

FHSU Robbins College of Business and Entrepreneurship BBA Alumni Survey 2024



March 2024

Conducted for

FHSU RCOBE BBA Alumni Survey Task Force

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To facilitate effective public policy decision-making among governmental and nonprofit entities



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Executive Summary

From January 31 – February 19, 2024, using email invitation to a Qualtrics platform online survey and with a postcard follow-up by U.S. mail, the Docking Institute’s Center for Survey Research surveyed FHSU Bachelor of Business Administration (BBA) graduates from 1983-2021 on behalf of a Robbins College of Business and Entrepreneurship BBA Task Force. Primary research objectives were to assess experiences with, perceptions of, and attitudes about the BBA program at FHSU, as well as graduates use of skills, knowledge, and networking stemming from their BBA education. The Docking Institute received a total of 159 usable completions from 3,315 who FHSU Alumni Association reports received the email, resulting in an overall response rate of 4.8%.

This summary of findings begins with global indicators of program satisfaction positioned, as a best practice, at the end of all topical questions and prior to sociodemographic questions. From this survey the Docking Institute’s independent analysis finds:

Overall Career Preparedness and Perceived Value

- Observing combined percentages of “good” and “very good” ratings, solid majorities indicate their academic program prepared them for success in their current job, 66%, and their first job, 68%.
- The vast majority, 89%, of respondents report that their expectations were at least met. 15% indicate their academic program experience was far above their expectations. 29% rate it slightly above their expectations, while 44% indicate it met expectations.
- A strong majority, 78%, report they were about the same or better prepared for their first job role after graduation relative to co-workers who attended other schools, with 12% indicating much better prepared, 16% better prepared, and 50% prepared about the same.
- Asked to compare the cost to the contribution of the degree to their professional success, almost two-thirds, 65%, rate the degree at least highly valuable (31% extremely valuable and 34% highly valuable).
- Turning to the final global indicator of academic program satisfaction, “How inclined are you to recommend the BBA program to a close friend?”, 61% indicate at least highly inclined (23% extremely inclined and 38% highly inclined).

Rating Detailed Academic Program Features and Personal Outcomes

- Combining percentages of large and extreme extent, of 13 items listed these four total to at least 50% and are the top rated contributions to career success: business communication (23% extreme extent, 43% large extent), accounting/financial-principles of accounting I (23% extreme extent, 33% large extent), accounting/financial-principles of accounting II (20% extreme extent, 30% large extent), and managerial finance (17% extreme extent, 34% large extent).

- Combining percentages of moderate, large, and extreme extent, of ten items listed these three total to at least 30% and are the top-rated business school activities contributing to career success: informal faculty contact (11% extreme, 11% large, 25% moderate), establishing a network of business contacts (9% extreme, 13% large, 23% moderate), and student organization participation (5% extreme, 10% large, and 16% moderate).
- Of 16 skills and abilities listed, over 50% rate five of them as extremely important to a successful career: ability to locate, evaluate, and use information in decision making (64%); one-on-one interpersonal skills (63%); ability to define, analyze, interpret, and solve business problems (60%); ability to apply technology (e.g. Excel) to solve business problems (59%); and written communication skills (53%).
- Of the same 16 skills and abilities, combined percentages of large and extreme extent are around 50% on these five skills/abilities being enhanced by the bachelor's degree: ability to define, analyze, interpret, and solve business problems (18% extreme extent, 35% large extent); ability to apply technology (e.g. Excel) to solve problems (17% extreme extent, 32% large extent); written communication (17% extreme extent, 32% large extent); ability to locate, evaluate, and use information in decision making (15% extreme extent, 37% large extent); and ability to work in teams (13% extreme extent, 35% large extent).
- When asked the extent to which the bachelor's degree contributed to nine dimensions that might be categorized as career readiness, these two exceed 50% combined ratings of large and extreme extent: expand career options (21% extreme extent, 32% large extent) and increase earning potential (18% extreme extent, 33% large extent).
- An open field question asked respondents "Based on your lifetime experiences since graduating with your degree, what other skills, competencies knowledge, experiences, courses, activities, or other items would you have wanted exposure to while pursuing your degree program?" Up to the first three things mentioned in a respondent's answer were coded into ten themes, with these three themes reaching double digit percentages: real-world application (19%), technology courses (14%), and internships (12%).
- Finally, the last topical item asked respondents to rate change in reputation of the university, the program, and the faculty since the respondent received their degree. Over 50% respond "don't know" to both reputation change of the program and of the faculty, while a smaller but still substantial percentage, 32%, respond "don't know" for reputation of the university. For all three items, second to the percentage responding don't know is the percentage perceiving no change. When there is a perceived change, the combined percentages responding a little bit better or much better greatly exceed the combined percentages responding a little worse or much worse.

Methods

The Fort Hays State University (FHSU) Robbins College of Business and Entrepreneurship (RCOBE) commissioned the Docking Institute of Public Affairs (Institute) to survey BBA alumni. In addition to survey construction, programming, and fielding the online survey, Docking Institute was responsible for data management, cleaning, analysis, and authoring a descriptive report heavy on color charting of results.

Primary research objectives of the survey were to assess experiences with, perceptions of, and attitudes about the BBA program at FHSU, as well as graduates use of skills, knowledge, and networking stemming from their BBA education. The Task Force representing RCOBE provided a draft of survey questions. The Docking Institute collaborated iteratively with the Task Force to arrive at the final set of survey questions, which were fielded in the Qualtrics survey platform. The full questionnaire is available as Appendix 1.

FHSU Alumni Association maintains the most exhaustive and up-to-date lists of FHSU alumni email contacts. FHSU Alumni Association agreed to email the Task Force's desired targeted respondents of those graduating with a BBA between 1983 and 2021. The Docking Institute worked with FHSU Alumni Association to finalize an email invitation letter that included a hyperlink to the online questionnaire in the Qualtrics survey platform.

FHSU Alumni Association emailed the list of targeted respondents on January 31, 2024. Of 3,667 BBA alumni for which the Alumni Association has email contacts, the Alumni Association's email system reports that 3,315 received the email and 1,246 opened the invitation prior to the postcard follow-up reminder/thank you mailed to all targeted respondents on February 9, 2024. The postcard offered both a QR code and a URL for linking to the Qualtrics questionnaire. The postcard specified that the survey would close at day's end on February 15. Given the low response rate, Docking Institute left the Qualtrics questionnaire open until the start of data cleaning and collection on February 19.

Allowing a couple days lag time from that postcard mailing, all completions after February 11 are assumed to have been nudged by the postcard. Prior to February 12, 88 completions were logged and another 71 were logged on February 12 or after. These 159 completions result in an overall response rate of 4.8% (159/3,315).

For open-ended questions that yielded sufficient response, themes were coded and are reported herein. An anonymized set of open-ended responses is provided in Appendix 2. Finally, this report provides a breakdown of response for all substantive topic questions by sociodemographic characteristics of respondents in Appendix 3.

Curricular Contribution to Career Success

To what extent have the following curricular disciplines contributed to your career success?

Charts organized by percentage choosing “extreme extent.”

