



ALUMNI SURVEY COMPARATIVE RESULTS 2006-2011

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Alumni Survey Comparative Results 2006-2011

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 2011 survey consisted of alumni who received bachelor's degrees in the calendar year 2010 (May, August, or December); and graduates who had finished their degrees seven to fourteen months prior to survey administration that began in July 2011. 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 2011 survey, 980 students receiving the BBA degree from the McCoy College were surveyed and 94 students responded, a 10.3% response rate. The response rates for each department were somewhat proportional to the number of majors enrolled in the departments, with the departmental response rates ranging from a low of 7% to a high of 17%. The McCoy College overall response rate of 10.3% was lower than the overall University response rate of 12%, 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 2006 through the current 2011 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.

Alumni Survey Results 2006-2011
Program-Level Goal Perceptions

Program Skills/Topics:	2006 (%)	2007 (%)	2009 (%)	2010 (%)	2011 (%)
1. Critical and Logical Thinking (Program Goal 2)	V 58 S 39 T 97	V 53 S 39 T 92	V 63 S 36 T 99	V 59 S 38 T 97	V 62 S 31 T 93
2. Effective Writing (Program Goal 1)	V 41 S 48 T 89	V 38 S 52 T 90	V 45 S 48 T 93	V 59 S 32 T 91	V 48 S 38 T 86
3. Effective Speaking (Program Goal 1)	V 64 S 28 T 92	V 57 S 36 T 93	V 67 S 28 T 95	V 66 S 28 T 94	V 56 S 39 T 95
4. Math/Quantitative Skills (Program Goal 2)	V 43 S 47 T 90	V 40 S 54 T 94	V 45 S 50 T 95	V 41 S 50 T 91	V 37 S 52 T 89
5. Computer Skills/Information Technology (Program Goal 3)	V 64 S 29 T 93	V 55 S 38 T 93	V 53 S 41 T 94	V 51 S 44 T 95	V 47 S 45 T 92
6. Teamwork Skills (Program Goal 5)	V 73 S 23 T 96	V 64 S 31 T 95	V 74 S 25 T 99	V 68 S 28 T 96	V 66 S 25 T 91
7. Ethics/Values (Program Goal 4)	V 50 S 39 T 89	V 41 S 43 T 84	V 51 S 42 T 93	V 51 S 40 T 91	V 46 S 41 T 87
8. Global Perspectives/Diversity/Culture (Program Goal 6)	V 42 S 38 T 80	V 25 S 53 T 78	V 31 S 50 T 81	V 44 S 40 T 84	V 42 S 41 T 83
9. Organizational Skills/Learning (No Specific Program Goal - Baseline Data)	V 74 S 25 T 99	V 67 S 26 T 93	V 72 S 26 T 98	V 64 S 35 T 99	V 67 S 29 T 99
10. Leadership Skills (No Specific Program Goal - Baseline Data)	V 48 S 42 T 90	V 43 S 38 T 81	V 48 S 48 T 96	V 51 S 40 T 91	V 49 S 38 T 87

Note: The 2008 Alumni survey not included - sample size was deemed too small by the AOL Committee

2. Assurance of Learning Committee Comments based on the 2011 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 declined from 14% in the 2010 administration of the survey. The transition from a mailed survey to the web-based survey in 2006-2007 caused a substantial decline in the response rate, but lowered survey administration costs. Even though the survey provides only corroborative evidence for accomplishment of student learning goals, the low response rate makes the corroborative evidence weak.
- 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.

Program Learning Goals.

- A. The pattern of response in cells over time indicates high-perceived student satisfaction with various program-level learning goals of the McCoy College.
- B. The variations in the total satisfaction scores were considered to be consistent and minute differences deemed to be random.

Other Survey Comments/Observations.

- A. McCoy College graduates exceeded the general university population in several areas compiled in the survey. Seventy-four percent of McCoy alumni were employed full-time versus 61% of the University alumni; 7% of McCoy graduates were not employed and seeking employment versus 15% of all alumni. Sixty-six percent of McCoy graduates rated their educational competitiveness versus peers on the job as very well or well versus 59% of all alumni. Seventy-one percent of McCoy alumni pursuing graduate education rated their academic preparation as ‘very well’ or ‘well’. Eighty-seven 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. Career Services is underutilized by McCoy students as in all previous alumni surveys. There are ongoing initiatives as to how 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.