



**Graduating Senior Survey  
Comparative Results  
2001-2005**

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## **Graduating Senior Survey Comparative Results 2001-2005**

### ***Background***

The Graduating Senior Survey is conducted every year by the McCoy College Assessment Committee supported by the Associate Dean for Undergraduate Programs. The survey is administered in the BBA capstone course, MGT. 4335 of which all McCoy BBA students must complete within their last 30 hours and most usually complete the course in the last semester of their undergraduate program. Administration of the survey is similar to the administration of the “Student Perceptions of Instructor” instrument, where students complete the survey in-class without undue professor influence. Data are tabulated by the University Testing Center, placed in table form by personnel in the Dean’s office and initially evaluated and published by the McCoy College Assessment Committee.

This report contains three individual sections. The first section is the report prepared by the McCoy College Assessment Committee concerning assurance of learning and support service outcomes as perceived by graduating seniors in the McCoy College. The committee has a primary focus on program-level performance and secondary focus on departmental contributions and influences on program-level performance. Committee observations and recommendations are provided where appropriate. Section II is the base data in table form for students completing the survey in the fall semester by year from 2001 through 2005. The number completing the survey for the fall 2004 semester (110 students) may be artificially low due to problems administering the survey during that semester. Additionally, although the survey is a census of all students in the MGT 4335 course during a given semester, individual students may either be absent or elect not to complete the survey at the time the survey is administered. Section III shows the results of the fall 2005 survey broken down by departments. Individual departments and faculty should review these results, but are cautioned against making significant curricular changes due to the cross-sectional nature of the data and the realization that perceptual surveys (indirect assessments) provide corroborative evidence for course-embedded (direct) measures. Future iterations of this report will include longitudinal reporting of data by departments for continuous improvement purposes.

### **Program-Level Learning Goals/AACSB Assurance of Learning Goals.**

Student perceived satisfaction with the six McCoy College BBA program-level learning goals and various assurance of learning goals identified by AACSB-International are presented in Table 1 for the years 2001 through 2005. The assessment committee, to remain consistent with other indirect surveys conducted by the university or college, used a “satisfaction index” which combines the results of students responding “very satisfied” or “satisfied” with the college learning goal or AACSB assurance of learning goal.

Overall, student perceived satisfaction with coverage and application of program goals/skills is very high and data trends are consistent over the five year period. To use

the academic grading rubric, the McCoy College received five “A’s” from graduating seniors (written communication, oral communication, ethical issues/understanding, analytical skills/problem solving and teamwork/interpersonal skills), three “B’s” (leadership skills, diversity issues, and legal/regulatory issues) and two “C’s” (global issues and information technology).

**Table 1**

**McCoy College of Business Administration  
Graduating Senior Survey (BBA)  
Comparative Results Goals/Skills 2001-2005**

<i>Program Level Coverage of:</i>	<i>Student "Satisfaction Index" by Year (1):</i>				
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
1. Written Communication	94	98	90	94	93
2. Oral Communication	97	93	91	93	96
3. Ethical Issues/Understanding	87	81	83	92	92
4. Global Issues	75	70	71	84	72
5. Analytical Skills/Problem Solving	91	91	91	93	90
6. Leadership Skills	88	88	89	91	86
7. Teamwork/Interpersonal Skills	92	89	91	94	97
8. Diversity Issues	86	80	79	86	84
9. Information Technology	80	74	80	75	76
10. Legal/Regulatory Issues	86	82	84	85	86

(1) Satisfaction Index = Very Satisfied + Satisfied

**Observations/Recommendations.**

1. The assessment committee is very pleased with student perceptions of satisfaction with program goals and AACSB assurance of learning goals. The high level of satisfaction and the consistency of student satisfaction reflect high levels of faculty commitment to teaching and integrating course objectives with program-level goals.
2. Exceptionally noteworthy is student satisfaction with the program goal of “Ethical Issues/Understanding” reflecting an increase in the student satisfaction index from 81 in 2002 to 92 in 2005.
3. Faculty, administrators and constituent committees in the McCoy College should examine in more detail the “C’s” received by the college for the goals of “Global Issues” and “Information Technology.” Although student satisfaction is relatively high, and given good assessment practices dictate that curricular decisions should not be based on one indirect assessment survey, the college should attempt to examine the causes/reasons for these scores to improve student satisfaction with these topics. Further examination of

the data by the assessment committee and resulting discussions indicated some mitigating factors that should be taken into consideration when reviewing these goals.

