



ALUMNI SURVEY COMPARATIVE RESULTS 2000-2006

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Alumni Survey Comparative Results 2000-2006

Background

The Alumni Survey is conducted every two years by the Division of Academic Affairs at Texas State University. The composition and methodology of the survey were developed by the Director of Academic Assessment in collaboration with assessment liaisons from over 20 academic departments.

The population of students surveyed in any given year is based on their graduation year. For example, students surveyed in 2006 graduated during the 2004 spring, summer and fall semesters. The elapsed time between graduation and the alumni survey is a span of 16 to 22 months designed to ensure graduates would have sufficient time to enter their chosen career path before being asked to reflect upon their Texas State experiences.

For the 2006 survey, 786 students receiving the BBA degree from the McCoy College were surveyed and 132 students responded, for a 16.8% response rate. The response rates for each department were proportional to the number of majors enrolled in the departments, with the departmental response rates ranging from a low of 13.2% to a high of 24.2%. The McCoy College response rate of 16.8% exceeded the University response rate of 15.2%.

Results:

1. Program Learning Goals.

Alumni were surveyed as to the importance and contribution of skills/topics to the success of the graduate. The revisions included in the 2004 survey allowed for the mapping of survey results to the six program-level goals for BBA graduates. The first five “program skills/topics” were part of the 2000 and 2002 alumni surveys allowing for longitudinal comparisons/changes through four surveys and are included in Table I – Alumni Survey Results 2000-2006. The last five “program skills/topics” were added to the 2004 survey. Each item is mapped to specific program-level goals assessed within the McCoy College.

Table I
Alumni Survey Results 2000-2006
Program-Level Goal Perceptions

Satisfaction With Skills Learned in the Program

Program Skills/Topics:	2000 (%)	2002 (%)	2004 (%)	2006 (%)	% Change 04 to 06
1. Critical and Logical Thinking (Program Goal 2b)	V 43.6 S 53.0 T 96.6	V 44.7 S 49.4 T 94.1	H 55 M 39 T 94	V 58 S 39 T 97	3
2. Effective Writing (Program Goal 1a)	V 32.6 S 54.4 T 87.0	V 35.4 S 47.1 T 82.5	H 39 M 44 T 83	V 41 S 48 T 89	6
3. Effective Speaking (Program Goal 1b)	V 40.9 S 48.5 T 89.4	V 42.0 S 42.8 T 84.8	H 57 M 35 T 92	V 64 S 28 T 92	0
4. Math/Quantitative Skills (Program Goal 2a)	V 32.6 S 59.1 T 91.7	V 39.7 S 50.0 T 89.7	H 47 M 44 T 91	V 43 S 47 T 90	-1
5. Computer Skills/Information Technology (Program Goal 3a & 3b)	V 43.9 S 39.4 T 83.3	V 36.3 S 43.6 T 76.5	H 41 M 42 T 83	V 64 S 29 T 93	10
6. Teamwork Skills (Program Goal 5b) Note: Category new in Alumni 2004 survey questionnaire			H 71 M 26 T 97	V 73 S 23 T 96	-1
7. Ethics/Values (Program Goal 4a & 4b) Note: Category new in Alumni 2004 survey questionnaire			H 41 M 49 T 90	V 50 S 39 T 89	-1
8. Diversity/Cultural Issues (Program Goal 6a & 6b) Note: Category new in Alumni 2004 survey questionnaire			H 29 M 42 T 71	V 42 S 38 T 80	9
9. Organizational Skills (Program Goal 5a) (See Note 3) Note: Category new in Alumni 2004 survey questionnaire			H 47 M 43 T 90	V 74 S 25 T 99	9
10. Leadership Skills (No Specific Program Goal - Baseline Data) Note: Category new in Alumni 2004 survey questionnaire			H 47 M 42 T 89	V 48 S 42 T 90	1

Note 1: 2000, 2002 & 2006 Surveys - V = Very Satisfied; S = Satisfied; T = Satisfaction Totals

Note 2: 2004 Survey - H = High Contribution; M = Medium Contribution; T = Contribution Totals

Note 3: Org Skills category renamed "Planning & Carrying Out Projects" in 2006 survey

2. Competitiveness Perceptions/Graduate Intentions.

In all four surveys, alumni were asked, “To what extent did your education in (department) at Texas State allow you to be competitive with peers at your current employer?”

Table II.

