



## **ALUMNI SURVEY COMPARATIVE RESULTS 2000-2004**

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## ***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 was developed by the Director of Academic Assessment in collaboration with assessment liaisons from over 20 academic departments. The 2000 and 2002 Alumni Survey used the same questionnaire and scaling for all questions. During 2003, the survey was modified at the request of various academic departments to gather data not previously solicited. Specific survey changes will be indicated in this report where appropriate for interpretation of survey findings.

The population of students surveyed in any given year is based on their graduation year. For example, students surveyed in 2004 graduated during the 2002 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 on their Texas State (SWT) experiences.

For the 2004 survey, students receiving the BBA degree from the McCoy College were surveyed and 228 students responded. The response rates for each department were proportional to the number of majors enrolled in the departments, and the McCoy College response rate approached 35% overall, consistent with the institutional response rate.

## ***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 three surveys and are included in Table I – Alumni Survey Results 2000-2004. The last five “program skills/topics” were added to the 2004 survey, and data for 2004 are provided in Table I for benchmark purposes to assess data from future surveys. Each item is mapped to specific program-level goals assessed in the McCoy College. Additionally, the 2004 survey asked alumni about “perceived importance” of each skill/topic, and the results are included in the table.

*Note: The scaling of questions was changed in the 2004 survey. For the 2000 and 2002 survey, students were asked to respond on a scale of Very Much, Somewhat, Very Little, and Not at All. The 2004 survey scale was changed to High, Medium, and Low. After review with individuals in Institutional Research at Texas State, it was determined that the “High” and “Medium” categories used in 2004 correspond to the “Very High” and “Somewhat” categories used in 2000 and 2002.*

## 2. Competitiveness Perceptions/Graduate Intentions.

In all three 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?” The 2000 and 2002 surveys scaled the question as, “Very Much, Somewhat, Very Little, and Not at All.” The 2004 survey scaled the question as, “Extremely Well, Very Well, Moderately Well, Marginally Well, Very Little and Not at All.” For comparison purposes, the 2004 survey categories of “Extremely Well and Very Well” were considered to be equivalent to the “Very Much” category from the earlier surveys. The 2004 categories of “Moderately or Marginally Well” correspond to the earlier “Somewhat” category. Comparative results are presented in Table II.

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**Table II.**

Perception of Educational Competitiveness with Peers at Current Employer.

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

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

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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 into one 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.

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**Table III.**

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

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

\*undergraduate enrollment and graduate enrollment questions collapsed into one category to match question on 2004 survey.

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**Table IV.**

Percent of Students Enrolled or Planning to Enroll in a College or University in the Next 5 Years.

Category or item:	2004 Survey Percent Responding:
Pursuing another bachelor's degree -	1%
Pursuing teacher certification -	2%
Pursuing graduate/professional school related to my Texas State major -	46%
Pursuing graduate/professional school unrelated to my Texas State major -	8%
Not planning to re-enroll in college/school	42%

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### **3. Importance of Factors Influencing Students' Original Decision to Enroll at Texas State.**

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.

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**Table V.**

Importance of Factors Influencing Students' Original Decision to Enroll at Texas State.

2004 Factors (% Very High and High):

Location of Texas State	(75%)
Quality of Educational Experience	(69%)
Cost of Tuition & Fees	(52%)
Reputation of your Department	(48%)
Influence of a Faculty Member	(32%)
Assistantship/Scholarship/Fellowship	(23%)

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#### **4. Committee Observations/Recommendations.**

A. Table I shows 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 from the five program skills/topics (longitudinal) include:

1. Three of the five program skills/topics have total satisfaction indices of greater than 90 (critical thinking=94; effective speaking=92; math/quantitative skills=91) while two program skills have total satisfaction indexes in the 80 range (effective writing=83; computer skills/IT=83). Alumni perceptions indicate they are satisfied with these program skills/topics learned in the McCoy College.
2. Four of the five program skills/topics total satisfaction indices increased from the 2002 survey with the greatest increases in the skills of effective speaking and computer skills/IT. Only the critical and logical thinking skill category declined in total satisfaction by 0.1 from 94.1 to 94, a decline that was not considered significant by the committee.
3. The high contribution/satisfaction category of response increased across all five program skills/topics relative to the medium contribution/satisfaction category. Combined with the increases in total satisfaction compared with 2002 survey, alumni responding to the 2004 survey are more satisfied with the program skills/topics learned in the McCoy College than in the 2002 alumni survey.

Specific Observations from the five new program skills/topics surveyed in 2004 include:

1. Four of the five program skills/topics satisfaction indices were considered high (teamwork=97; ethics/values=90; organizational skills=90; leadership skills=89). The program skill/topic of diversity/cultural issues had a total satisfaction index of 71. The committee believes there might be a terminology/interpretation problem contributing to this index relative to other program skill/topic indexes since the McCoy college prefers a ‘global or globalization’ perspective relative to a diversity/cultural issues perspective. Although the McCoy College Curriculum Committee should consider the possibility of including more coverage of diversity/cultural issues in courses or course assignments, the committee does not consider this index to be low and will seek to have the terminology changed or clarified in future alumni surveys.
2. Alumni satisfaction with the program skill/topic of teamwork was considered to be very high by the committee with a perceived total satisfaction index of 97. The high contribution/satisfaction category for this program skill/topic was 71, substantially higher than the high contribution/satisfaction

score received by all other program skills/topics. This result may be due to the emphasis many classes in the McCoy College have on group written and oral projects as course components.

B. Perceived educational competitiveness with peers at current employers increased slightly from the 2002 alumni survey and has a total satisfaction index of 85, with the very high category satisfaction response increasing from 36.9 to 40 (See Table II). The committee believes that there is a consistency across the three alumni surveys and alumni are, in general, satisfied with their competitiveness with peers at their current employers.

C. The number of alumni currently enrolled in undergraduate, graduate and professional programs is consistent across the three alumni surveys at approximately 17% (See Table III). Although a higher number pursuing graduate and professional degrees might be preferred, the committee believes this is a reasonable percentage given the mission class and number of years since graduation of Texas State alumni sampled.

D. The number of alumni planning to enroll in a college or university for advanced degrees in the next five years is 54%, with only 3% considering another undergraduate degree or teacher certification (See Table IV). Although intent does not always mirror actual behavior, the committee is satisfied with the proportion of students examining advanced graduate or professional degree programs.

E. Table V shows the 2004 alumni survey factors that influenced students to 'enroll' at Texas State. Location (75%) is still the primary factor influencing students to enroll at Texas State and the second highest factor was "Quality of Educational Experience" (69%). This result concerning student intention to enroll at Texas State is considered by the committee to be positive.

F. Employment of McCoy College alumni in the 2004 survey indicate that 85% were employed full-time while only 4% were unemployed not by their choice. Of those employed, 57% indicated that they are working in the career field intended at the time of graduation while 43% are not. This result will provide baseline data for future alumni surveys. (Data from 2004 Alumni Survey and not in table form in this document.)

G. The committee was concerned that only 10 alumni (5%) indicated that the placement office was "most helpful" in finding their first job after graduation. The committee believes that reasons/causes for this finding should be investigated by the McCoy College and the Texas State placement office. (Data from 2004 Alumni Survey and not in table form in this document.)

H. A significant positive finding concerned the response by alumni to the question, "Would you recommend (your department) at Texas State to others considering college?" In the 2004 alumni survey 91% said 'yes' while only 9% said 'no.' This indicates that alumni seem to be very satisfied with the department in which they majored and would be willing to recommend that department to future college students.