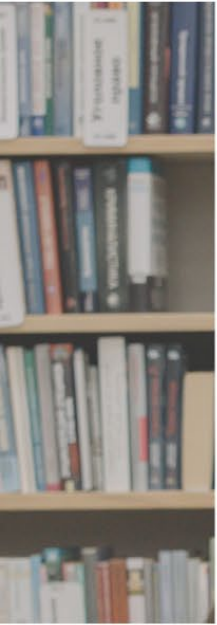
There will continue to be many exciting and dynamic career opportunities within the accounting profession, and TXCPA, our chapters and our partners are dedicated to taking action to drive growth in the CPA pipeline.

Objectives

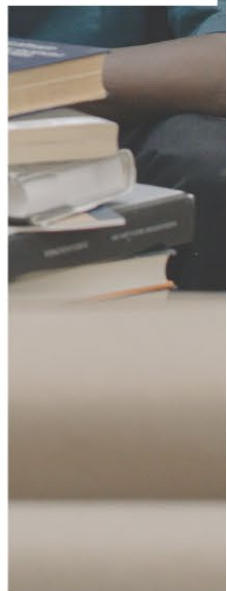
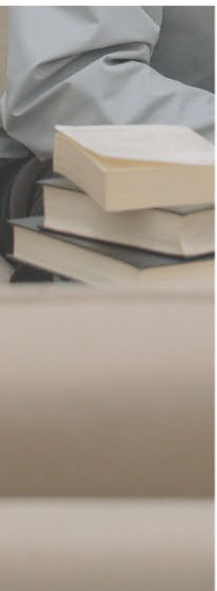
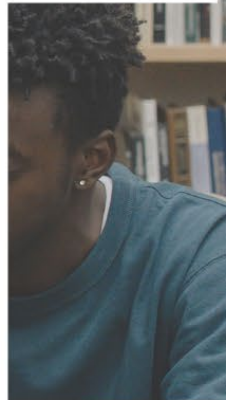
The purpose of the TXCPA pipeline strategy is to effect change and increase the number of individuals becoming licensed CPAs by expanding our outreach to:

- Elementary and middle school students, with messages that increase awareness of financial literacy concepts and accounting as a career choice,
- High school students, with specific promotion of accounting and business education and careers,
- College students, encouraging them to major in accounting and pursue the CPA license,
- Candidates, to support their path to complete the educational requirement, work experience and CPA Exam,
- Firms and companies that hire or have the potential to hire candidates and CPAs, with encouragement to ensure that they are employers of choice and active participants in pipeline development, and
- Legislative and regulatory bodies that can impact advancement of the CPA pipeline.

TXCPA



CANDIDATES



CANDIDATES

About the Audience and Key Trends

Candidates are defined as those who have completed at least a bachelor's degree and have an interest in pursuing CPA licensure but have not yet met the requirements for licensure.

Of the 106 colleges and universities that offer undergraduate accounting programs in Texas, 50 offer a focused Master of Accountancy or a Master of Business Administration with an Accounting emphasis (National Center for Education Statistics, 2022).

According to AICPA data, the number of candidates passing all four sections of the CPA Exam decreased from 2010 through 2020. (Appendix Figure 2) The 2020 data from the Texas State Board of Public Accountancy (TSBPA) shows that Texas candidates sitting for the CPA Exam have remained at approximately 11,000 for the last decade (Appendix Figure 3).

TXCPA sent surveys to more than 500 candidate members and about 3,700 newly licensed CPA members. The top three reasons candidates said they are pursuing a CPA license are career opportunities, career advancement and earning potential. Similarly, the new licensee respondents indicated the top two reasons they became a CPA were career opportunities and career advancement.

Candidate respondents indicated that resources for time management and CPA Exam support would help them complete the process of becoming a licensed CPA. They also worried that time and work/family obligations may hinder them from completing the CPA licensing process. New licensees said CPA Exam support and a career mentor would have made their path to the CPA license easier.

New licensees felt the most difficult part in the process to becoming a CPA was making time for the CPA Exam. The top response for what would have made the process easier was being able to take the CPA Exam earlier. Also, in providing additional comments, many respondents mentioned struggles with the administrative process to become a licensed CPA in Texas.

Key Messages for Candidates

- Passing the CPA Exam and completing the steps for licensure are the next steps to ensuring future career success and bolstering your earning potential. (Success can be defined with growth and opportunities, potential and variety of options; i.e., entrepreneurship.)
- CPAs garner great respect from the public and are highly sought after by employers.
- TXCPA is a trusted resource for support and information related to completing the CPA Exam and licensing process.
- The TXCPA member community is here to encourage and mentor you along the way. Being a part of this community will help you establish long-term connections.

Tactics

These tactics are designed to help reduce barriers to completing the process to becoming a licensed CPA.

