

**ALUMNI SURVEY COMPARATIVE RESULTS 2014-2019**

Prepared by the McCoy College Assurance of Learning Committee:

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*Fall 2019*

**Alumni Survey Comparative Results 2014-2019**

## Background

The Alumni Survey is administered three times per 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 who received bachelor’s degrees six months prior to the survey. August graduates are surveyed in February; December graduates are surveyed in June; and May graduates receive surveys in November.

The McCoy College overall response rate is typically equal to or slightly lower than that of the overall University response rate.



## 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 Fall 2014 through Fall 2019. Each item on the table is mapped to specific program-level goals directly assessed within the McCoy College. The cells show the percentage of students that selected “Very much” out of a three level scale for: *To what extent did your education at Texas State affect your personal development in each of the following areas?* 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.

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# Assurance of Learning Committee Comments.

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.

* 1. The committee still has concerns about the low response rate. Even though the survey provides only corroborative evidence for accomplishment of student learning goals, the Office of Institutional Research should attempt to improve the response rate.
	2. There is committee concern with the timing of the survey. Contacting alumni six months 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.
	3. There is also committee concern about the length of the survey. The committee believes the response rate is negatively impacted by the length of the survey.

## Program Learning Goals.

1. Program Goal 1—Effective writing: The perceived satisfaction rate for the periods 2014-2019 in effective writing varied between 71% and 29%, with the lowest rating occurring during the most recent reporting period, summer 2019. To increase the satisfaction rate in this area, it is the committee’s recommendation to add more writing assignments throughout the core courses, giving students more practice in this area.
2. Program Goal 2—Critical and Logical Thinking: The perceived overall satisfaction rate varied between 52% and 100% during the 2014-2019 reporting period, with the lowest results also coming during the most recent two years. This program goal continues to be an important assessment metric throughout the core courses. Since it is already heavily included, it is suggested that faculty include this verbiage in their course material and lecture as it is being covered.
3. Program Goal 4—Global Perspectives/Diversity/Culture: This program goal stayed between 28% and 62% in its perceived satisfaction rate, with the exception of the summer of 2018 which saw higher ratings of 83% and 100%. An increased focus has been placed on this learning goal during the most recent years and it has been the committee’s recommendation that more coverage in this area be included in the core courses to increase student’s exposure to global issues and perspectives.

## Other Survey Comments/Observations.



1. McCoy College graduates continued to exceed the general university population in the majority of the reporting periods for those with full-time employment, and had less students seeking employment. Given the results, it appears that most McCoy graduates are finding full-time employment post-graduation which may explain why fewer pursue graduate education when compared to the general university population. Overall, McCoy graduates rated the appropriateness of the subject matter, quality of instruction, and challenge of the course material anywhere between 73%-100%, with the exception of the most recent reporting period of summer 2019, which showed its lowest perceived satisfaction rating in these three areas. The majority of McCoy graduates rated their educational experience as very satisfied or satisfied, with the lowest rating also coming during the most recent reporting period of summer 2019 at 77%. McCoy graduates continue to have higher perceived satisfaction ratings on most general survey questions when compared with the general university alumni population. However, because the recent reporting period showed the lowest ratings for most of the general questions, it will be important to analyze the results on future periods to ensure this does not become a trend.

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.