



**Graduating Senior Survey  
Comparative Results  
2007-2008**

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*Spring 2008*

## **Graduating Senior Survey Comparative Results 2001-2006**

### ***Background***

The Graduating Senior Survey is conducted each year by the McCoy College Assessment Committee. The survey is administered in the BBA capstone course, MGT 4335, which all McCoy College students must complete within their last 30 hours (most students 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 the professor present. Data are tabulated by the University Testing Center, placed in table form by personnel in the Dean’s office, and evaluated and published by the Committee.

The tables are prepared from student responses during the fall semesters from 2002 through academic year 2007-2008. The 07-08 survey included 239 valid questionnaires. Although the survey is a census of all students in the course during a given semester, individual students may either be absent or elect not to complete the survey.

Full data tables at the college level are available from the Committee members and in the departmental offices. Departments and faculty members 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 measures (direct assessments). Committee observations and recommendations also are provided.

The Committee has a primary focus on program-level performance and a secondary focus on departmental contributions and influences on program-level performance. The Appendix of this report shows the detailed results both from a global and department major perspective.

### **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 the following table for the years 2002 through academic year 2007-2008. The 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.

**McCoy College of Business Administration  
 Graduating Senior Survey (BBA) - Composite  
 Comparative Results Goals/Themes/Skills 2001/2-2007/8**

<b>Program Level Coverage of:</b>	<b>Student "Satisfaction Index" by Year (1):</b>						
	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>	<b>2004/5</b>	<b>2005/6</b>	<b>2006/7</b>	<b>2007/8</b>
1. Written Communication	94	98	90	94	93	93	94
2. Oral Communication	97	93	91	93	96	95	98
3. Ethical Issues/Understanding	87	81	83	92	92	93	95
4. Global Issues	75	70	71	84	72	79	85
5. Analytical Skills/Problem Solving	91	91	91	93	90	88	94
6. Leadership Skills	88	88	89	91	86	91	94
7. Teamwork/Interpersonal Skills	92	89	91	94	97	94	93
8. Diversity Issues	86	80	79	86	84	87	88
9. Information Technology	80	74	80	75	76	79	88
10. Legal/Regulatory Issues	86	82	84	85	86	84	90
11. Critical Thinking Skills (2)						91	93
12. Reflective Thinking						88	95

(1) Satisfaction Index = Very Satisfied + Satisfied

(2) Critical Thinking was included as Analytical/Problem Solving skills from 2001 to 2005/6

Overall, student-perceived satisfaction with coverage and application of program goals/skills is very high, and data trends are consistent over the six-year period. To use the academic grading rubric, the McCoy College received nine “A’s” from graduating seniors (written communication, oral communication, ethical issues/understanding, analytical skills/problem solving, leadership skills, teamwork/interpersonal skills, regulatory issues, critical thinking, and reflective thinking), three “B’s” (global issues, diversity issues, and information technology issues).

**Observations/Recommendations.**

1. The Committee is pleased with student perceptions of satisfaction with program goals and AACSB assurance of learning goals and the longitudinal consistency and improvement in student satisfaction. High student satisfaction and consistency of satisfaction reflect faculty commitment to integrating course objectives with program-level goals.

2. Of the first ten survey goals listed in the previous table, although the total satisfaction indices are longitudinally consistent, in 9 of 10 goals the “very satisfied” component of the index increased.

3. One observation from the Committee concerned the differences between satisfaction indexes between students completing the graduating senior survey and the results of the alumni survey. Some College and AACSB assurance of learning goals are marginally higher (1-4 percentage points) in the graduating senior survey than the alumni survey.