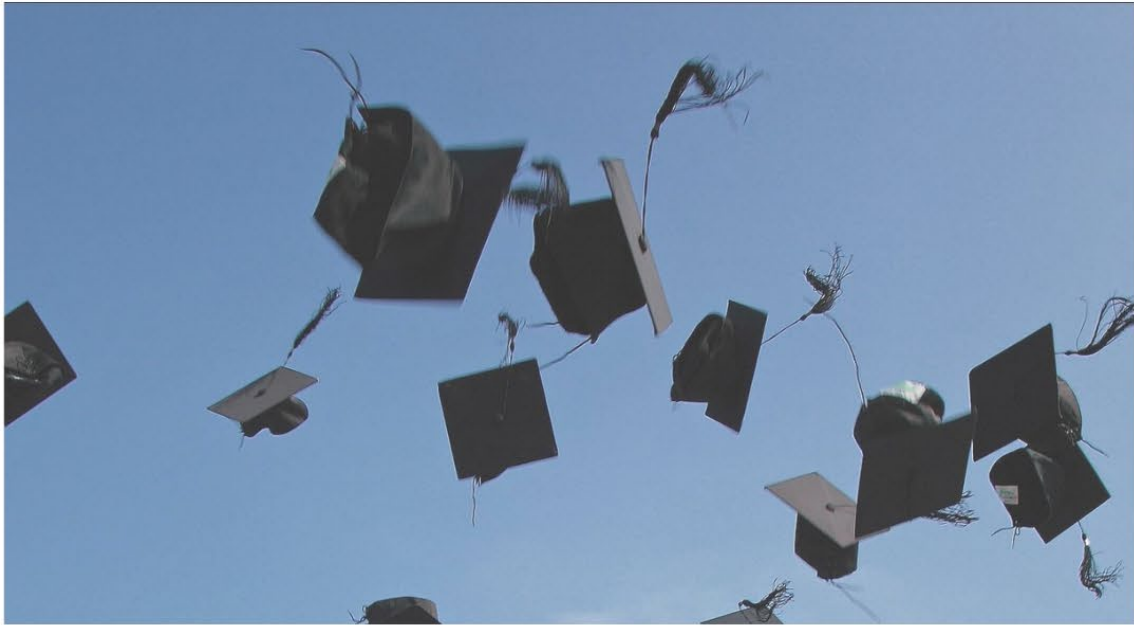
- Identify opportunities to reduce the financial burden of the cost of the CPA Exam and CPA Exam Review.
- Develop a comprehensive career mentoring program.
- Explore a candidate group in TXCPA Exchange for members and non-members.
- Create resource guides to provide clarity to the administrative process for licensure and preparation for the CPA Exam.
- Continue discussions with TSBPA about opportunities for TXCPA to support Texas candidates.
- Consider expanding career center options to include work opportunities that would meet the work experience requirement for a candidate.

Success Metrics

The following success metrics are directly tied to candidates and the first three metrics listed will be used as overarching metrics related to the strategy as a whole.

- Increase the number of candidates who pass all four sections of the CPA Exam and reduce the rate of abandonment.
- Increase in the number of first-time candidates sitting for the CPA Exam in Texas.
- Increase the number of new licensees in Texas.
- Launch a pilot mentoring program for candidate members.

TXCPA



**COLLEGE
STUDENTS**



COLLEGE STUDENTS

About the Audience and Key Trends

College students are those in undergraduate programs. There are 106 colleges and universities that offer undergraduate accounting programs in Texas. According to the 2021 CPA Evolution Pulse Survey (AICPA, 2021), 54% of academic accounting programs are seeing a decline in enrollment. In addition, there has been an overall decrease in enrollment at public two-year and four-year colleges and universities in Texas (THECB, 2021). We intend to include both traditional and non-traditional students in this category.

Gender, racial and ethnic demographics for college students are in the appendix Tables 1 and 2.

Of those surveyed, 54% of new CPA licensees and 45% of candidates indicated in their responses that they chose to become CPAs while in college. TXCPA also learned that 42% of candidates first heard about the accounting profession from a family member or friend.

TXCPA surveyed approximately 3,900 student members and 42% of college student respondents first heard about the accounting profession in high school. The top two influences in pursuing a CPA license were family member/friend at 40% and a college professor at 38%. The number one obstacle they anticipated facing in completing the CPA licensure process was time to study for the CPA Exam at 65%. They are most excited about being a CPA because of the career stability (43%). The top three responses about the support they need are scholarships, financial support for the CPA Exam and internships.

TXCPA also surveyed about 800 full-time accounting faculty at both four-year and two-year institutions. Of the respondents, 98% indicated that they encourage their students to pursue the CPA license. This encouragement is done primarily through personal counseling and advising (99%). Faculty respondents indicated that scholarship resources (77%) and promotional materials regarding career options and earning potential (73%) would be helpful in promoting the profession. When asked about the biggest obstacle to students pursuing a CPA license, 57% said they believe it is the education requirement. Students choosing a different major is what 40% of faculty indicated is an alternative to the CPA license.