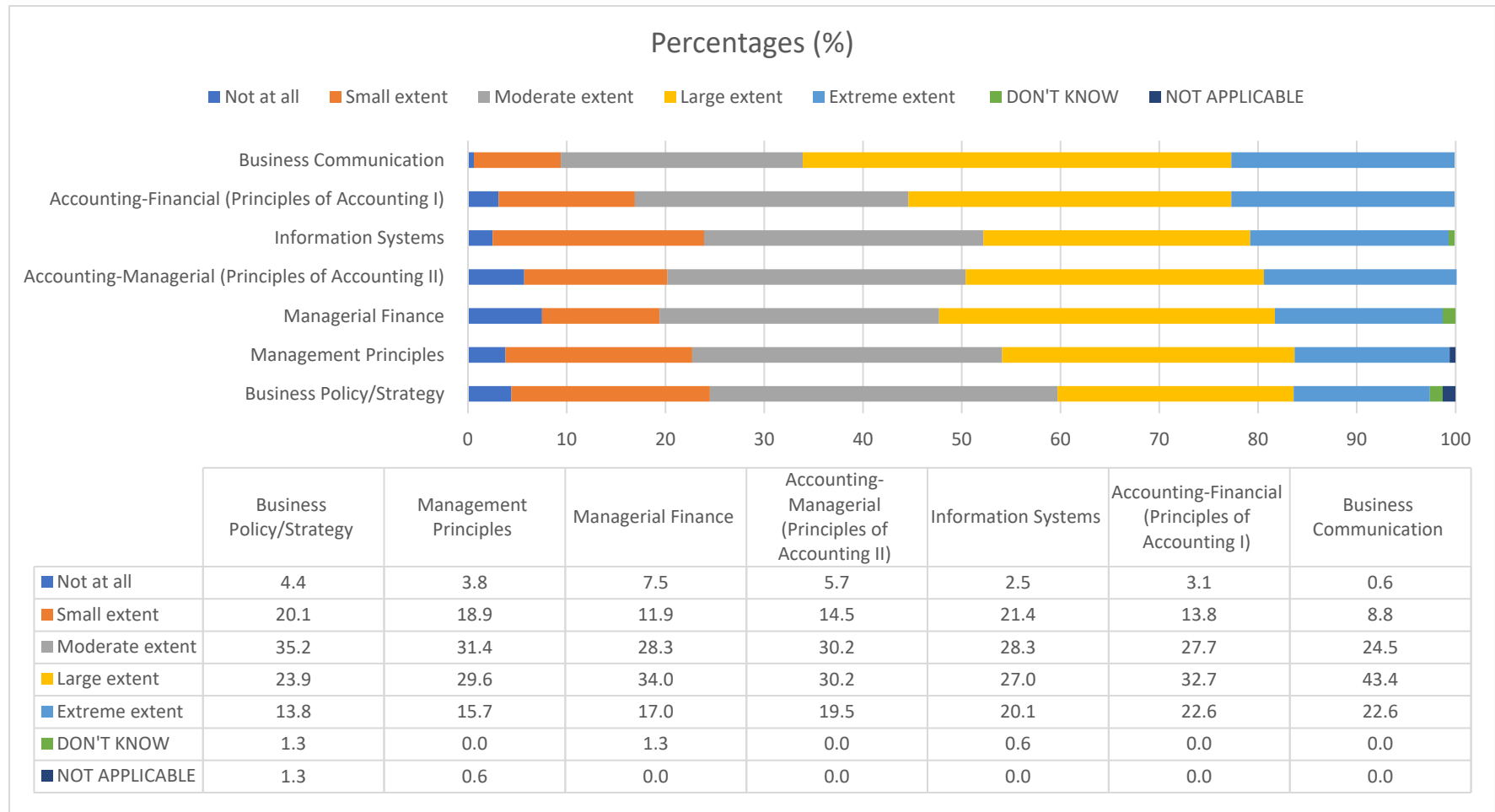


FIGURE 1. CURRICULAR CONTRIBUTION TO CAREER SUCCESS

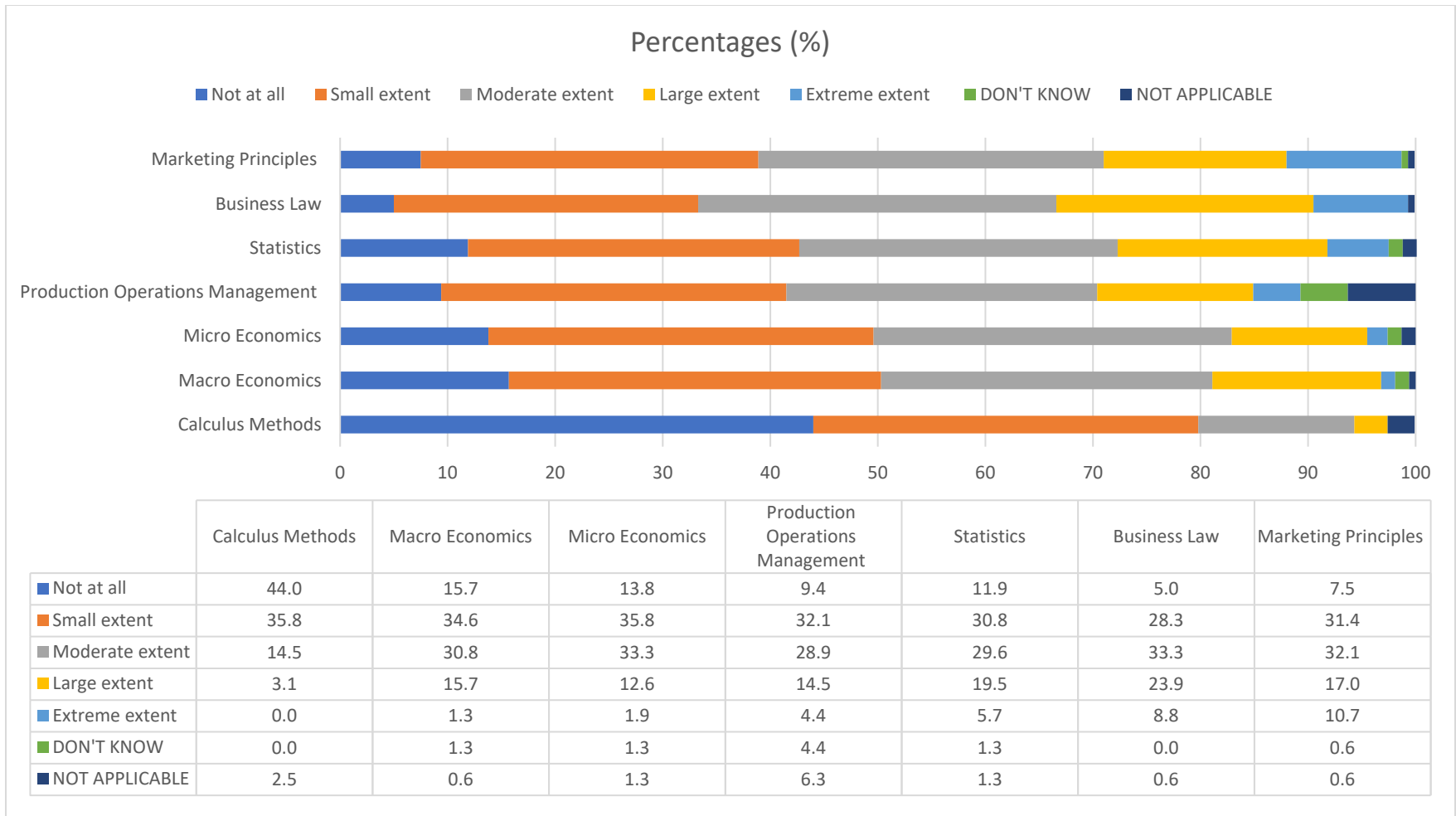


FIGURE 2. CURRICULAR CONTRIBUTION TO CAREER SUCCESS (CONTINUED)

Business School Activity Contribution to Success

To what extent have the following business school activities contributed to your success?

Chart organized by percentage choosing “moderate extent.”

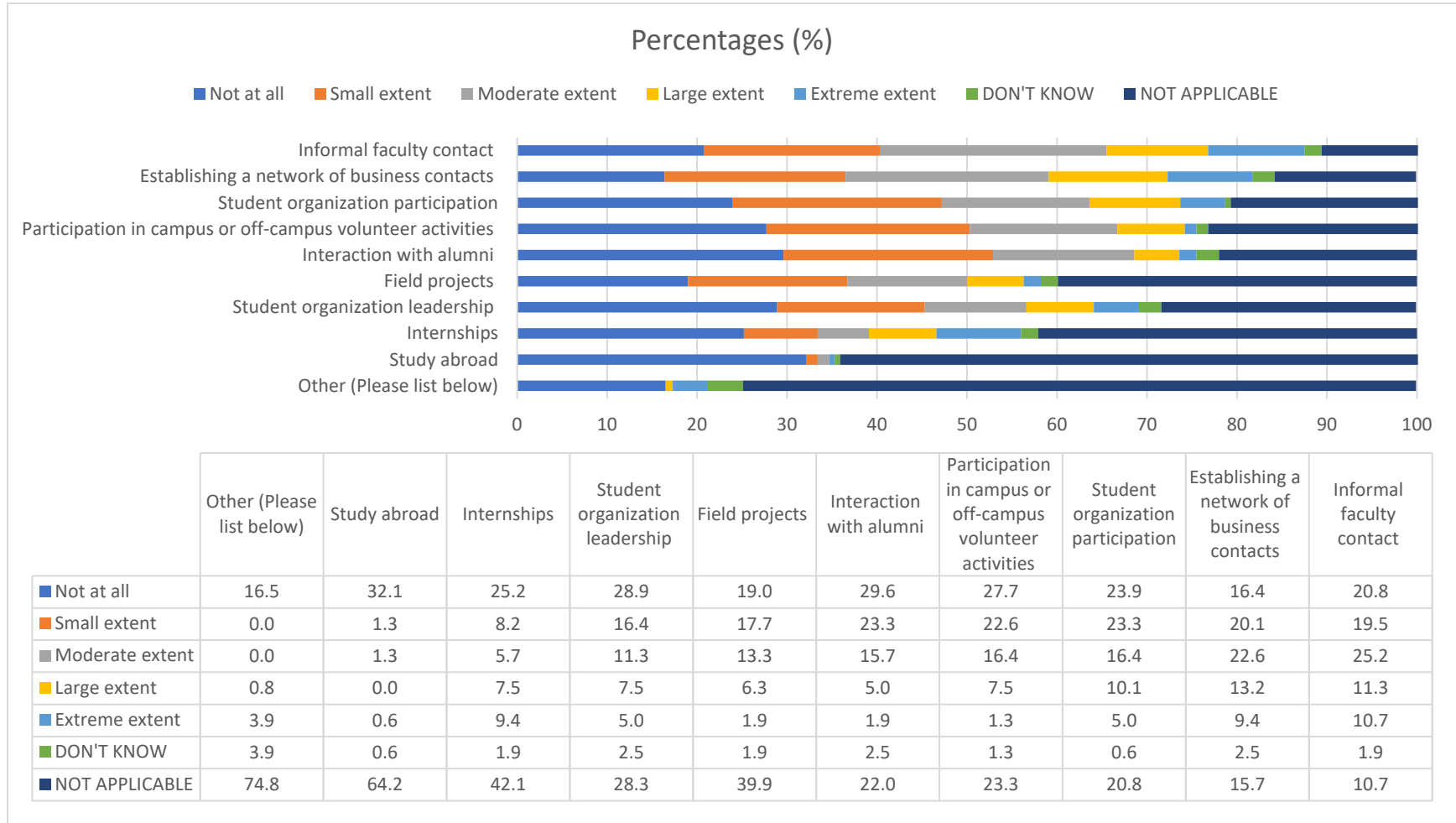


FIGURE 3. BUSINESS SCHOOL ACTIVITY’S CONTRIBUTION TO SUCCESS

Rating Importance of Select Skills and Abilities to Career

Provided below is a list of skills and abilities. You will first be asked your opinion on how important each is to a successful career. Then, you will be asked the extent to which your bachelor's degree from the College enhanced these skills and abilities.

Charts organized by percentage choosing “extremely important.”