A. For the fall 2005 graduating senior survey, the Department of Accounting had the highest level of student dissatisfaction (40%) with the program goal of “Global Issues.” Although students are exposed to these issues in the McCoy core courses, the Department of Accounting is governed by external licensure agencies that will not allow courses in international accounting to count as advanced accounting hours toward eligibility to sit for the CPA examination. Majors in other departments in the college may have courses or course modules with global or international content, that when combined with components contained in college core courses, lead to greater student satisfaction with global issues.

B. The fall 2005 survey also showed some variation among departments concerning the program goal of “Information Technology.” Data for the college showed that all majors combined showed a satisfaction index of 76, while the Department of Marketing had a student dissatisfaction index of 45 with this goal. One mitigating factor that should be considered is the recent changes to the CIS 3380 course and the CIS 1323 course, both college core courses. Changes in these courses to better serve all BBA majors have not yet had sufficient time to have a material effect on student knowledge in upper division courses in the college. The Department of Marketing should monitor student satisfaction with “Information Technology” issues over time as well as examine courses with information technology components for reinforcement and use of these IT concepts throughout their department curriculum.

### **Support Service Outcomes.**

Student perceived satisfaction data are also gathered for various support services and personnel in the McCoy College and for other support services provided by other divisions/units at Texas State University-Dan Marcos. Internally, students provide satisfaction data for personnel in the departmental and dean’s office, the advising center, general faculty availability and faculty career advising, and multiple questions concerning the operation of the McCoy College computer lab. External services from University offices such as Admissions, Financial Aid, the Registrar, SLAC, and the Alkek Library are also assessed by students. Several questions concerning student current and/or future employment and the operation of the Career Services office are also included on the survey.

### **Observations/Recommendations.**

1. Student satisfaction with support services provided by McCoy staff and faculty is very high. Student satisfaction with personnel in their department office is very good, and the number of students indicating dissatisfaction with these offices has consistently

declined over the last five years. Student satisfaction with services provided by the McCoy College Advising Center is also high, and the number of students dissatisfied has also declined over the last five years. The assessment committee believes that services provided by these units are heavily integrated, and both the Advising Center and departmental offices should be commended jointly for improvements in student satisfaction.

2. Student satisfaction on questions concerning the McCoy College computer lab in Derrick Hall is also very positive. Students appear to be satisfied with computer lab hours (87), and student satisfaction with lab assistants has increased over the last five years (index of 69; 15% of respondents did not use lab assistant help). A partial negative finding concerned “satisfaction with computer availability” which declined over the last five years resulting in a satisfaction index of 55 in 2005 (1% of respondents did not utilize computers in the Derrick Hall lab). Much of this decline can be attributed to mitigating factors. The Derrick Hall lab is an “open” lab available to students of any major, is conveniently located on the quad for quick access, and has unlimited on-site printing, the only campus computer lab with this feature. An additional factor to consider is that in the new McCoy Hall, ownership and control of the lab will change to the office of Instructional Technologies.

3. Student satisfaction with service and support offices outside the McCoy College indicated dissatisfaction with the office of Career Services. The principal observation by the assessment committee was that a large proportion of students did not utilize services provided by that office. Based on the survey results for 2005, 60% of McCoy College students did not attend workshops provided by Career Services, 44% did not utilize their “paperwork preparation” services, 39% did not attend career day activities, 36% did not use their “job information” services, and 33% did not arrange interviews through Texas State Career Services. Of those who indicated that they did attempt to arrange interviews through Career Services during or prior to 2005 (67% attempted to use these services, 33% did not); roughly 53% of business students using this service scheduled zero interviews. Combined with the number of students who did not attempt to schedule interviews through Career Services, 69% of all business students are not receiving any benefit, and only 5% indicated they received an offer of full-time employment through interviews conducted in conjunction with Career Services. It should be noted that of those students that utilized some aspect of Career Services, students were generally more satisfied than dissatisfied, yet few students were “very satisfied” with any of the services rendered (generally less than 15%).

4. Student services provided by other campus offices were perceived positively. Based on the 2005 survey, the Admissions Office was perceived positively (satisfaction index of 90), the Texas State Registrar received an index of 88, and the Alkek Library received an index of 93. The Office of Financial Aid and SLAC, while over one-third of business students did not use services from these offices, were also perceived favorably by BBA students utilizing their services.