Key Messages for College Students

- The accounting profession is an exciting and growing profession with numerous opportunities for personal and professional growth and success throughout your lifetime.
- Becoming a CPA increases your earning potential, provides career stability and flexibility, and opens the door to career possibilities and advancement opportunities.
- TXCPA is a trusted resource for support and information related to becoming a CPA in Texas.
- The TXCPA member community is a built-in professional network here to encourage and mentor you, and help you obtain internships and employment after graduation.

Tactics

College is the most influential point in students' lives for them to consider a career as a CPA.

- Identify and provide resources and support for at least one Faculty and Student Ambassador at every college campus with an accounting program, including community colleges offering the 30 credit hours of accounting courses required for licensure.
- Increase outreach to students and faculty in Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs) and Minority-Serving Institutions (MSIs).
- Explore expansion of program offerings at community colleges to provide an accounting program or offer the additional 30 credit hours of accounting courses required for licensure.
- Increase the number of classroom and student organization presentations/events presented by TXCPA members to accounting and all business majors.
- Track and highlight scholarship recipients (granted by TXCPA and its chapters, AICPA, TSBPA, firms, others) to shepherd their progress toward CPA and to solidify their connection with the profession.
- Provide a more robust TXCPA platform to connect firms and intern prospects.
- Develop a University Advisory Board strategy and related resources to support firms' engagement with community colleges and universities.
- Increase the number of accounting professors attending the TXCPA Accounting Education Conference.
- Create TXCPA branded promotional materials about the accounting profession. Consider developing a version translated into Spanish.

Success Metrics

- Increase the number of Faculty Ambassadors from 40 to 106 and increase the number of Student Ambassadors from 21 to 106.
- Expand and track outreach to at least 5,000 college students.
- Increase the number of community colleges offering the 30 hours required to meet the educational requirement to sit for the CPA Exam.
- Increase the number of HBCU/HSI/MSI students passing the CPA Exam.
- Increase the number of attendees at the TXCPA Accounting Education Conference from 80 to 150.
- Increase usage of the TXCPA Career Center for internships.
- Develop a scholarship metric following scholarship program review.

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HIGH SCHOOL STUDENTS

About the Audience and Key Trends

High school students are defined as any student in grades nine through 12. There are 1,247 Texas public school districts serving 1.6 million high school students. There are 20 Education Service Centers (ESC) that oversee the public school districts (Texas Education Agency, 2021).

In Texas, there are also open enrollment charter schools, juvenile justice districts, Texas School for the Blind and Visually Impaired, and Texas School for the Deaf. Texas authorized charter schools serve over 82,000 high school students.

The racial/ethnic demographic breakdown of Texas high school students is in the Appendix Table 3.

The number of high school students participating in Career and Technical Education (CTE) in Texas has increased according to Perkins Collaborative Resource Network. Accounting and Finance is coded in the Business and Management Career Cluster. The Business and Management Career Cluster is the third most chosen CTE pathway behind Health Science and Arts, AV and Communication (U.S. Department of Education, National Perkins Reporting System, 2020). In the 2019-2020 academic year, 16.5% of all high school students in CTE were in the Business and Management Career Cluster.

All Texas high schools must have college, career and workforce readiness programs. These programs often include Advanced Placement (AP) and Dual Credit, both of which allow high school students to receive college and high school credit. There is currently no AP option for accounting courses.

On the candidate survey, 48% stated they learned about the accounting profession in high school. The new licensee survey results indicated that 40% of respondents also heard about the accounting profession in high school.

The Pipeline Task Force surveyed high school educators who teach accounting, business or related courses. The Task Force sent 150 survey requests to educators who completed the Accounting Program for Building the Profession (APBP) training through AICPA, as well as to all coordinators at the ESCs, to send to their CTE contacts at the high schools in their regions. Of the high school educators who responded, 60% said that they offer accounting courses at their school. The two courses offered most often were Accounting 1 and Accounting 2. Of those who responded that they did not have accounting courses, 45% said they are looking to add them. The number of students in accounting courses ranges from 12 to 50; however, for those who listed per course, there was a drop-off in the number of students in Accounting 2. The most requested item of support to raise awareness of the accounting profession was promotional material regarding career options and earning potential coming in at 92%.

Key Messages for High School Students

- Studying business and accounting provides you with a solid foundation for a successful career and future.
- Accounting is the language of business and at the core of all types of businesses.

- Plan to go all the way to CPA and increase your earning potential, career options and advancement opportunities.
- TXCPA is a trusted resource for support and information related to accounting in Texas. (Message for high school educators)

Tactics

High school is an important touchpoint to impact college enrollment in business and accounting programs.