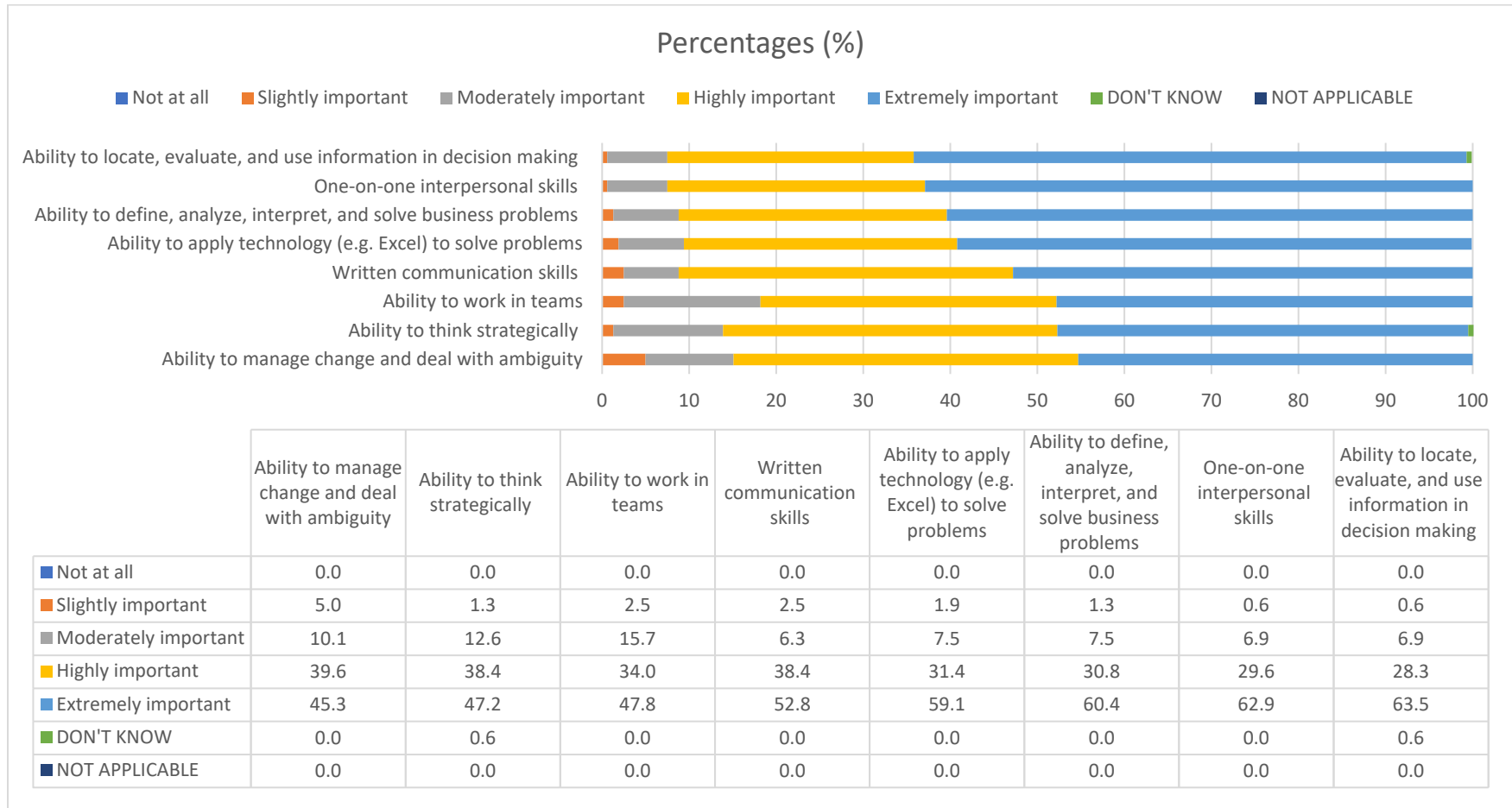


FIGURE 4. IMPORTANCE OF SKILL/ACTIVITY TO CAREER

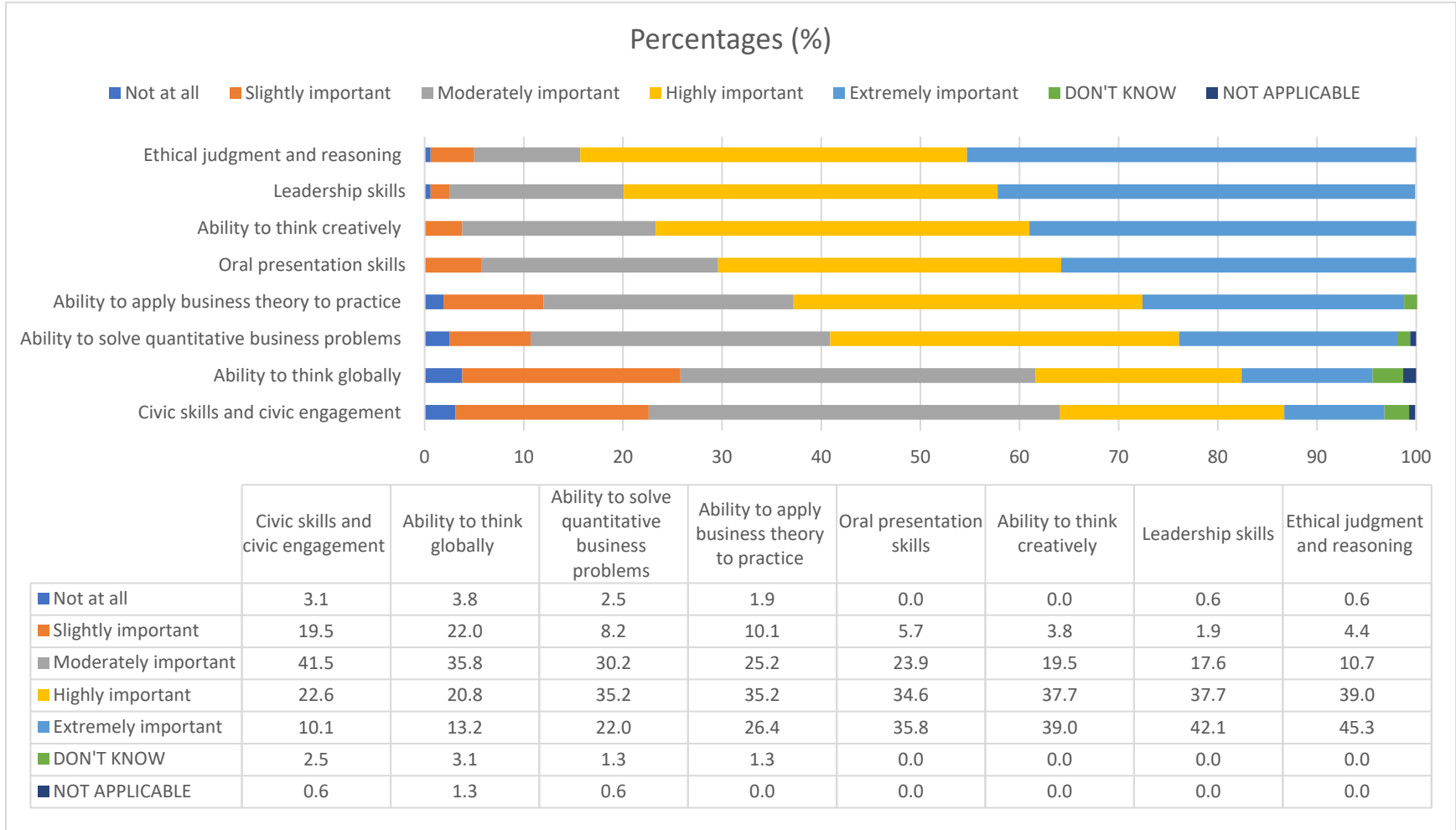


FIGURE 5. IMPORTANCE OF SKILL/ACTIVITY TO CAREER (CONTINUED)

Extent to Which Bachelor’s Degree Contributed to Select Skills and Abilities

Recalling the skills and abilities you just rated as to their importance, to what extent did your bachelor's degree enhance these skills and abilities?

Charts organized by percentage choosing “extreme extent.”