## Appendix I – Global Survey Results

### Graduating Senior Survey - McCoy College Historical Trends by Academic Year

#### Number of students

Year	# students
2002-2003	238
2003-2004	190
2004-2005	110
2005-2006	171
2006-2007	140
2007-2008	239

#### Question 5

##### Satisfaction - Oral Communication

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2002-2003	27%	66%	6%	1%	100%
2003-2004	24%	67%	7%	2%	100%
2004-2005	26%	67%	7%		100%
2005-2006	25%	71%	4%	1%	100%
2006-2007	45%	50%	4%		100%
2007-2008	40%	59%	1%	1%	100%
<b>Average</b>	<b>31%</b>	<b>63%</b>	<b>5%</b>	<b>1%</b>	

#### Question 6

##### Satisfaction - Written Comm

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2002-2003	31%	67%	8%	1%	106%
2003-2004	23%	67%	7%	3%	100%
2004-2005	22%	72%	5%	1%	100%
2005-2006	22%	71%	6%	1%	100%
2006-2007	32%	61%	6%	1%	100%
2007-2008	31%	63%	4%	1%	100%
<b>Average</b>	<b>27%</b>	<b>67%</b>	<b>6%</b>	<b>1%</b>	

### Question 7

#### Ethical Issues

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2002-2003	19%	62%	17%	1%	100%
2003-2004	17%	66%	13%	4%	100%
2004-2005	31%	61%	4%	4%	100%
2005-2006	36%	56%	6%	1%	100%
2006-2007	40%	53%	4%	2%	100%
2007-2008	42%	53%	4%	1%	100%
<b>Average</b>	<b>31%</b>	<b>59%</b>	<b>8%</b>	<b>2%</b>	

### Question 8

#### Critical Thinking Skills

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2006-2007	38%	53%	10%		100%
2007-2008	41%	52%	6%	1%	100%
<b>Average</b>	<b>39%</b>	<b>52%</b>	<b>8%</b>	<b>1%</b>	

### Question 9

#### Global Iss

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2002-2003	14%	56%	27%	3%	100%
2003-2004	13%	58%	23%	6%	100%
2004-2005	16%	68%	13%	3%	100%
2005-2006	14%	58%	26%	2%	100%
2006-2007	25%	54%	18%	2%	100%
2007-2008	29%	56%	14%	1%	100%
<b>Average</b>	<b>19%</b>	<b>59%</b>	<b>20%</b>	<b>3%</b>	

### Quest 10

#### Reasoning/Problem Solving/Analytical Skills)

Academic Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
2002-2003	22%	69%	8%	1%	100%
2003-2004	27%	64%	8%	1%	100%
2004-2005	30%	63%	7%		100%
2005-2006	26%	64%	10%		100%
2006-2007	39%	49%	10%	1%	100%
2007-2008	34%	60%	7%		100%
<b>Average</b>	<b>30%</b>	<b>61%</b>	<b>8%</b>	<b>1%</b>	

### Quest 11

**Leadership Skills**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2002-2003	28%	60%	11%	1%	100%
2003-2004	26%	63%	10%	1%	100%
2004-2005	30%	61%	9%		100%
2005-2006	30%	56%	13%	1%	100%
2006-2007	44%	47%	10%		100%
2007-2008	42%	52%	6%		100%
<b>Average</b>	<b>33%</b>	<b>56%</b>	<b>10%</b>	<b>1%</b>	

**Quest 12****Interpersonal Skills/Teamwork**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2002-2003	28%	61%	11%		100%
2003-2004	30%	61%	7%	2%	100%
2004-2005	36%	58%	4%	2%	100%
2005-2006	35%	62%	2%	1%	100%
2006-2007	55%	39%	6%		100%
2007-2008	48%	45%	7%	1%	100%
<b>Average</b>	<b>39%</b>	<b>54%</b>	<b>6%</b>	<b>1%</b>	

**Quest 13****Racial/Demographic Diversity**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2002-2003	22%	58%	18%	3%	100%
2003-2004	18%	61%	17%	4%	100%
2004-2005	14%	72%	13%	1%	100%
2005-2006	18%	66%	13%	4%	100%
2006-2007	34%	53%	11%	2%	100%
2007-2008	28%	60%	11%	1%	100%
<b>Average</b>	<b>22%</b>	<b>62%</b>	<b>14%</b>	<b>2%</b>	