- Target CTE directors, guidance counselors, National Academies of Finance (NAF) teachers and community partnership directors in all school districts to increase awareness of TXCPA's resources and available support.
- Pursue partnerships with student business organizations, such as FBLA, DECA, BPA, etc.
- Increase the number of high schools offering dual credit accounting courses.
- Track and build relationships with high school accounting educators to raise awareness of the availability of classroom resources.
- Increase the number of high school presentations/events presented by TXCPA members.
- Work with firms and high school educators to place interns from local high schools or host job shadowing events.
- Create TXCPA branded promotional materials about the accounting profession. Consider developing a version translated into Spanish.
- Utilize members who are parents of children in this audience to help deliver key messages and share resources with students and educators.
- Invite high school educators to AICPA-hosted APBP training, as well as TXCPA's Accounting Education Conference.

Success Metrics

- Identify at least one school district (and associated community college) within each chapter region to establish or expand a Dual Credit accounting program.
- Expand and track outreach to at least 5,000 high school students.
- Make presentations to CTE directors within all 20 ESCs.
- Track attendance of high school educators at APBP training or TXCPA's Accounting Education Conference.

TXCPA



**ELEMENTARY & MIDDLE
SCHOOL STUDENTS**

ELEMENTARY AND MIDDLE SCHOOL STUDENTS

About the Audience and Key Trends

Elementary school students are defined as any student in grades one through five and middle school students are defined as any student in grades six through eight. There are 1.9 million elementary school students and 1.2 million middle school students in Texas public schools across 1,247 school districts.

In Texas, students often choose at the end of their eighth-grade year if they would like to pursue a CTE pathway. This makes messaging at the elementary and middle school levels critical. This audience has not been a strong focus for TXCPA outreach in the past. Chapter Staff Survey responses indicated only 10% are currently working with elementary and middle schools.

Key Messages for Elementary and Middle School Students

- Accounting is the language of business and at the core of all types of businesses.
- Financial literacy will help you succeed throughout your lifetime.

Tactics

The elementary and middle school student audience is an early engagement opportunity.

- Target outreach to districts with existing CTE awareness/recruitment programs for students and ensure accounting is included.
- Engage and educate middle school counselors about accounting careers and the value of accounting education.
- Establish partnerships with organizations that have a financial literacy mission in schools.
- Ensure awareness and availability of classroom and library resources for teachers of this audience.
- Increase the number of elementary/middle school presentations/events presented by TXCPA members.
- Utilize members who are parents of children in this audience to help deliver key messages and share resources with students and educators.

Success Metrics

- Provide presentations and outreach to elementary and middle schools staff through the 20 ESCs.
- Expand and track outreach to at least 500 middle school students.
- Expand and track outreach to at least 100 elementary school students.

TXCPA



**FIRMS &
COMPANIES**



FIRMS AND COMPANIES

About the Audience and Key Trends

Firms and companies have the strongest influence in ensuring that accounting graduates sit for the CPA Exam and can support the candidate through the licensure process, while promoting and expanding the attractiveness of public accounting.

TXCPA has CPA members in more than 8,500 firms and companies across the state. A survey was sent to approximately 7,000 members who hold the titles of CFO, managing partner, shareholder, controller, and director/department head, according to the TXCPA database. Most employers (71%) do hire CPA candidates. The main reason people did not hire CPA candidates was due to being sole practitioners or small firms. The top two ways employers support CPA candidates are by giving time off to study at 63% and with financial support/incentives at 59%. A little over half (51%) do require the completion of the CPA license for advancement opportunities and 52% prefer to hire CPA candidates for entry level accounting roles.

Key Messages for Firms and Companies

- Employers can effect changes in the profession and growth in the CPA pipeline by supporting future CPAs within their organizations.
- Employers should not only be focused on recruiting new talent, but also in fostering positive messaging related to accounting careers with those early in the pipeline.
- Firms and companies struggle with finding staff. A healthy and growing CPA pipeline will provide more talent for years to come.
- TXCPA can support you in your efforts to become an employer of choice and advocate for the profession.

Tactics

- Create and promote a guide to becoming an Employer of Choice (e.g., diversity, work-life balance, leadership and entrepreneurial opportunities, competitive compensation and quicker advancement, flexible career paths, new service offerings (e.g., ESG), community involvement) to help organizations attract and retain today's CPA talent.
- Engage firms and companies in making classroom presentations across diverse high schools and colleges, promoting both the organization and the profession to show students the exciting nature and value of the profession and CPA.
- Encourage firms and companies to provide opportunities for non-CPA staff to consider pursuing the CPA license.
- Encourage organizations to support TXCPA's scholarship initiatives and programs designed to ease the financial burden of becoming a CPA.
- Develop an employer guide to highlight Texas organizations to future CPAs and colleges and universities across the state.
- Encourage firms to support and reward partner and staff participation in activities that support growing the CPA pipeline at all levels.

Success Metrics

- Publication of the Texas Employer Guide.
- Increase the number of internships offered annually by TXCPA members.
- Increase the number of organizations participating in Meet the CPA events.

