

**Graduating Senior Survey Comparative Results 2015-2019**

Prepared by the McCoy College Assurance of Learning Committee:

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**Graduating Senior Survey Comparative Results 2009/10-2014/15**

## Background

The Graduating Senior Survey is sanctioned by the McCoy College Assurance of Learning Committee and administered in an online format by the Office of Institutional Research at Texas State University. The survey is provided to students 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 survey is emailed from Institutional Research under a cover letter from the McCoy College Associate Dean for Undergraduate Programs and reminders are sent by professors teaching various sections and the Institutional Research staff. Although the survey is offered to all students in every section at all locations during the fall and spring semesters, individual students may elect not to complete the survey.

In addition to general classification questions, the survey attempts to determine student overall satisfaction with University “common core” courses, McCoy College core courses, courses in the students’ major, and satisfaction with support services offered by the University, the McCoy College and the various departments. Of interest to the Assurance of Learning committee is the primary core of the survey which attempts to measure student satisfaction with the McCoy College learning outcomes/goals and other learning outcomes/themes as specified by AACSB-International. For these survey questions, each of the learning outcomes/AACSB themes were descriptively phrased and behaviorally anchored for consistency of student interpretation, and measured on a five point scale ranging from “very satisfied” to “very dissatisfied”.

The tables prepared are from student responses from academic year 2015/16 through academic year 2018/19.

Raw data and comprehensive results are available from the Assurance of Learning committee members and from the Associate Dean for Undergraduate Programs.

Departments and faculty members reviewing these results 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 only corroborative evidence for course-embedded measures (direct assessments).

# Program-Level Learning Outcomes/Goals/AACSB Learning Outcomes/Themes.

Student perceived satisfaction with the six McCoy College BBA program-level learning outcomes/goals and learning outcomes/themes identified by AACSB-International are presented in the following table for the years 2015/16 through academic year 2018/19.

# McCoy College of Business Administration Graduating Senior Survey (BBA) - Composite

## Comparative Results Learning Outcomes/Goals/Themes 2015/16-2018/19

|  |  |
| --- | --- |
|   | **Student "Satisfaction Index" by year \*** |
| **Program Level Coverage of:** | **15/16** | **16/17** | **17/18** | **18/19** |
| Oral Communication | 93.8% | 95.4% | 99.4% | 96.6% |
| Written Communication | 96.3% | 95.4% | 97.7% | 96.3% |
| Critical Thinking Skills | 94.4% | 95.9% | 96.6% | 96.3% |
| Ethical Issues / Understanding | 96.9% | 95.4% | 96.0% | 97.0% |
| Teamwork / Interpersonal Skills | 94.4% | 92.2% | 93.2% | 97.0% |
| Information Technology | 81.3% | 85.4% | 81.9% | 89.6% |
| Global Issues | 89.4% | 90.0% | 84.2% | 92.9% |
| Analytical skills / Problem Solving | 91.9% | 92.7% | 91.5% | 94.0% |
| Leadership Skills | 94.4% | 95.4% | 94.4% | 96.6% |
| Diversity Issues | 94.4% | 92.2% | 89.8% | 94.4% |
| Reflective Thinking | 93.8% | 94.1% | 93.8% | 97.0% |
| Legal Regulatory | 90.6% | 91.3% | 87.6% | 94.5% |
| n= | 160 | 219 | 177 | 306 |
| \* Satisfaction Index = Very satisfied + Satisfied |

AACSB-International criteria does not specify a specific standard of satisfaction to evaluate results. Instead, the accrediting agency operates on the principle of “continuous improvement” in program delivery, student learning outcomes, and satisfaction with curriculum outcomes. The above tables indicate a high level of student satisfaction across learning outcomes/themes and consistency over time and by location/delivery method. An alternative to assessing results can be found in the interpretation of the Southern Association of Colleges and Schools (SACS) standards, where at least 70% of all students will meet or exceed direct (in-class) assessment standards established by teaching faculty. Even though direct assessment data and perceptual satisfaction data are not technically comparable, the satisfaction index (very satisfied + satisfied) corresponds closely to the SACS direct assessment criteria (exceeds expectations + meets expectations), and results in the above table are above the SACS minimum requirement.

# Observations/Recommendations.

1. The Assurance of Learning Committee is pleased with the level of student satisfaction consistency over multiple years.
2. The most recent data indicates that student perceptions are generally positive in all measured categories. However, there are significantly higher levels of satisfaction in four categories that are worth noting:
	1. Teamwork/Interpersonal Skills (+3.8%)
	2. Information Technology (+7.7%)
	3. Diversity issues (+4.6%)
	4. Legal/Regulatory (+6.9%)
3. Each of these issues has been an area of increased focus in the classroom across all disciplines. Committee members have met with business leaders in various industries to get their input on the skills they want in graduates they hire and have reported their findings to other faculty in each department. The improved satisfaction numbers indicate that faculty are presenting these concepts and that students are reacting favorably to them.
4. Faculty have also been encouraged to use business news about topics such as international trade, European Union discord, economic interdependence, and how Social Media connects the world to bring a sense of how concepts and theories actually affect business.
5. The greatest challenge going forward appears to be how to deliver these same concepts, values, and concerns effectively and to sustain/improve the current levels of student satisfactionin what may be an increasingly online environment because of the world-wide Corona virus impact.