



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

Prepared by the McCoy College Assessment Committee:

Dr. Michael Keefe, Committee Chair, Department of Management
Dr. James Cook, Department of CIS/QM
Dr. Taewon Suh, Department of Marketing
Professor Sherry Ross, Department of Accounting
Dr. Glenn Tanner, Department of Finance and Economics
Dr. Robert Olney, Associate Dean for Undergraduate Programs (ex-officio)

Spring 2007

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 2001 through 2006. The 2006 survey included 140 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 first part of this report addresses assurance of learning standards from AACSB-International and McCoy College program-level learning goals as perceived by the students participating in the survey. The Committee has a primary focus on program-level performance and a secondary focus on departmental contributions and influences on program-level performance. The second part of this report addresses the Committee members’ observations and recommendations based on the fall 2006 survey outcomes evaluating Texas State support service areas including Career Services, the McCoy Hall computer lab operated by Technology Resources, the Registrar’s Office, and the Office of Financial Aid.

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 2001 through 2006. 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)
 Comparative Results Goals/Themes/Skills 2001-2006**

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

(1) Satisfaction Index = Very Satisfied + Satisfied

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

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 six “A’s” from graduating seniors (written communication, oral communication, ethical issues/understanding, leadership skills, teamwork/interpersonal skills, and critical thinking), three “B’s” (analytical skills/problem solving, diversity issues, and legal/regulatory issues) and two “C’s” (global issues and information technology). It should be noted that the two C’s improved in 2006 to 79 from 72 and 76, respectively, in 2005.

Observations/Recommendations.

1. The 2006 graduating senior survey was the first to separate the goal of “critical thinking” from “analytical skills/problem solving skills.” This separation resulted from discussions among faculty and the Committee that although related, they represent two different measurable skill sets.
2. The Committee is pleased with student perceptions of satisfaction with program goals and AACSB assurance of learning goals and the longitudinal consistency of student

satisfaction. High student satisfaction and consistency of satisfaction reflect faculty commitment to integrating course objectives with program-level goals.

3. 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. This increase ranged from 4% for the ethical issues goal to 20% for the teamwork/interpersonal skills goal. Most increases were in the 10% to 12% range.

4. 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 (goals of written communication, oral communication, ethical issues, leadership skills). Only the goal of “diversity issues” was substantially higher from graduating seniors versus alumni (87 vs. 80) and may be due to a terminology issue in that the McCoy College would prefer the term “globalization” to “diversity.”

The goals of analytical skills/problem solving, teamwork and interpersonal skills, and critical thinking skills are marginally higher in the alumni survey versus the graduating senior survey. Only the goal of “information technology” was substantially higher in the alumni survey versus the senior survey (index of 79 in the senior survey versus 93 in the alumni survey). The assessment committee believes that once students are exposed to information technology requirements of organizations outside of the University, they find that they have the skills necessary to compete with peers on the job.

5. Another point of interest was student-perceived satisfaction with the “value of McCoy College core courses.” This satisfaction index was the lowest in 2005 (81%) but increased to 92% in the 2006 survey.

6. Other summary items of note on the survey that are under the control of the McCoy College are as follows:

- a. Student satisfaction with career advising by McCoy College faculty increased from 64% in 2005 to 74% in 2006.
- b. Student satisfaction with the availability of McCoy College faculty to students increased to 86% from 81% in 2005.
- c. Student satisfaction with the McCoy College Advising Center and services provided remained consistent at 84%.
- d. Student satisfaction with personnel in the Dean’s and departmental offices remained consistent with dissatisfaction with these offices in the single digits. It should be noted that anywhere from 25% to 33% of students did not use these offices during their academic career at Texas State.
- e. Students indicated they spent more hours per week working on computers in the lab or at home than in any previous survey year.

Support Service Outcomes.

Student satisfaction data are also gathered for various support services provided by other divisions/units at Texas State University-San Marcos. External services from University offices such as Admissions, Financial Aid, the Registrar, SLAC, the University operated computer lab in McCoy Hall, and the Alkek Library are also assessed by students. Several questions concerning current and/or future employment and the effectiveness of Career Services are also included on the survey.

Observations/Recommendations.

1. There was an identification error on the survey instrument used during the fall administration of the survey. The survey incorrectly identified the open computer lab on the 3rd floor of McCoy Hall as being the “McCoy College” computer lab. This led to the perception that the lab was operated and administered by the McCoy College. This lab is under the auspices of Instructional Resources, and McCoy College has no responsibility for the operation of this lab. The survey instrument will be corrected before being administered to graduating seniors in the 2008 spring semester.

2. For the open computer lab operated by Instructional Resources, student satisfaction with the computer lab hours (79%) and software availability (84%) remained longitudinally consistent over the previous three years. There was a minor change in student satisfaction with computer lab assistants with the satisfaction index declining by 2% to 67% and the dissatisfaction index increasing from 16% to 19%. It should be noted that 14% of McCoy College graduating seniors did not use the services of lab assistants in the lab.

The major concern of students with the computer lab is computer availability. The satisfaction index declined from 54% in 2005 to 31% in 2006, and the number of students indicating they are very dissatisfied increased from 11% to 34%. Part of this may be attributed to many students waiting until the last minute to seek access to the lab before an assignment is due, creating waiting lines for computer availability. Additionally, though not data driven, students have expressed dissatisfaction to many faculty concerning long queues at the printer in the lab, especially during peak times, which is also linked to computer availability. Although the graduating seniors taking the survey in fall 2006 only had one semester on which to base their perceptions, this result should be closely monitored over the next few semesters.

3. Student satisfaction with Texas State Career Services shows improvement in all categories. More students are arranging interviews through Career Services; they are more satisfied with workshops, career days, job information, number of jobs posted, and the number of campus interviews. It should be noted that between 25% and 33% of McCoy graduating seniors did not avail themselves of any of the services provided by Career Services.

4. Other services provided by the University not under the control of the McCoy College were evaluated by students as follows:

- a. Student satisfaction with the Texas State Admissions Office remained consistent at 88% to 90% over the last two years.
- b. Satisfaction with the Texas State Financial Aid office increased from 52% to 54% in 2006. Approximately 33% to 35% of McCoy graduating seniors did not use this office.
- c. Satisfaction with the Texas State Registrar's office remained consistent at 85% to 88%. Six percent of students indicated they did not have contact with this office.
- d. Student satisfaction with the Student Learning Assistance Center yielded a satisfaction index of 65% in 2006 from an index of 56% in 2005. In 2005, 38% of McCoy College seniors did not use SLAC, and this number decreased to 28% in 2006.
- e. The student satisfaction index for the Alkek Library increased from 93% in 2005 to 96% in 2006.