TXCPA



**LEGISLATIVE &
REGULATORY BODIES**



LEGISLATIVE AND REGULATORY BODIES

About the Audience and Key Trends

Advocacy at the state and national levels is an essential part of our pipeline strategy. TXCPA will need to work collaboratively with our partners to accomplish our goals. Our partners include TXCPA members, AICPA, other state CPA societies, the Center for Audit Quality (CAQ), accounting educators and accounting educator groups such as the American Accounting Association (AAA), student focused organizations such as Beta Alpha Psi, and diverse accounting organizations such as the Association of Latino Professionals for America (ALPFA), the National Association of Black Accountants (NABA) and Ascend.

TXCPA's legislative and regulatory audience for purposes of the pipeline strategy includes AICPA, National Association of State Boards of Accountancy (NASBA), TSBPA, United States Congress, Texas Legislature, Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and The College Board.

Key Messages for Legislative and Regulatory Bodies

- The accounting profession continues to evolve and is critical to business success and the operation of financial markets.
- Unnecessary barriers to entry into the profession must be eliminated.
- Accounting students and CPAs are in high demand and will remain in demand well into the future.

Tactics

- Reduce the hours required to sit for the CPA Exam in Texas from 150 to 120 hours while ensuring they have enough accounting and business knowledge (credit hours) to be successful on the Exam. Forty-six states have already lowered the hours required to sit for the CPA Exam. This will not change the hours needed to become a licensed CPA.
- Review and recommend changes in TSBPA's CPA Exam application, eligibility and scheduling processes, promoting CPA candidate convenience and ease of use.
- Work with TSBPA to consider expanding their 5th Year Scholarship Program to cover the cost of the CPA Exam.
- Work with NASBA and AICPA, and through the Uniform Accountancy Act (UAA), to advocate for regulatory and licensing uniformity to promote CPA candidate convenience and eliminate unnecessary obstacles in the candidates' journey in becoming a CPA (e.g., Exam registration processes and follow-up, amount of time to complete four Exam parts, amend 18-month expiration for sections of the CPA Exam).
- Work with AICPA and other state societies, and through the Alliance for Responsible Professional Licensing (ARPL), to support professional licensing, ensuring continued protection of the public's interest and the status of the CPA license, and create pathways for professionals based on verified education and experience.
- Continue to advocate for access to CPA candidate data to provide improved CPA candidate support; eliminate or refine unnecessary rules, regulations, policies and procedures, which can be used to shepherd the candidates' journey to CPA licensure.
- Expand the federal designations for STEM to include accounting. The Accounting STEM Pursuit Act of 2021 (H.R. 3855) was introduced in the U.S. House of Representatives. This

bill authorizes states and local educational agencies (LEAs) to use grant funds provided through the Student Support and Academic Enrichment Program for accounting education. LEAs may use these grant funds to implement programs to teach accounting, including by increasing access to high-quality accounting courses through 12th grade for students who are members of underrepresented groups.

- Addition of an AP Test for Accounting through The College Board. Work with AICPA and other state CPA societies to pursue approval from The College Board for an AP accounting course that provides honors level credit. AP scores are accepted at most regionally accredited colleges and universities and would allow for the opportunity for students to receive honors credit.

Success Metrics

- Reduce the hours required to sit for the CPA Exam in Texas from 150 to 120.
- Work with TEA to implement SB 1063 to increase financial literacy curriculum in Texas high schools.
- Measurable impact to reduce barriers to achieving the CPA designation as evidenced by the administrative process in Texas and/or the licensing process identified in the UAA.
- Expansion of the federal designation of STEM to include accounting.



ACKNOWLEDGMENTS



ACKNOWLEDGEMENTS

TXCPA Pipeline Task Force

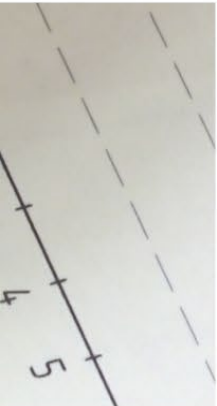
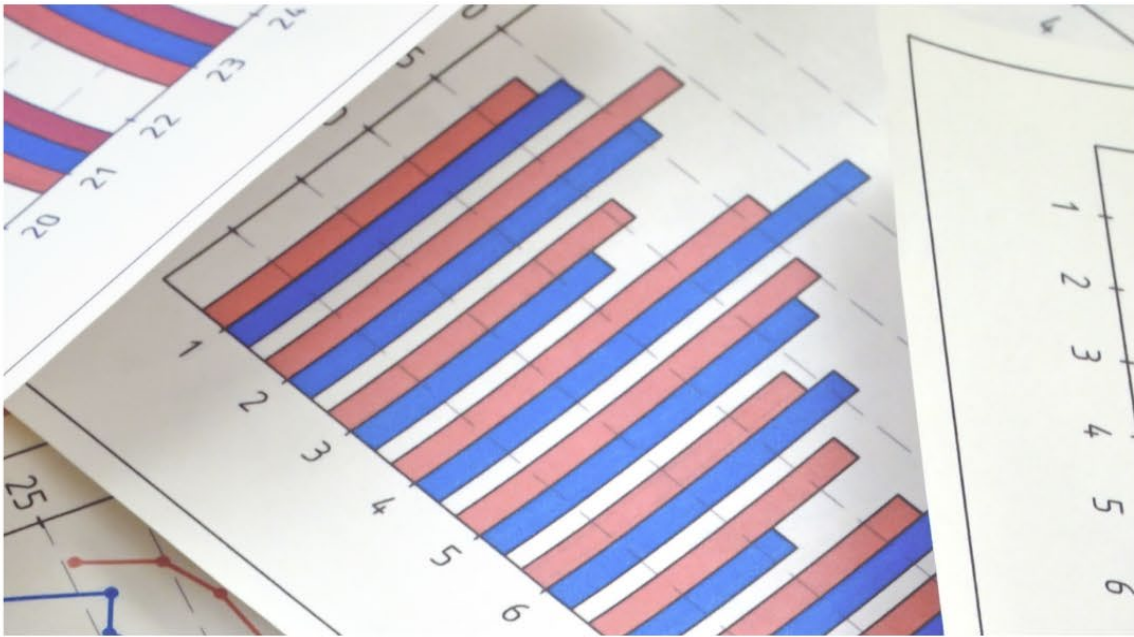
TXCPA thanks the Pipeline Task Force for their dedication and contributions to this pipeline strategy. The task force was charged to provide input and oversight for the development of a statewide pipeline strategy, as well as perspective as state and chapter volunteer leaders. Their responsibilities included:

