



ALUMNI SURVEY COMPARATIVE RESULTS 2004-2010

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Alumni Survey Comparative Results 2004-2010

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 composition of the survey was developed as a common institutional instrument with Colleges and departments invited to contribute specific survey items relevant to their fields. In the 2010 survey, elements were contributed by the McCoy College of Business Administration and the Department of Accounting as well as other university units.

According to the Office of Institutional Research, the target population for the 2010 survey consisted of alumni who received bachelor's degrees in the calendar year 2009 (May, August, or December); and graduates who had finished their degrees seven to fourteen months prior to survey administration that began in July 2010. 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 who did not respond to the initial invitation.

For the 2010 survey, 1007 students receiving the BBA degree from the McCoy College were surveyed and 149 students responded, a 14.8% response rate. The response rates for each department were proportional to the number of majors enrolled in the departments, with the departmental response rates ranging from a low of 13% to a high of 17%. The McCoy College overall response rate of 14.8% was higher 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 2004 through the current 2010 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 2004-2010
Program-Level Goal Perceptions

Program Skills/Topics:	2004 (%)	2006 (%)	2007 (%)	2009 (%)	2010 (%)
1. Critical and Logical Thinking (Program Goal 2)	H 55 M 39 T 94	V 58 S 39 T 97	V 53 S 39 T 92	V 63 S 36 T 99	V 59 S 38 T 97
2. Effective Writing (Program Goal 1)	H 39 M 44 T 83	V 41 S 48 T 89	V 38 S 52 T 90	V 45 S 48 T 93	V 59 S 32 T 91
3. Effective Speaking (Program Goal 1)	H 57 M 35 T 92	V 64 S 28 T 92	V 57 S 36 T 93	V 67 S 28 T 95	V 66 S 28 T 94
4. Math/Quantitative Skills (Program Goal 2)	H 47 M 44 T 91	V 43 S 47 T 90	V 40 S 54 T 94	V 45 S 50 T 95	V 41 S 50 T 91
5. Computer Skills/Information Technology (Program Goal 3)	H 41 M 42 T 83	V 64 S 29 T 93	V 55 S 38 T 93	V 53 S 41 T 94	V 51 S 44 T 95
6. Teamwork Skills (Program Goal 5)	H 71 M 26 T 97	V 73 S 23 T 96	V 64 S 31 T 95	V 74 S 25 T 99	V 68 S 28 T 96
7. Ethics/Values (Program Goal 4)	H 41 M 49 T 90	V 50 S 39 T 89	V 41 S 43 T 84	V 51 S 42 T 93	V 51 S 40 T 91
8. Global Perspectives/Diversity/Cultural Issues (Program Goal 6)	H 29 M 42 T 71	V 42 S 38 T 80	V 25 S 53 T 78	V 31 S 50 T 81	V 44 S 40 T 84
9. Organizational Skills/Learning (Program Goal 5)	H 47 M 43 T 90	V 74 S 25 T 99	V 67 S 26 T 93	V 72 S 26 T 98	V 64 S 35 T 99
10. Leadership Skills (No Specific Program Goal - Baseline Data)	H 47 M 42 T 89	V 48 S 42 T 90	V 43 S 38 T 81	V 48 S 48 T 96	V 51 S 40 T 91

Note: The 2008 Alumni survey information was not included - sample size was deemed too small by the Assurance of Learning Committee

2. Assurance of Learning Committee Comments based on the 2010 Survey.

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

General Survey Administration.

- A. The committee still has some concerns about the low response rate, although it has improved by 1.3% over the previous year. It seems that the transition from a mailed survey to the web-based survey has caused a substantial decline in the response rate, yet has given the University flexibility in tailoring surveys to graduates of various departments and colleges and lowered administration costs.

In order to improve response rates and reduce the number of bad e-mail addresses, the committee recommended that coordination between Institutional Research, the Alumni Association, and the applications for graduation in the McCoy College Advising Center be explored. Dr. McGee has taken the lead role in contacting these offices to improve contact with alumni.

- B. There is some concern with the timing of the survey to alumni. Contacting alumni seven to fourteen month after graduation may not yield data much different from the Graduating Senior Survey which is 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. The variations in the total satisfaction scores were consistent and minute differences deemed to be random.
- B. A notable increase in the very satisfied score of the goal *Effective Writing* was attributed to the curricular delivery change by the Department of Management to writing lab sections to complement the lecture sections of MGT. 3353 – Business Communication. The alumni in the 2010 survey were one of the first cohorts to receive instruction in this format.
- C. The alumni response to the goal of Global Perspectives/Diversity/Cultural Issues is the lowest in the college but improving and acceptable at 84, and should increase due to recent curricular content changes initiated by the College Curriculum Committee and departmental course offerings in 2009. This score should be monitored over time to ascertain the effectiveness of curricular changes.

Other Survey Comments/Observations.

- A. McCoy College graduates exceeded the general university population in several areas compiled in the survey. Eighty-one percent of McCoy alumni were employed full-time versus 66% of the University alumni; 5% were not employed and seeking employment versus 9% of all alumni. Sixty percent of McCoy graduates rated their educational competitiveness versus peers on the job as very well or well versus 57% of alumni. Seventy-five percent of alumni pursuing graduate education rated their preparation as very well or well. Ninety-three percent of McCoy graduates rated their educational experience as very satisfied or satisfied compared to 91% of all alumni. McCoy graduates had higher perceived satisfaction in virtually all 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 investigations 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.