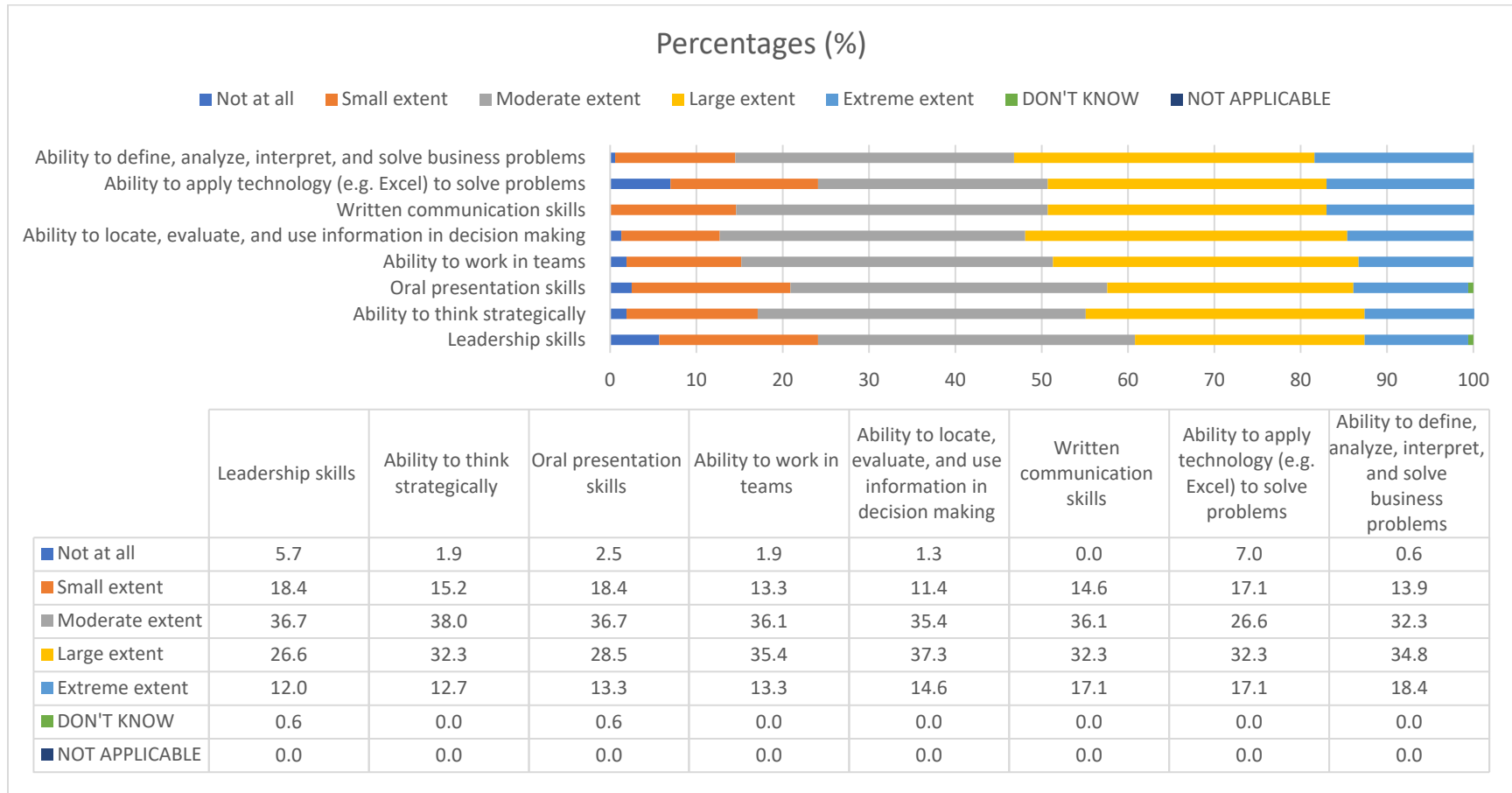


FIGURE 6. BACHELOR’S DEGREE CONTRIBUTED TO SKILL/ABILITY

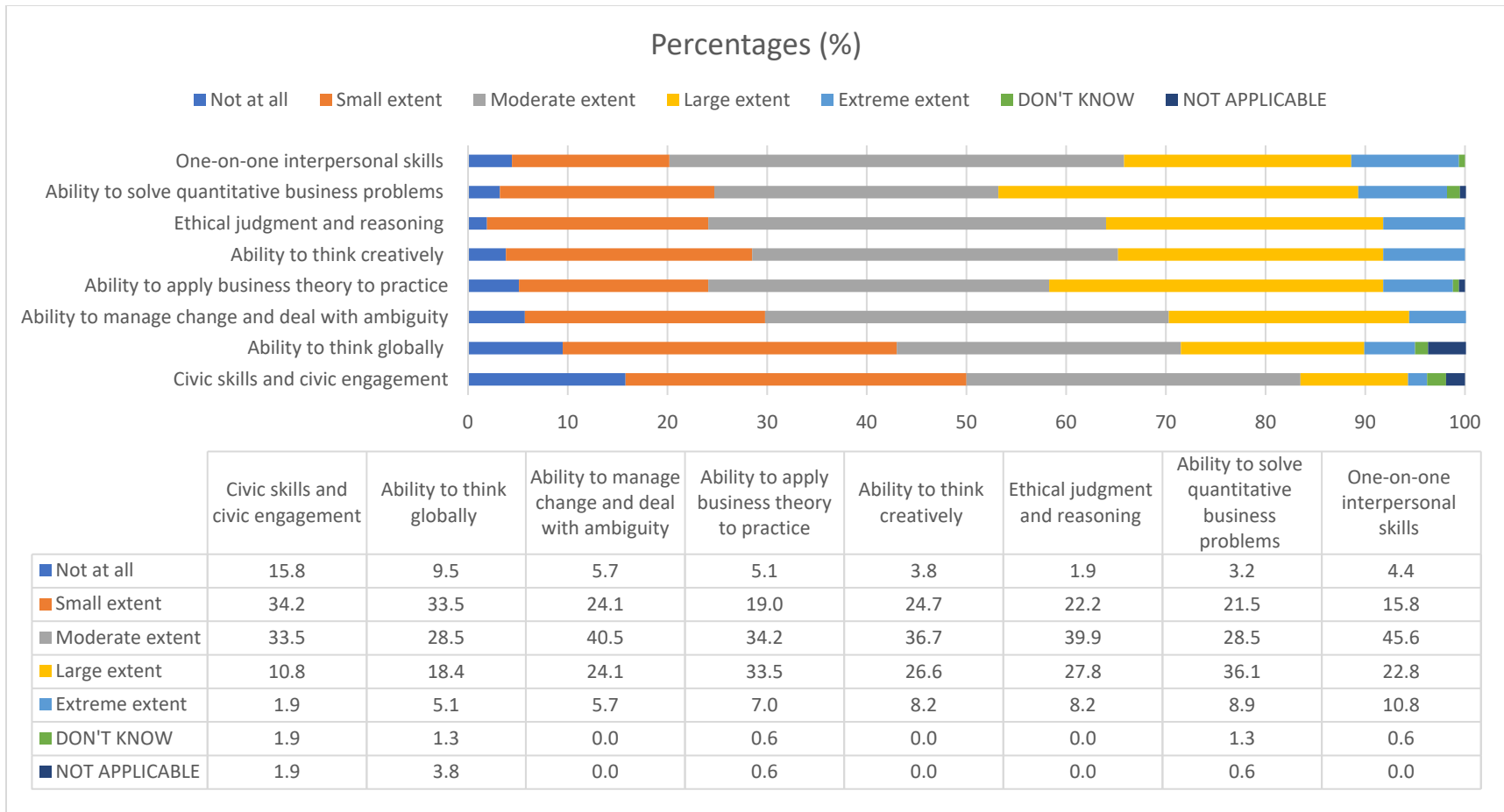


FIGURE 7. BACHELOR'S DEGREE CONTRIBUTED TO SKILL/ABILITY (CONTINUED)

Extent to Which Bachelor's Degree Contributed to Career Readiness

To what extent did your bachelor's degree?

Chart organized by percentage choosing "extreme extent."

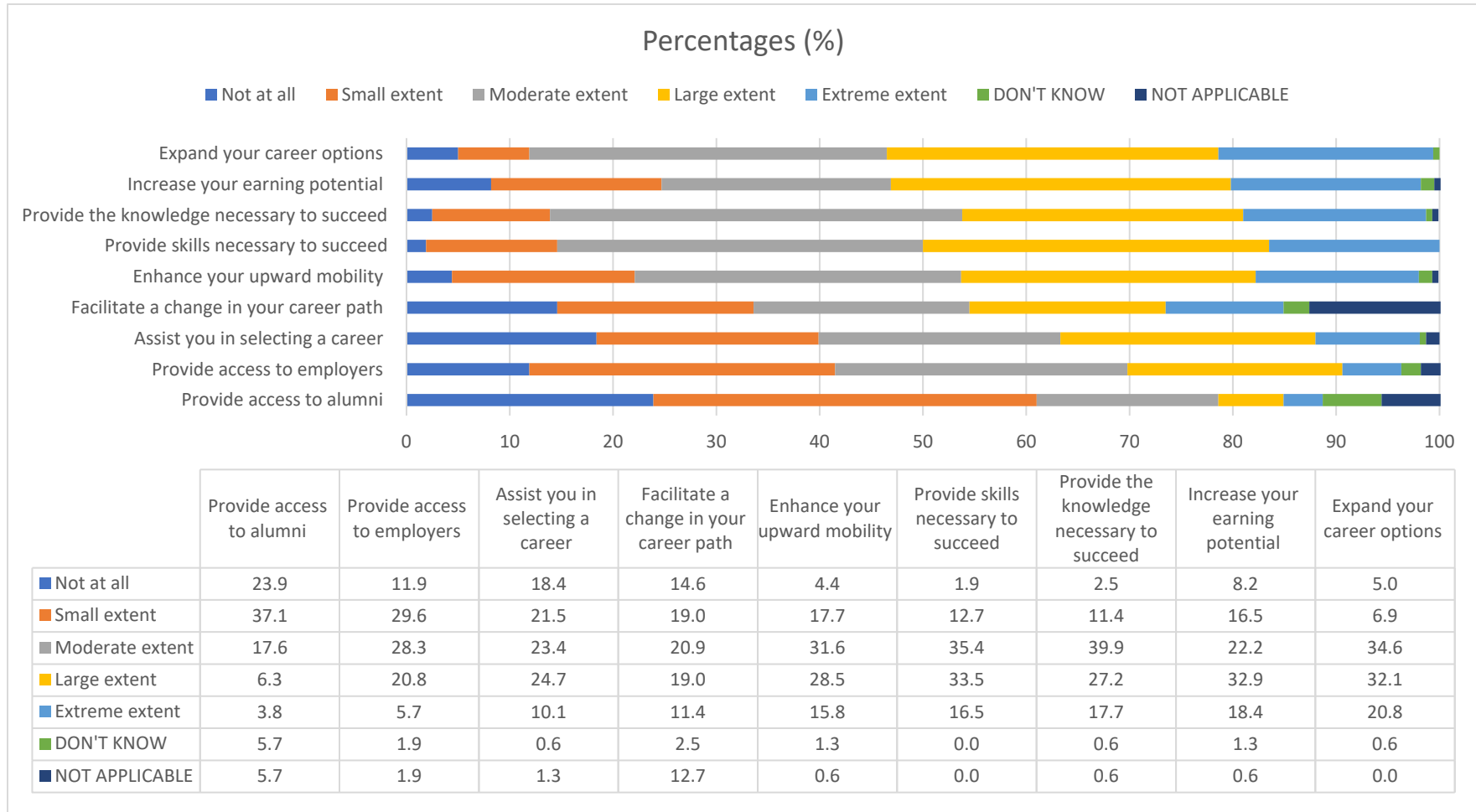


FIGURE 8. EXTENT TO WHICH BACHELOR'S DEGREE...

Overall Career Preparedness and Perceived Value

Global career preparedness/value questions were located at the end of the topical lines of questioning and prior to the sociodemographic questions.