- Review and discuss the current environmental factors affecting the CPA pipeline.
- Discuss and develop recommendations, strategies and priorities for attracting more students and candidates to become Texas CPAs.
- Encourage collaboration and cooperation between TXCPA, our 20 local chapters, local Texas educational institutions, accounting and business educators, and employers of CPAs and accounting professionals.
- Provide direction on what other groups within TXCPA should be considered stakeholders in the implementation of the statewide pipeline strategy.
- Present the statewide pipeline strategy for approval by the Executive Board and subsequently share it with the TXCPA Board of Directors.

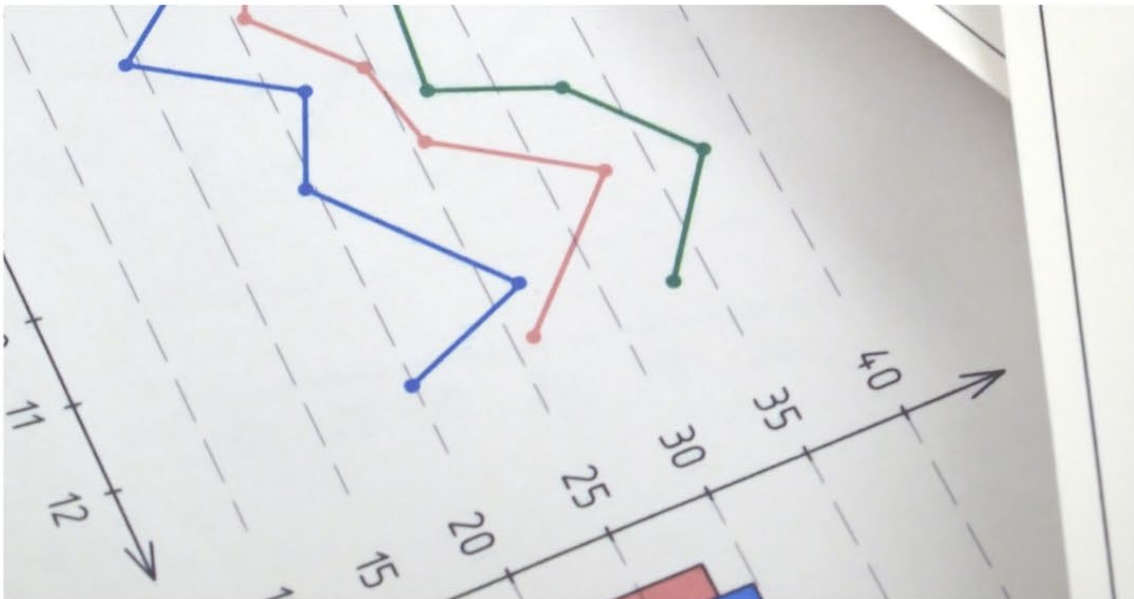
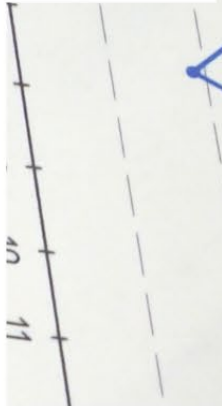
Task force members were selected and appointed by the TXCPA chairman.

