



Graduating Senior Survey Comparative Results 2011-2012

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Graduating Senior Survey Comparative Results 2006/7-2011/12

Background

The Graduating Senior Survey is conducted each year by the McCoy College Assessment Committee. The survey is administered to students 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). The 2010-2011 data are based on an on-line survey administered by the Office of Institutional Research. Additionally, each of the learning outcomes/AACSB themes were not just behaviorally anchored, there were descriptive phrases describing the skill, behavior or theme for consistency of student interpretation. Data were tabulated by Institutional Research, placed in tabular form with a greater decimal precision than previous surveys, and evaluated and published by the Committee.

The tables are prepared from student responses during the fall semesters from 2006/7 through academic year 2011/12. The 11/12 survey included 113 valid questionnaires. Although the survey is a census of all students in the course during a given semester, individual students may 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 only corroborative evidence for course-embedded measures (direct assessments).

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 2006/7 through academic year 2011/12. 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 2006/7-2011/12

Program Level Coverage of:	Student "Satisfaction Index" by Year (1):					
	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12
1. Written Communication	93	94	95	95	94.5	96.5
2. Oral Communication	95	98	96	96	96.5	98.2
3. Ethical Issues/Understanding	93	95	97	98	95.5	99.2
4. Global Issues	79	85	78	85	89.1	92.0
5. Analytical Skills/Problem Solving	88	94	96	96	94.0	94.3
6. Leadership Skills	91	94	94	92	96.5	95.6
7. Teamwork/Interpersonal Skills	94	93	93	94	95.5	96.4
8. Diversity Issues	87	88	84	85	94.1	95.6
9. Information Technology	79	88	85	91	81.0	89.3
10. Critical Thinking Skills	91	93	94	96	94.0	96.5
n=	140	239	200	173	204	113

(1) Satisfaction Index = Very Satisfied + Satisfied

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, global issues, analytical skills/problem solving, leadership skills, teamwork/interpersonal skills, diversity issues, critical thinking), and one high “B” (information technology). Given the requirement of *Global Standards* necessary for SACS accreditation the McCoy College used a base standard stating that at least 70% of all students will meet or exceed direct assessment standards established by teaching faculty, and in many courses standards are set higher. Student satisfaction met or exceeded standards on all learning objectives.

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. 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 (1-3 percentage points) in the graduating senior survey than the alumni survey.