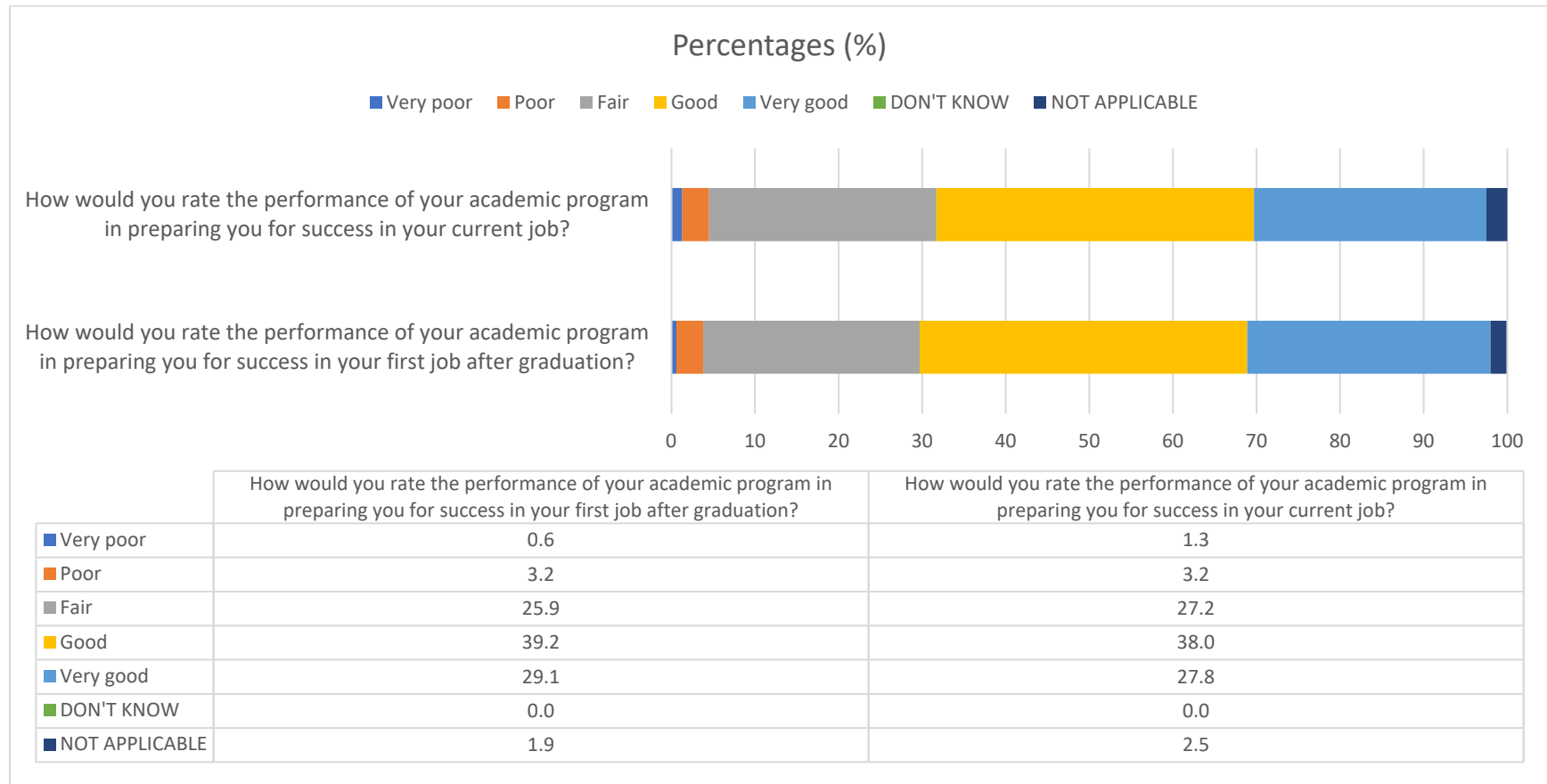


FIGURE 9. PREPAREDNESS FOR CURRENT JOB AND FIRST JOB SUCCESS

To what extent did your bachelor's degree educational experience meet your expectations?

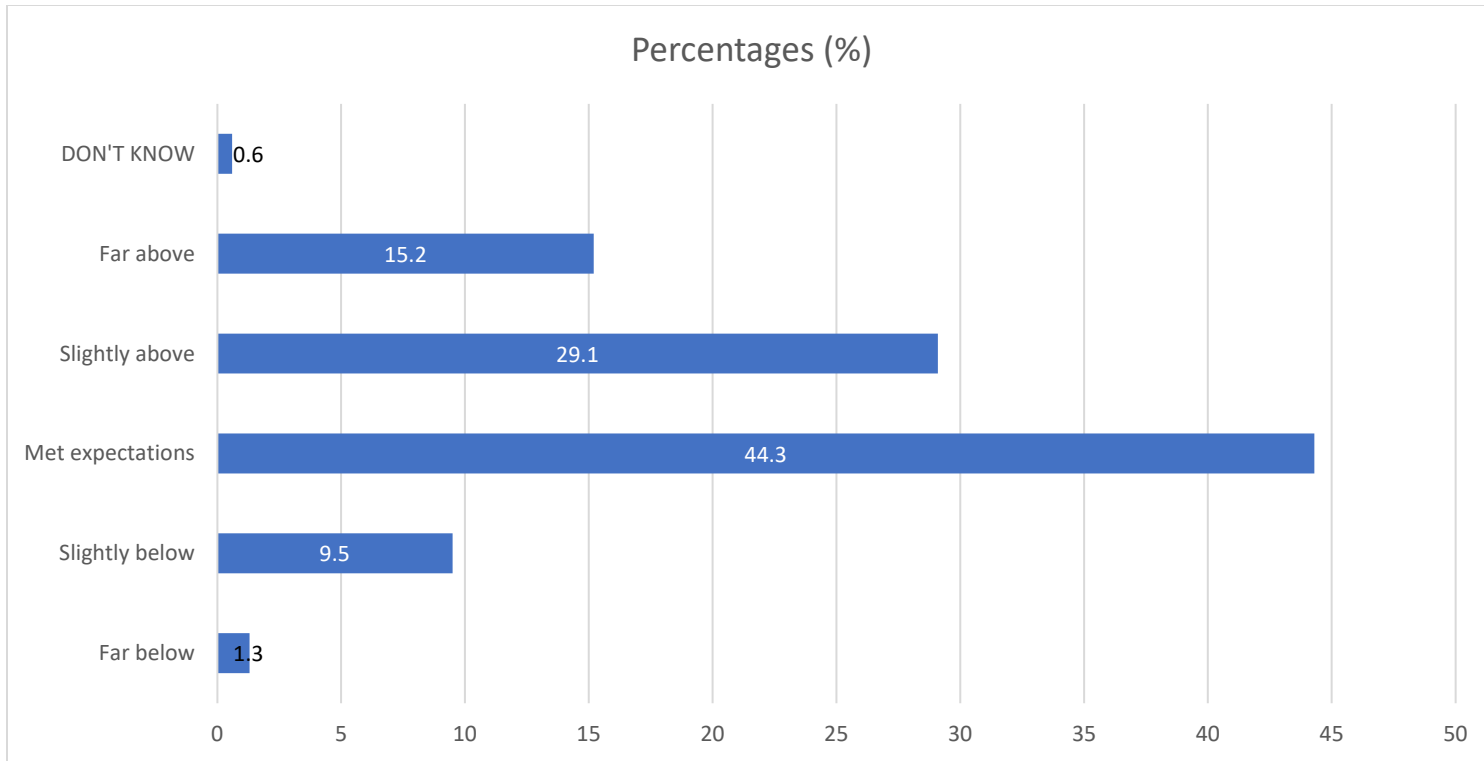


FIGURE 10. EXTENT TO WHICH BACHELOR'S DEGREE MET EXPECTATIONS

When thinking about your first role after graduation, how prepared for success were you when compared to co-workers who attended other business schools other than FHSU?