- Mohan Kuruville – Houston – Chair
- Tracie Miller-Nobles – Austin
- Shelly Spinks – Central Texas
- Ginger DeLatta – Corpus Christi
- Taylor Franta – Dallas
- Chris Hes – Dallas
- Jennifer Johnson – Dallas
- Kelly Noe – East Texas
- Sarah Robertson – El Paso
- Sandra Bembenek – Fort Worth
- Kimberly Knox Lewis – Fort Worth
- Brad Elgin – Houston
- Rubik Yeriazarian – Houston
- Derby Gallo – Permian Basin
- Adam Hallmark – San Angelo
- Bryan Morgan – San Antonio
- Patty Wetz – San Antonio
- Susan Anders – Wichita Falls

Additionally, TXCPA's president and CEO, chief operating officer, and staff lead for student and school engagement provided staff support and input for the strategy.



APPENDIX



APPENDIX

Pipeline Data

Figure 1

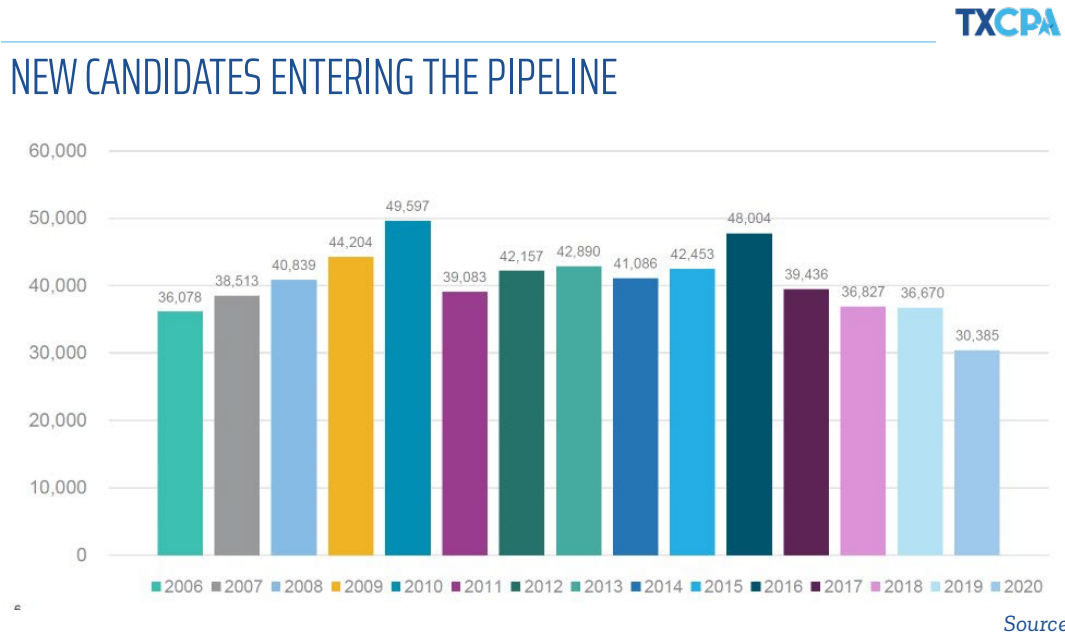


Figure 2

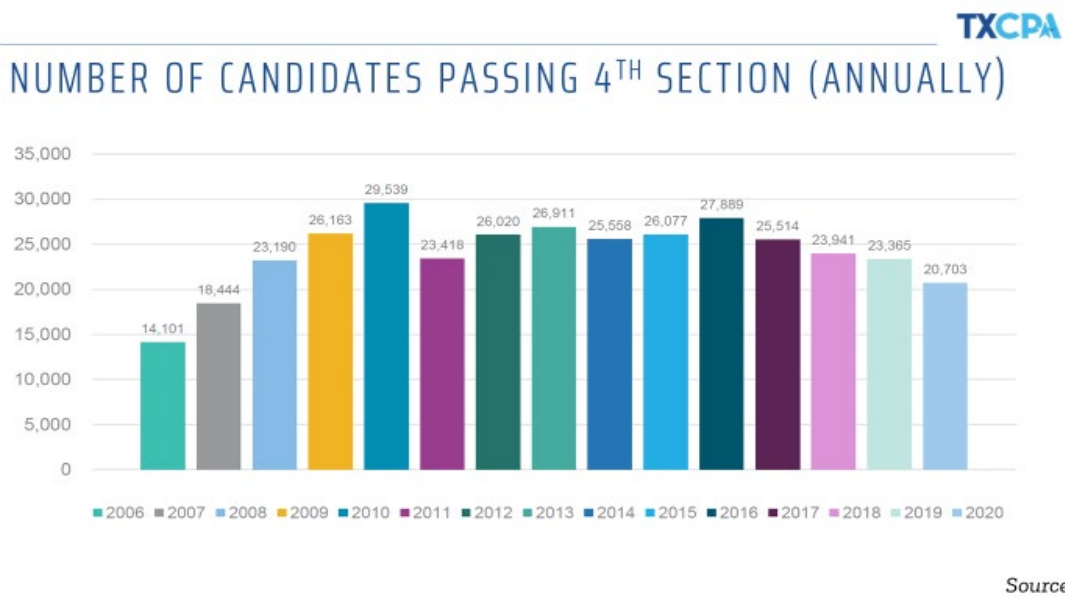
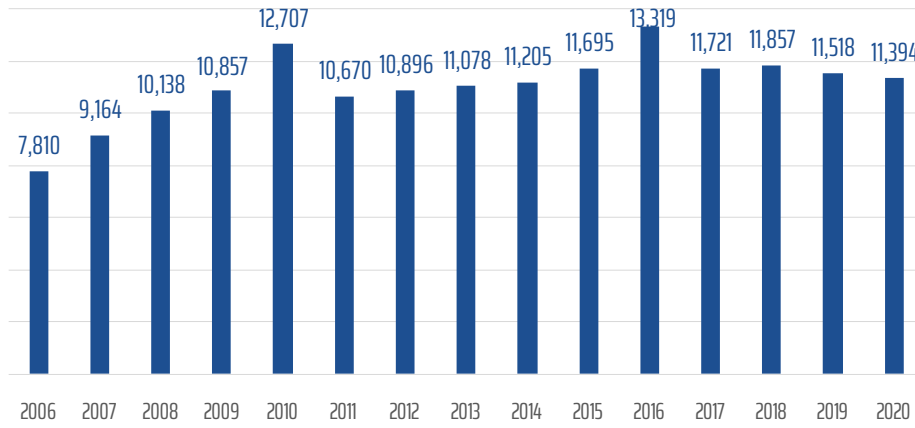