**Quest 14****Technological Issues/Information Technology)**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2002-2003	15%	59%	24%	2%	100%
2003-2004	14%	66%	17%	3%	100%
2004-2005	19%	56%	22%	3%	100%
2005-2006	13%	63%	22%	2%	100%
2006-2007	29%	50%	18%	3%	100%
2007-2008	30%	58%	12%	0%	100%
<b>Average</b>	<b>20%</b>	<b>59%</b>	<b>19%</b>	<b>2%</b>	

**Quest 15****Reflective Thinking**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2006-2007	32%	56%	12%	1%	100%
2007-2008	32%	63%	5%		100%
<b>Average</b>	<b>32%</b>	<b>59%</b>	<b>9%</b>	<b>1%</b>	

**Quest 16****Legal/Regulatory Issues**

<b>Academic Year</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Total</b>
2002-2003	17%	65%	16%	2%	100%
2003-2004	13%	71%	13%	3%	100%
2004-2005	16%	69%	12%	3%	100%
2005-2006	18%	68%	12%	2%	100%
2006-2007	24%	60%	13%	2%	100%
2007-2008	30%	60%	9%	1%	100%
<b>Average</b>	<b>20%</b>	<b>66%</b>	<b>13%</b>	<b>2%</b>	

**Quest 17****Value of University's Common Core**

<b>Academic Year</b>	<b>Great Value</b>	<b>Much Value</b>	<b>Some Value</b>	<b>Little Value</b>	<b>Did not take at TxState</b>
2002-2003	5%	17%	38%	16%	24%
2003-2004	5%	22%	37%	14%	22%
2004-2005	12%	26%	31%	8%	23%
2005-2006	8%	23%	33%	11%	25%
2006-2007	16%	22%	26%	14%	23%
2007-2008	10%	21%	31%	8%	30%
<b>Average</b>	<b>9%</b>	<b>22%</b>	<b>32%</b>	<b>12%</b>	<b>24%</b>

**Quest 18****Value of McCoy College Core**

<b>Academic Year</b>	<b>Great Value</b>	<b>Much Value</b>	<b>Some Value</b>	<b>Little Value</b>	<b>Did not take at TxState</b>
2002-2003	31%	53%	15%	1%	
2003-2004	34%	49%	0%	16%	1%
2004-2005	39%	51%	9%		1%
2005-2006	35%	46%	14%	4%	1%
2006-2007	47%	45%	6%	2%	
2007-2008	41%	45%	13%	1%	
<b>Average</b>	<b>38%</b>	<b>48%</b>	<b>9%</b>	<b>5%</b>	<b>1%</b>

**Question**

**19**

**Value of College Major Courses**

<b>Academic Year</b>	<b>Great Value</b>	<b>Much Value</b>	<b>Some Value</b>	<b>Little Value</b>	<b>Did not take at TxState</b>
2006-2007	61%	31%	5%	3%	
2007-2008	55%	34%	9%	1%	0%
<b>Average</b>	<b>58%</b>	<b>32%</b>	<b>7%</b>	<b>2%</b>	<b>0%</b>

**Quest 45**

**Demo Data - Gender**

<b>Academic Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
2002-2003	57%	43%	100%
2003-2004	59%	41%	100%
2004-2005	62%	38%	100%
2005-2006	66%	34%	100%
2006-2007	63%	37%	100%
2007-2008	60%	40%	100%
<b>Average</b>	<b>61%</b>	<b>39%</b>	

**Quest 46**

**Demo Data - Ethnicity**

<b>Academic Year</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Other</b>	<b>Total</b>
2002-2003	73%	5%	13%	9%	100%
2003-2004	81%	2%	9%	8%	100%
2004-2005	75%	4%	13%	8%	100%
2005-2006	68%	6%	16%	10%	100%
2006-2007	80%	3%	13%	4%	100%
2007-2008	77%	4%	17%	2%	100%
<b>Average</b>	<b>76%</b>	<b>4%</b>	<b>14%</b>	<b>7%</b>	