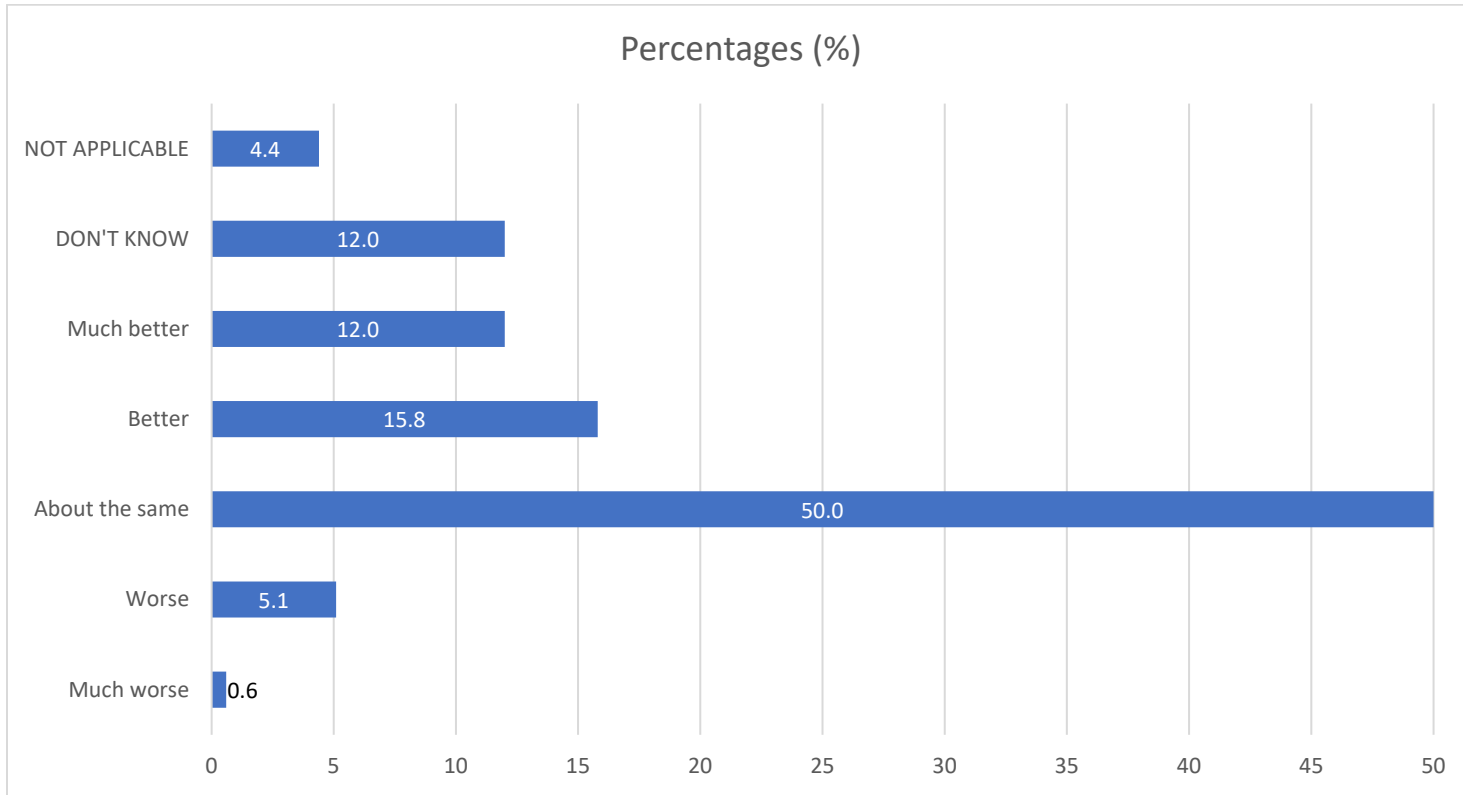


FIGURE 11. PREPAREDNESS RELATIVE TO CO-WORKERS FROM OTHER SCHOOLS

Those answering “Much better” or “Better” (n=44) in Figure 11 were asked to indicate ways in which they felt better prepared. Those open field responses were coded into themes shown in Figure 12. Up to the first three things mentioned in a respondent’s answer were coded. The percentages in the chart are of the total 52 mentions coded.

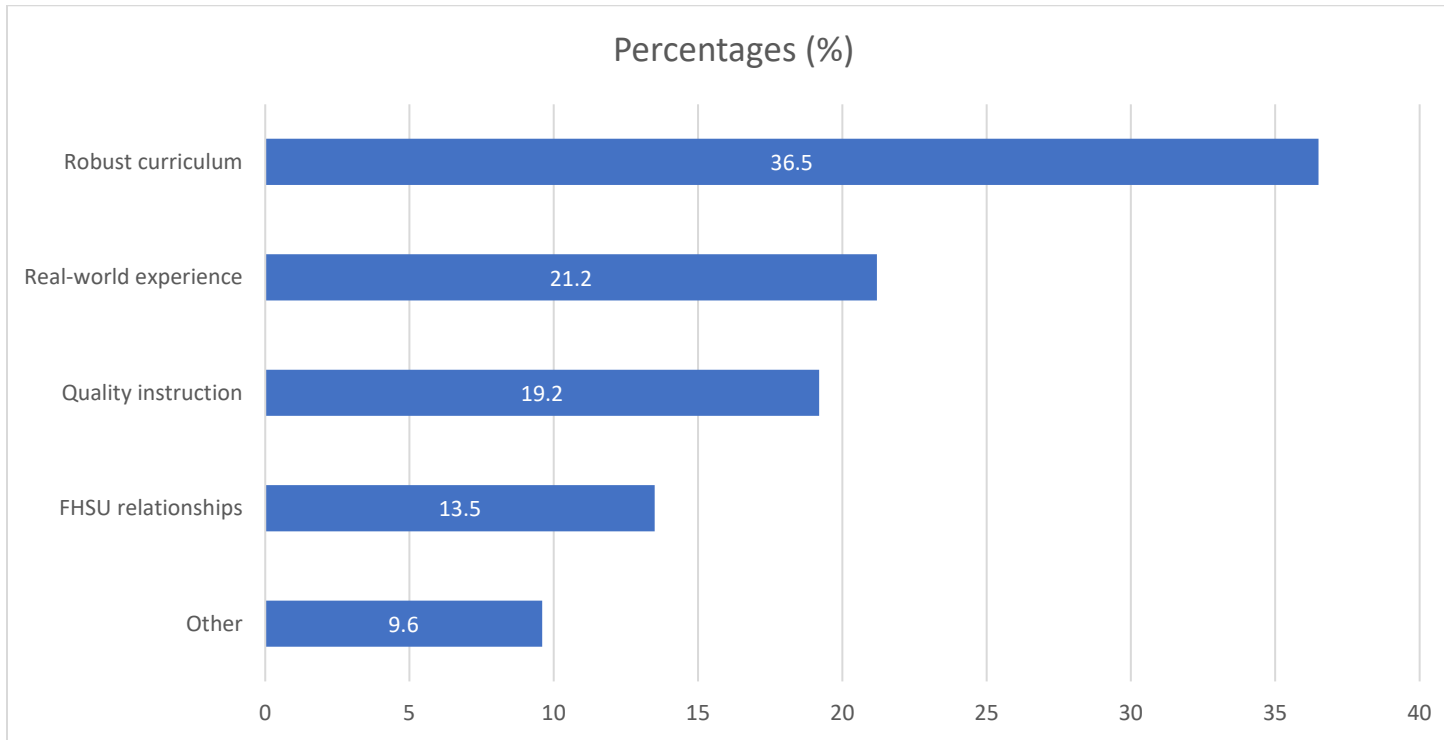


FIGURE 12. THEMES IN HOW RESPONDENTS FELT MUCH BETTER OR BETTER PREPARED THAN CO-WORKERS FROM OTHER SCHOOLS (N=52 TOTAL MENTIONS)

Those answering “Much worse” or “Worse” (n=9) in Figure 11 were asked to indicate ways in which they felt better prepared. Those open field responses were coded into themes shown in Figure 12. Up to the first three things mentioned in a respondent’s answer were coded.

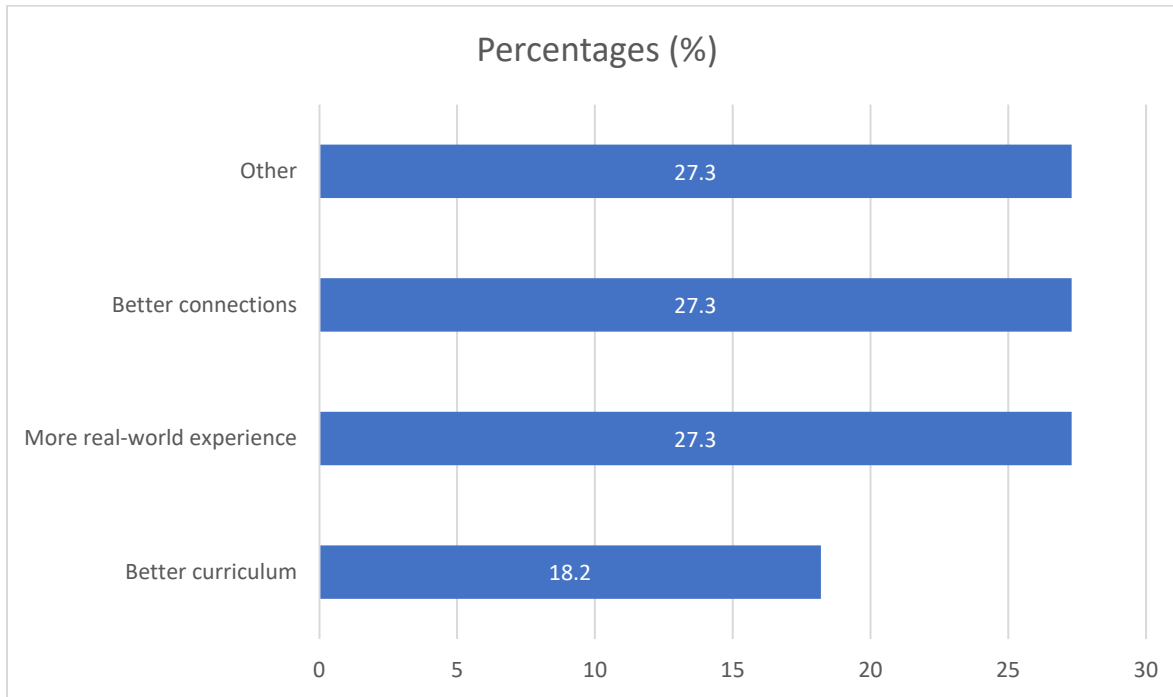


FIGURE 13. THEMES IN HOW RESPONDENTS FELT MUCH WORSE OR WORSE (N=11) PREPARED THAN CO-WORKERS FROM OTHER SCHOOLS

When you compare the cost (time, expense, effort, and lost income) to the contribution (promotions, mobility) the degree has made to your success as a professional, how do you rate its overall value?