Perception of Educational Competitiveness with Peers at Current Employer

	2000	2002	2004	2006
Education Relative to Peers:	V 48.1	V 36.9	V 40	V 62
	S 40.9	S 48.0	S 45	S 31
	T 89	T 84.9	T 85	T 93

V= very satisfied; S=satisfied; T=satisfaction totals

Two questions from the 2000 and 2002 surveys concerned the number of Texas State students pursuing graduate degrees or additional undergraduate course work. The 2004 survey combined these questions and added questions concerning whether students intend to enroll in a college or university within the next five years. Results are presented in Table III and Table IV.

Table III.

Percent of Students Now Enrolled in Undergraduate, Graduate, or Professional Programs

	2000*	2002*	2004	2006
Percent of Students	16%	18%	17%	17%

*undergraduate enrollment and graduate enrollment questions collapsed into one category to match question on 2004 and 2006 surveys

Table IV.

	<u>2006 Survey</u>
Percent of Students Planning to Enroll in a Degree Program in the Next 5 Years:	49%
Percent of Students Planning to Enroll in a Certificate Program in the Next 5 Years:	15%

3. Importance of Factors in Rating Texas State in Terms of Their Academic Experience.

The 2004 survey provided 6 factors and asked respondents to rate each factor on a scale of “Very High to Very Low.” Previous alumni surveys (2000 and 2002) asked respondents to evaluate the factors concerning “why” students remained at Texas State and completed their degree in their department. This question was deleted from the 2004 survey.

Table V.

How would you rate Texas State on the following factors or characteristics:

2006 Factors (% Very Good and Good):

Location of Texas State	(91%)
Quality of Instruction	(81%)
Quality of Academic Facilities	(79%)
Cost of Tuition & Fees	(69%)
Reputation of your Major Department	(71%)
Personal Attention to Students	(70%)
Academic Reputation Overall	(54%)

4. Committee Observations/Recommendations.

A. Table I addresses alumni satisfaction with “Program Skills/Topics” that correspond to the program goals of the McCoy College. The first five program skills/topics can be longitudinally tracked from the 2000 and 2002 surveys while the last five program skills/topics were initially developed for the 2004 alumni survey and serve to provide baseline data for future alumni surveys.

Specific observations for the five program skills/topics (longitudinal) include:

1. The number of respondents was much smaller than in the previous surveys due to the fact that the University went from doing both a web-based survey and paper survey instrument to doing only a web-based survey in 2006. They discovered that they did not have valid email addresses for many of the alumni, resulting in a much smaller pool of alumni that the survey reached. Thus, the number of alumni responding was only about 60% of the number responding in 2004. This was due to the much smaller pool receiving the emailed survey. A total of 132 McCoy College alumni responded.
2. Referring to Table I, it can be observed from looking at the combination of both “Very Satisfied” and “Satisfied,” which results in the numbers shown as “T” (total), the 2006 survey results show approximately 90% and above for 9 of the 10 skills/topics as being either satisfied or very satisfied.
3. The only exception to the approximately 90% rating was in the area of “Diversity/Cultural,” although it increased by 9% from 2004.
4. Also noteworthy is the fact that “Computer Skills/Information Technology” increased by 10% from 2004, and “Organizational Skills” increased by 9% from 2004.
5. It is recommended that “Diversity/Cultural” be changed to Globalization Issues. The McCoy College has a number of international courses, e.g., the Latin American Business program. “Diversity/Cultural” would represent a subset of “Globalization Issues.”
6. The results from the questions pertaining to career placement are still sub-standard, but it has shown some improvement since 2004.
7. Of the ten skills/topics evaluated, 8 areas increased or stayed the same, with the exception of “Teamwork Skills” and “Ethics/Values.” It should be noted that these two went down by only 1%, which is negligible. “Ethics/Values” are at 89% and “Teamwork Skills” is at 96% for satisfied or very satisfied.

B. Observations for Tables II through Table V:

1. Referring to Table II, it can be observed that the percent rating Texas State as either “satisfactory” or “very satisfactory” in terms of competitiveness with peers from other universities at their current employer increased from 85% in 2004 to 93% in 2006.
2. Table III shows the percent of alumni that are now enrolled in undergraduate, graduate, or professional programs. This percentage has remained relatively constant since 2000 at approximately 17%.
3. Table IV shows the percent of students planning to enroll in a degree program in the next 5 years. This percentage is almost 50%. The presumption is that the anticipated enrollment would be either in a graduate program or possibly involve a career change and, thus, enrollment in an undergraduate degree program, such as one would do if seeking a second bachelor’s degree.
4. Table V shows ratings by alumni for factors or characteristics that would influence a student’s choice of a university and specifically influenced the graduates in selecting Texas State. The percentages shown represent the percent that rated Texas State on these factors as either “very good” or “good.” All factors showed percentages of 70% and above except for “overall academic reputation,” which was only 54%.