Figure 3



TEXAS CANDIDATES SITTING FOR THE EXAM



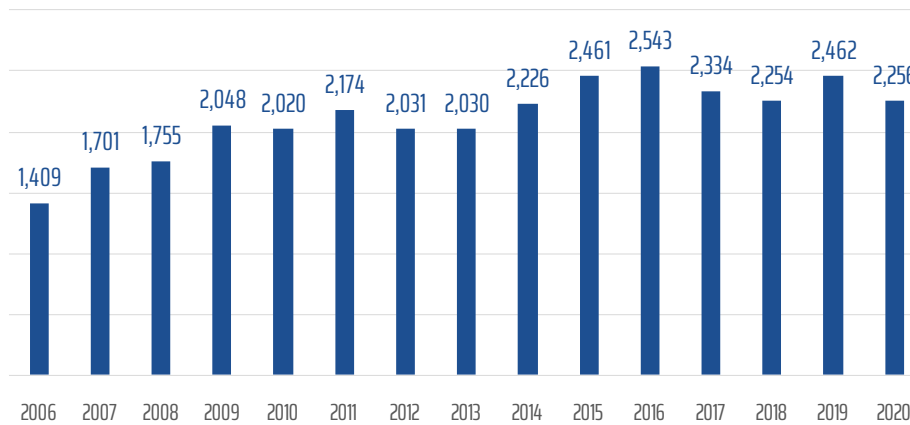
6,627 candidates in the first half of 2021

Source: TSBPA

Figure 4



TEXAS NEW LICENSEES



Source: TSBPA

Audience Demographics

Table 1: Texas College Student Gender Demographics

	Total	Male	Female
Total	1,627,799	666,438	961,361
Undergraduate	1,427,005	586,505	840,500
Graduate	200,794	79,933	120,861
Full-time	870,611	373,695	496,916
Part-time	757,188	292,743	464,445

The Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, academic year 2021-2022

Table 2: Texas College Student Racial/Ethnicity Demographics

	Total	Men	Women
Total	1,627,799	666,438	961,361
American Indian/Native American	5,410	2,178	3,232
Asian	105,814	49,062	56,752
Black/African American	191,911	67,894	124,017
Hispanic	644,418	250,626	393,792
Native Hawaiian or Other Pacific Islander	1,985	868	1,117
White	543,961	231,997	311,964
Two More	47,085	19,257	27,828
Unknown	33,070	14,959	18,111

The Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, academic year 2021-2022

Table 3: Racial/Ethnic Demographics of Texas High School Students

African American	American Indian	Asian	Hispanic	Hawaiian/Pacific Islander	Multiracial	White
202,548	5,364	75,032	844,629	2,436	37,169	443,093

PEIMS Standard Reports in Student Enrollment Reports, Texas Education Agency

TXCPA Survey Response Rates

Candidate Survey

- 512 Emails
- 36 Responses
- 7% Response Rate

Chapter Leaders Survey

- 57 Emails
- 16 Responses
- 28% Response Rate

Chapter Staff Survey

- 24 Emails
- 13 Responses
- 54% Response Rate

College Educator Survey

- 900 Emails
- 115 Responses
- 13% Response Rate

College Student Survey

- 3,864 Emails
- 435 Responses
- 11% Response Rate

Employer Survey

- 7,000 Emails
- 216 Responses
- 3% Response Rate

High School Educator Survey

- 180 Emails
- 89 Responses
- 49% Response Rate

New Licensee Survey

- 2539 Emails
- 253 Responses
- 10% Response Rate

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