



## **ALUMNI SURVEY COMPARATIVE RESULTS 2007-2012**

Prepared by the McCoy College Assurance of Learning Committee:

Dr. Michael Keeffe, Committee Chair, Department of Management  
Dr. Francis Mendez, Department of CIS/QM  
Professor Sherry Ross, Department of Accounting  
Dr. Taewon Suh, Department of Marketing  
Dr. Vance Lesseig, Department of Finance and Economics  
Dr. Mayur Mehta, Associate Dean for Undergraduate Programs (ex-officio)

Spring 2013

## **Alumni Survey Comparative Results 2007-2012**

### ***Background***

The Alumni Survey is conducted every year by the Associate Vice President for Institutional Effectiveness in the Division of Academic Affairs at Texas State University. The survey was developed as a common institutional instrument with Colleges and departments invited to contribute specific survey items relevant to their fields. The McCoy College of Business Administration and the Department of Accounting have contributed multiple items to be included on the survey over the previous years.

According to the Office of Institutional Research, the target population for the 2012 survey consisted of alumni who received bachelor's degrees in the calendar year 2011 (May, August, or December); and graduates who had finished their degrees seven to fourteen months prior to survey administration that began in July 2012. Responses to this web-based survey were initiated with postcards inviting students to participate and followed-up with two separate e-mailings to those students with e-mail addresses on file who did not respond to the initial invitation.

For the 2012 survey, 961 students receiving the BBA degree from the McCoy College were surveyed and 123 students responded, a 12.8% response rate (2.5% higher than the previous year). The response rates for each department were proportional to the number of majors in each department, with the departmental response rates ranging from a low of 11% to a high of 16%. The McCoy College overall response rate of 12.8% was lower than the overall University response rate of 14%, after adjustment for bad e-mail addresses.

### ***Results:***

#### **1. College-Level Program Learning Goals.**

The following table shows the longitudinal comparison of alumni response to College-level learning goals and AACSB initiatives for the period of 2007 through the current 2012 survey. Each item on the table is mapped to specific program-level goals directly assessed within the McCoy College. The cells shows the total satisfaction score (*T*) which is a summative composite of "very satisfied (V)" and "somewhat satisfied (S)" responses. The cell scaling used was developed by the University to allow for cross comparisons between various colleges and departments and is not considered an optimum scaling system by the Assurance of Learning Committee.

### ***Program-Level Goal Perceptions***

*Note: The 2008 survey not included - sample size too small - Assessment Committee*

## **2. Assurance of Learning Committee Comments based on the 2012 Survey.**

The AOL committee observations and/or comments on various aspects and results of the Alumni survey appear below. The observations/comments are separated into general survey administration, program learning goals, and “other” survey items.

### ***General Survey Administration.***

- A. The committee still has concerns about the low response rate, which improved to 12.8% from 10.3% in the 2011 administration of the survey. Even though the survey provides only corroborative evidence for accomplishment of student learning goals, the Office of Institutional Research should attempt to improve the response rate.
- B. There is committee concern with the timing of the survey. Contacting alumni seven to fourteen month after graduation may not yield data much different from the Graduating Senior Survey, given to students during their final semester. The committee believes that a better target would be to contact alumni approximately three years after graduation. This would give alumni more distance from their academic experience, more acclimation time for job and career, and provide better assessment data of program learning goals.
- C. There is also committee concern about the length of the survey. The committee believes the response rate is negatively impacted by the length of the survey.

### ***Program Learning Goals.***

- A. Program Goal 1—Effective writing: The perceived satisfaction rate for effective writing increased from 86% in 2011 to 90% in 2012. To maintain this higher satisfaction rate, it is recommended that small, graded written assignments become a part of all core courses in McCoy College.
- B. Program Goal 2—Critical and Logical Thinking: There was a slight decline in perceived overall satisfaction from 93% to 92%, although the ‘very satisfied’ category increased by 2%. The committee does not believe its members need to make suggestions at this point in time; but the members do feel close attention needs to be given to any program goal if satisfaction rates decline significantly.
- C. Program Goal 4—Global Perspectives/Diversity/Culture: This program goal shows the lowest perceived satisfaction rate by our alumni. The overall rate was 83% in 2011 and remained at 83% during 2012. Since most faculty members feel they are including these topics, it is suggested that faculty members actually use these words (global, diversity, culture) when preparing syllabi, listing assignments and during classroom discussions.

***Other Survey Comments/Observations.***

- A. McCoy College graduates exceeded the general university population in several areas compiled in the survey. Seventy-nine percent of McCoy alumni were employed full-time versus 68% of the University alumni; 7% of McCoy graduates were not employed and seeking employment versus 18% of all alumni. Sixty-six percent of McCoy graduates rated their educational competitiveness versus peers on the job as very well or well versus 62% of all alumni. Seventy-six percent of McCoy alumni pursuing graduate education rated their academic preparation as 'very well' or 'well' compared to 68% of all alumni. Ninety-three percent of McCoy graduates rated their educational experience as very satisfied or satisfied compared to 90% of all alumni. McCoy graduates had higher perceived satisfaction on most general questions compared with the general university alumni population.
- B. As in all previous alumni surveys, McCoy students underutilize Career Services. There are ongoing initiatives to improve liaisons with career services, the content and services provided by that office, and the general placement services for graduates.
- C. General comments by McCoy Alumni showed a consistent pattern positively citing faculty and their influence on students and their development. A secondary pattern concerned the McCoy building and facilities as being very good and consistent with learning.

General Note. It should be remembered that perceptual survey instruments provide corroborative evidence of student learning and should not be considered the most important technique for assessment. The principle tool for assessment of student learning outcomes is direct, course embedded assessments performed by teaching faculty in the classroom according to established assessment principles and guidelines. Surveys such as the Alumni survey only provide perceptual evidence for corroboration of direct classroom assessment of student learning outcomes.