



Graduating Senior Survey Comparative Results 2009-2010

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Fall 2010

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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). Administration of the survey is similar to the administration of the “Student Perceptions of Instructor” instrument where students complete the survey in class without the professor present. Data are tabulated by the University Testing Center, placed in table form by personnel in the Dean’s office, and evaluated and published by the Committee.

The tables are prepared from student responses during the fall semesters from 2004-05 through academic year 2009-2010. The 09-10 survey included 173 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 2004-2005 through academic year 2009-2010. 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 2004/5-2009/10

Program Level Coverage of:	Student "Satisfaction Index" by Year (1):					
	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10
1. Written Communication	94	93	93	94	95	95
2. Oral Communication	93	96	95	98	96	96
3. Ethical Issues/Understanding	92	92	93	95	97	98
4. Global Issues	84	72	79	85	78	85
5. Analytical Skills/Problem Solving	93	90	88	94	96	96
6. Leadership Skills	91	86	91	94	94	92
7. Teamwork/Interpersonal Skills	94	97	94	93	93	94
8. Diversity Issues	86	84	87	88	84	85
9. Information Technology	75	76	79	88	85	91
10. Critical Thinking Skills (2)			91	93	94	96
n=	110	171	140	239	200	173

(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, information technology, critical thinking), and two "B's" (global issues, diversity issues). 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 and Diversity Issues needs 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. At a minimum, the question of student understanding of these concepts when surveyed (do they have a clear understanding), or are there problems in coverage in college core courses, should be examined. The committee believes that some combination may be the reason why student satisfaction of these learning outcomes is below other learning outcomes.

3. 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.