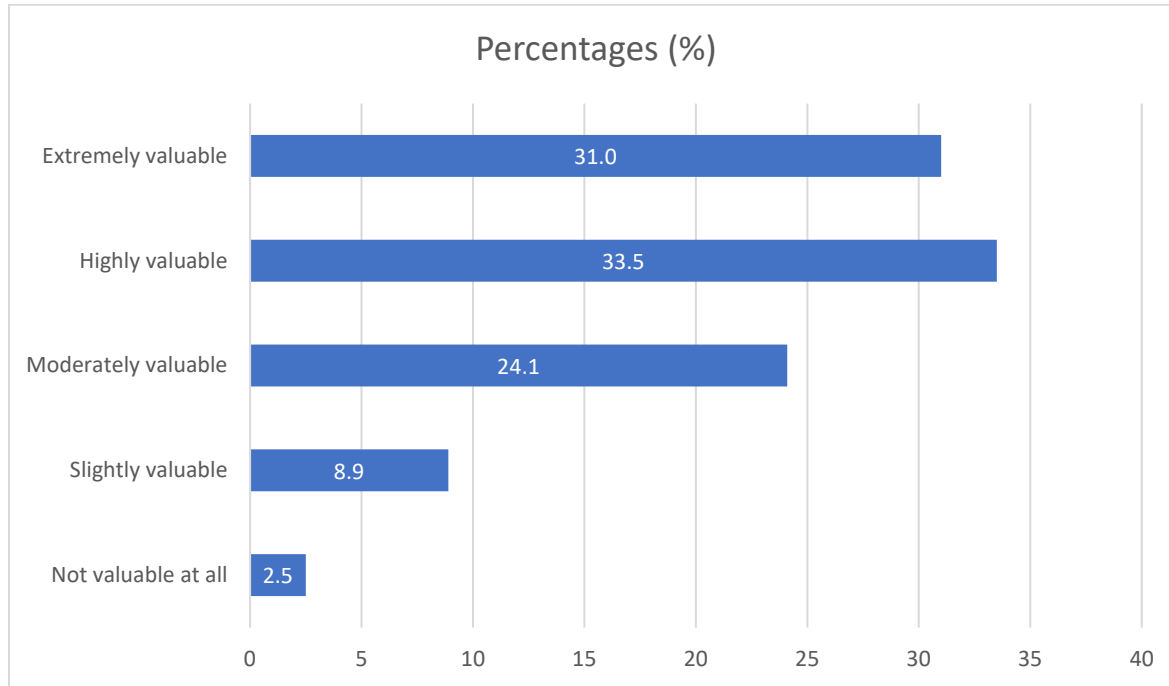


FIGURE 14. PERCEIVED NET VALUE OF ACADEMIC DEGREE

How inclined are you to recommend your BBA program to a close friend?

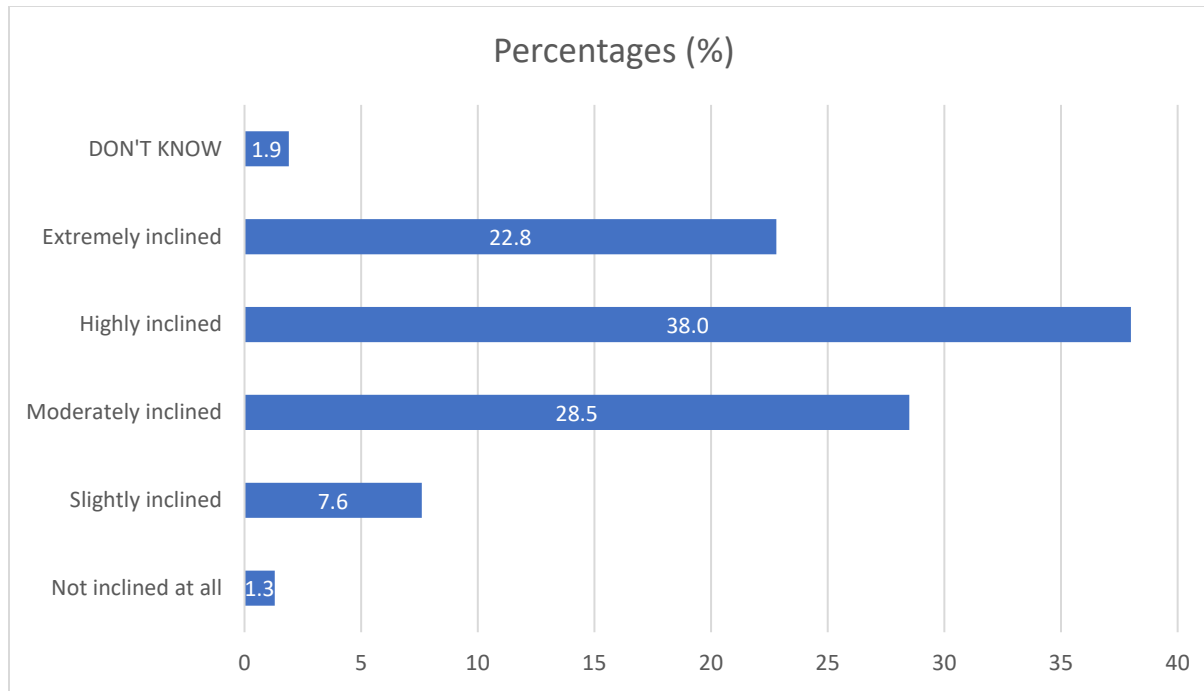


FIGURE 15. INCLINATION TO RECOMMEND BBA PROGRAM

Based on your lifetime experiences since graduating with your degree, what other skills, competencies, knowledge, experiences, courses, activities, or other items would you have wanted exposure to while pursuing your degree program?

Themes in responses to the above question are charted Figure 16. Up to the first three things mentioned in a respondent’s answer were coded. The percentages in the chart are of the total 157 mentions coded.

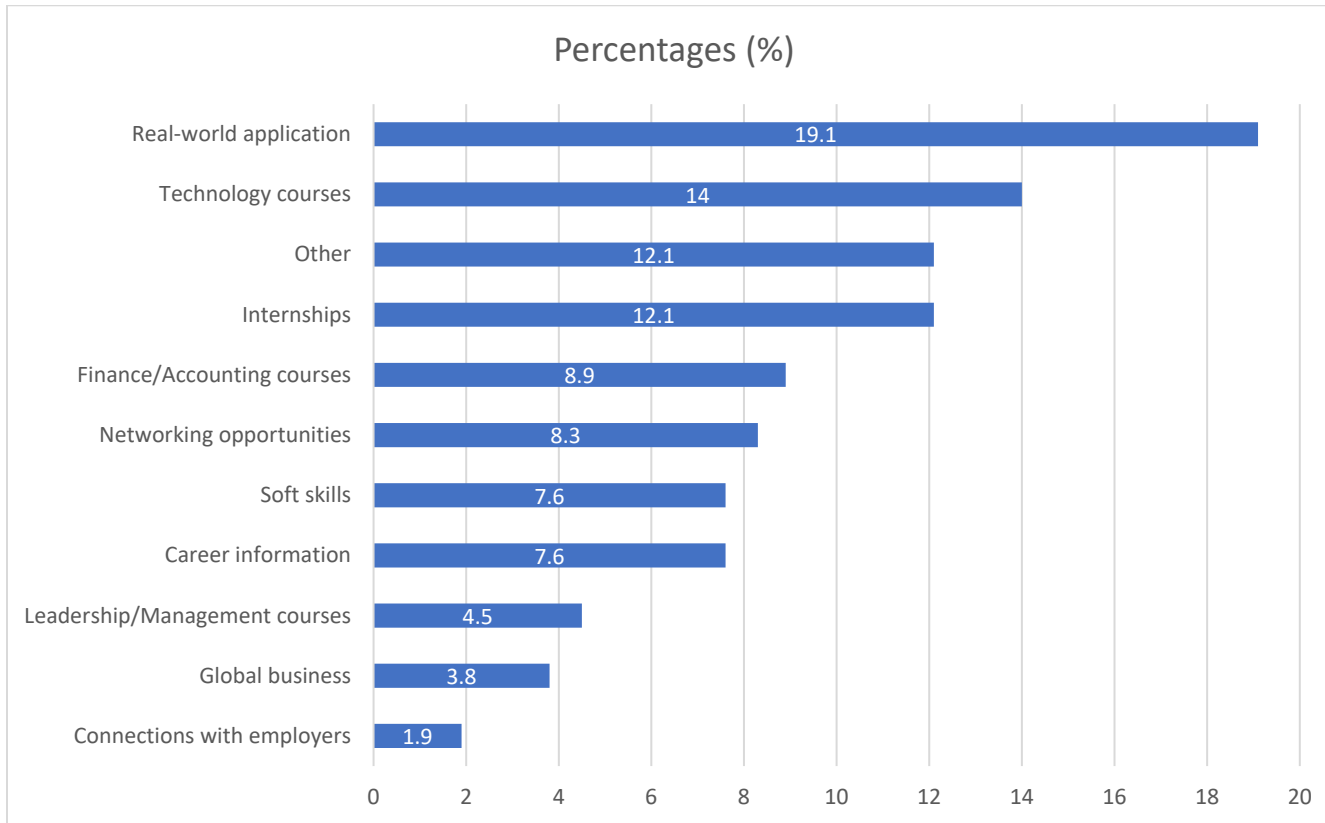


FIGURE 16. THEMES IN OTHER ITEMS RESPONDENT WISHES THEY HAD BEEN EXPOSED TO IN THEIR FHSU DEGREE PROGRAM (N=157 TOTAL MENTIONS)

Perceived Changes in Reputation Since Graduating

In comparison to when you received your degree, how has the quality of the program changed on the following dimensions?

Chart organized by percentage choosing “much better.”

