



Graduating Senior Survey Comparative Results 2013-2014

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Graduating Senior Survey Comparative Results 2008/9-2013/14

Background

The Graduating Senior Survey is sanctioned by the McCoy College Assurance of Learning Committee and administered in an on-line format by the Office of Institutional Research at Texas State University. The survey is provided 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). Although the survey is offered to all students in every section during the fall and spring semesters, individual students may elect not to complete the survey.

In addition to general classification questions, the survey attempts to determine student overall satisfaction with University “common core” courses, McCoy College core courses, courses in the students’ major, and satisfaction with support services offered by the University, the McCoy College and the various departments. Of interest to the Assurance of Learning committee is the primary core of the survey which attempts to measure student satisfaction with the McCoy College learning outcomes/goals and other learning outcomes/themes as specified by AACSB-International. For these survey questions, each of the learning outcomes/AACSB themes were descriptively phrased and behaviorally anchored for consistency of student interpretation, and measured on a scale of “very satisfied” to “very dissatisfied”.

The tables prepared are from student responses from academic year 2008/9 through academic year 2013/14. The 13/14 survey included 146 valid responses obtained from class sections on-campus, at the Round Rock campus, and from on-line sections.

Raw data and comprehensive results are available from the Assurance of Learning committee members and from the Associate Dean for Undergraduate Programs. Departments and faculty members reviewing these results 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 Outcomes/Goals/AACSB Learning Outcomes/Themes.

Student perceived satisfaction with the six McCoy College BBA program-level learning outcomes/goals and learning outcomes/themes identified by AACSB-International are presented in the following table for the years 2008/9 through academic year 2013/14.

McCoy College of Business Administration						
Graduating Senior Survey (BBA) - Composite						
Comparative Results Learning Outcomes/Goals/Themes 2008/09-2013/14						
	Student "Satisfaction Index" by Year (1):					
Program Level Coverage of:	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
1. Written Communication	95	95	94.5	96.5	96.9	94.5
2. Oral Communication	96	96	96.5	98.2	99.2	94.6
3. Ethical Issues/Understanding	97	98	95.5	99.2	98.5	95.9
4. Global Issues	78	85	89.1	92.0	93.2	87.0
5. Analytical Skills/Problem Solving	96	96	94.0	94.3	98.5	96.6
6. Leadership Skills	94	92	96.5	95.6	97.0	95.9
7. Teamwork/Interpersonal Skills	93	94	95.5	96.4	94.6	91.8
8. Diversity Issues	84	85	94.1	95.6	95.5	91.8
9. Information Technology	85	91	81.0	89.3	88.0	91.7
10. Critical Thinking Skills	94	96	94.0	96.5	97.0	97.3
n=	200	173	204	113	132	146
(1) Satisfaction Index = Very Satisfied + Satisfied						

The following table shows comparisons between survey results from the San Marcos campus, the Round Rock campus, and online sections of the course.

McCoy College of Business Administration
Graduating Senior Survey (BBA) by Location/Delivery
Comparative Learning Outcomes/Goals/Themes 2013/14

	"Satisfaction Index" by Year (1):			
Program Level Coverage of:	R.Rock	Online	Campus	2013/14
1. Written Communication	100.0	100.0	93.3	94.5
2. Oral Communication	100.0	100.0	93.2	94.6
3. Ethical Issues/Understanding	100.0	95.2	95.8	95.9
4. Global Issues	100.0	80.9	87.3	87.0
5. Analytical Skills/Problem Solving	100.0	100.0	95.8	96.6
6. Leadership Skills	100.0	100.0	94.9	95.9
7. Teamwork/Interpersonal Skills	100.0	90.5	91.5	91.8
8. Diversity Issues	100.0	90.5	91.5	91.8
9. Information Technology	100.0	95.2	91.5	91.7
10. Critical Thinking Skills	100.0	100.0	96.6	97.3
n=	7	21	118	146

(1) Satisfaction Index = Very Satisfied + Satisfied

The AACSB-International criteria does not specify a specific standard of satisfaction to evaluate results. Instead, the accrediting agency operates on the principle of “continuous improvement” in program delivery, student learning outcomes, and satisfaction with curriculum outcomes. The above tables indicate a high level of student satisfaction across learning outcomes/themes and consistency over time and by location/delivery method. An alternative to assessing results can be found in the interpretation of the Southern Association of Colleges and Schools (SACS) standards, where at least 70% of all students will meet or exceed direct (in-class) assessment standards established by teaching faculty. Even though direct assessment data and perceptual satisfaction data are not technically comparable, the satisfaction index (very satisfied + satisfied) corresponds closely to the SACS direct assessment criteria (exceeds expectations + meets expectations), and results in the above tables are above the SACS minimum requirement.

Observations/Recommendations.

1. The Committee is pleased with student perceptions of satisfaction with program goals and AACSB assurance of learning goals/themes and the longitudinal consistency of student satisfaction. High student satisfaction and consistency of satisfaction reflect faculty commitment to consistent program delivery and integrating course objectives with program-level goals.

2. The committee would like to see more emphasis on ‘Global Issues’ given their emphasis in the new AACSB standards. Several initiatives are already in place to increase global knowledge in courses. The McCoy College created a minor in late 2013 in international business consisting of 18 hours of courses and open only to business majors. This program currently has approximately 125 students enrolled. Additionally, the Director of the Institute for Global Business in the college has been in discussions with the curriculum committee and College Council to create a core course in international business which will be required of all business majors when negotiations are completed. In anticipation of this new course, the McCoy College has a new lecturer position and is currently searching for candidates to fill the position in the fall of 2015. Lastly, departmental faculty and core course coordinators have been asked to increase global coverage through assignments, projects and other pedagogical methodologies.