



Graduating Senior Survey Comparative Results 2010-2011

Prepared by the McCoy College Assessment Committee:

Dr. Michael Keefe, Committee Chair, Department of Management
Dr. Francis Mendez, Department of CIS/QM
Dr. Taewon Suh, Department of Marketing
Professor Sherry Ross, Department of Accounting
Dr. Glenn Tanner, Department of Finance and Economics
Dr. John McGee, Associate Dean for Undergraduate Programs (ex-officio)

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Graduating Senior Survey Comparative Results 2004-2010

Background

The Graduating Senior Survey is conducted each year by the McCoy College Assessment Committee. The survey is administered 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 a collection method different from previous years. This survey was done on-line and administered by the Office of Institutional Research. Additionally, each of the learning outcomes/AACSB themes was 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 2005-06 through academic year 2010-2011. The 10-11 survey included 204 valid questionnaires. Although the survey is a census of all students in the course during a given semester, individual students may either be absent or 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 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 2005-2006 through academic year 2010-2011. 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 2005/6-2010/11

Program Level Coverage of:	Student "Satisfaction Index" by Year (1):					
	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
1. Written Communication	93	93	94	95	95	94.5
2. Oral Communication	96	95	98	96	96	96.5
3. Ethical Issues/Understanding	92	93	95	97	98	95.5
4. Global Issues	72	79	85	78	85	89.1
5. Analytical Skills/Problem Solving	90	88	94	96	96	94.0
6. Leadership Skills	86	91	94	94	92	96.5
7. Teamwork/Interpersonal Skills	97	94	93	93	94	95.5
8. Diversity Issues	84	87	88	84	85	94.1
9. Information Technology	76	79	88	85	91	81.0
10. Critical Thinking Skills (2)		91	93	94	96	94.0
n=	171	140	239	200	173	204

(1) Satisfaction Index = Very Satisfied + Satisfied

(2) Critical Thinking was included as Analytical/Problem Solving skills from 2001 to 2005/6

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 eight "A's" from graduating seniors (written communication, oral communication, ethical issues/understanding, analytical skills/problem solving, leadership skills, teamwork/interpersonal skills, diversity issues, critical thinking), and two "B's" (global issues, information technology). Given the requirement of *Global Standards* necessary for SACS accreditation (the McCoy College used a base standard stating that 70% of all students will meet or exceed direct assessment standards established by teaching faculty), student satisfaction with learning met or exceeded the standard 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. For continuous improvement purposes, student satisfaction with program level coverage of Global Issues has improved, but still might warrant further examination. Although meeting the global standard, a meta-analysis of all direct and indirect

assessment measures and courses contributing to student learning of these outcomes may be in order.

3. The information technology learning objective dropped from previous years. Possibly, the change to a descriptive phrase presentation rather than just behaviorally anchored words might have affected student response patterns. A further examination is justified.

4. 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.