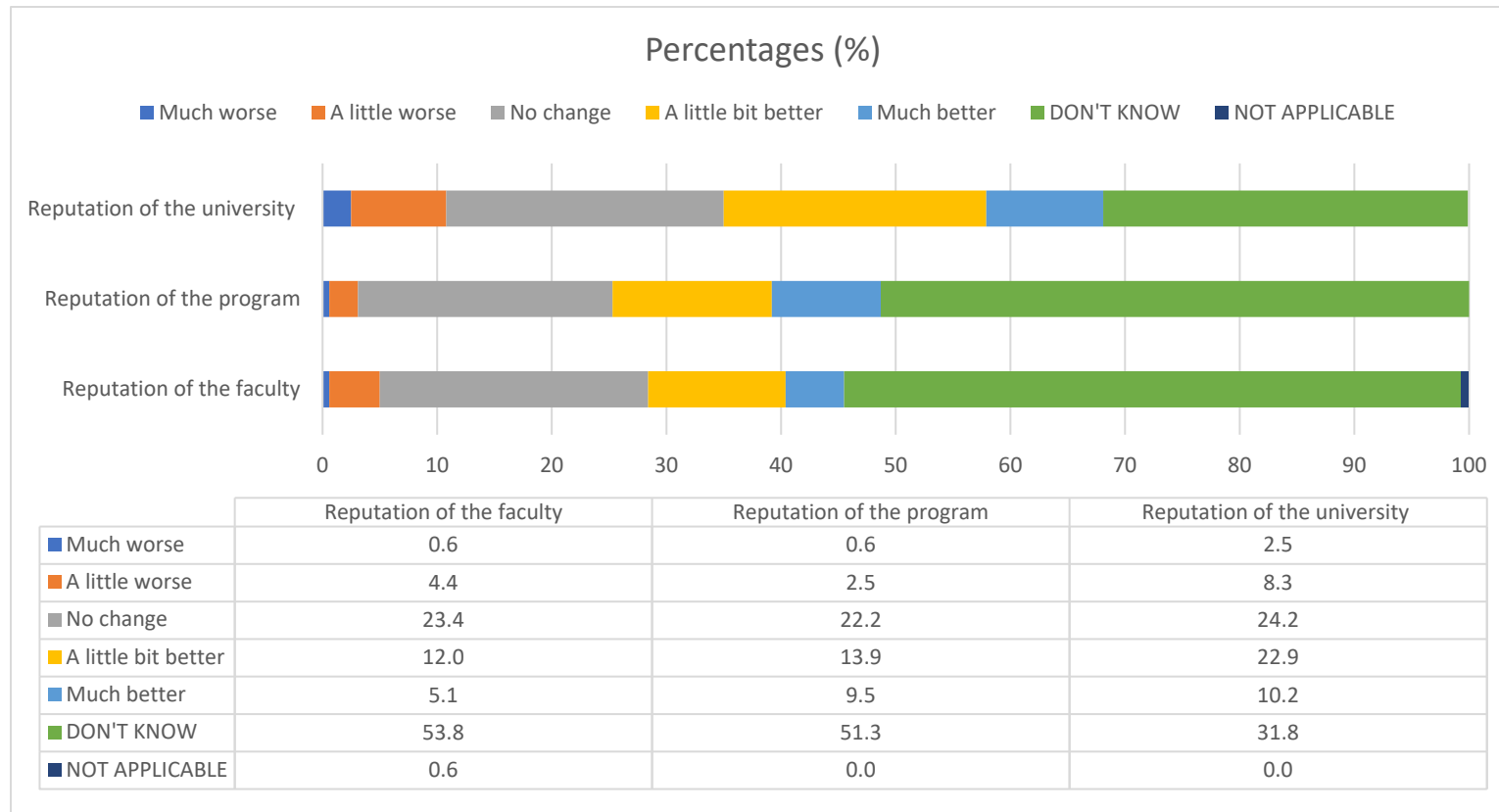


FIGURE 17. PERCEIVED REPUTATION CHANGE SINCE GRADUATING

Sociodemographics of Respondents

Note: Zip code of respondents is not graphed. 18% of respondents report 67601 as their current zip code. No greater than 1.9% reported living in any other single zip code.

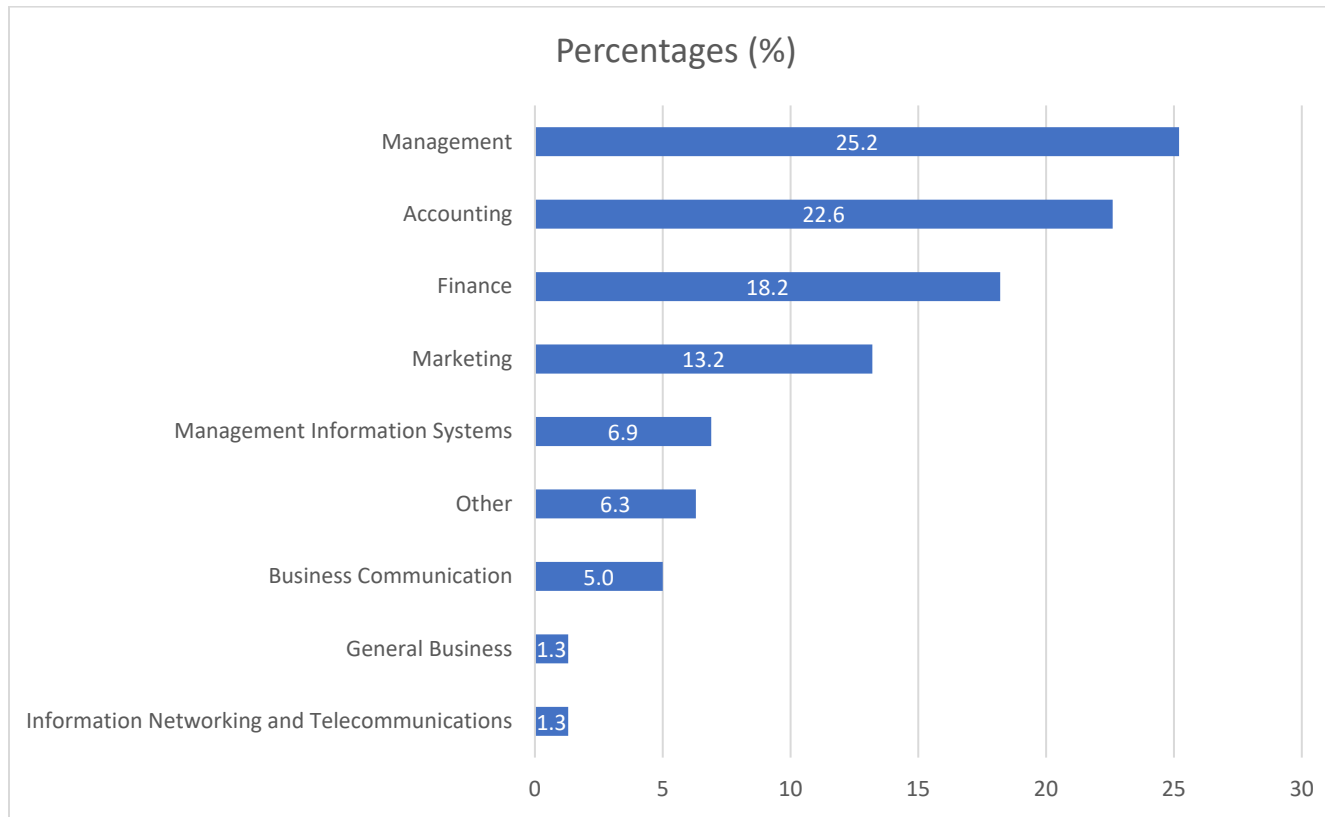


FIGURE 18. PRIMARY ACADEMIC MAJOR (EMPHASIS) IN THE DEGREE PROGRAM

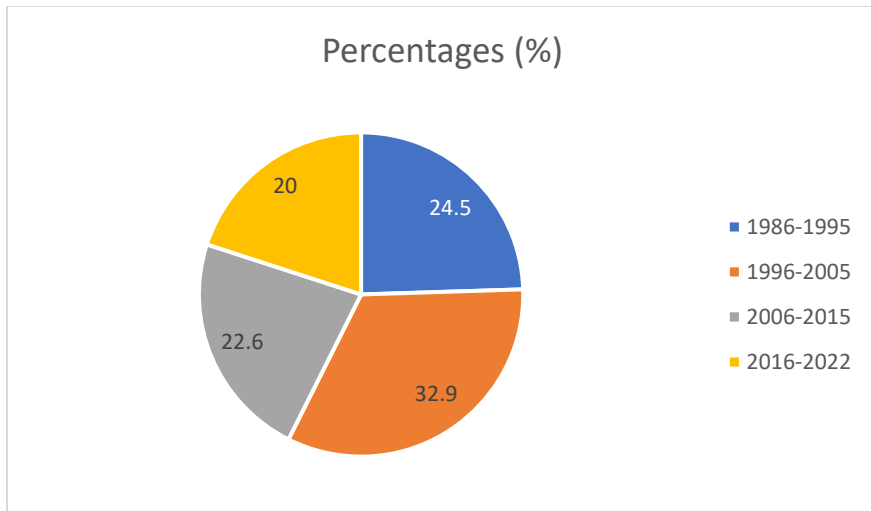


FIGURE 19. YEAR GRADUATED COLLAPSED INTO CATEGORIES (MEDIAN = 2003; MEAN = 2004)

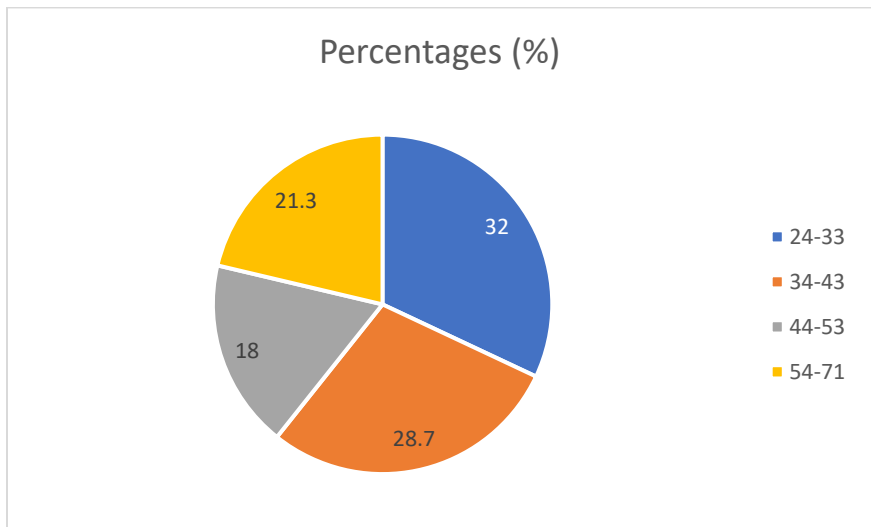


FIGURE 20. CURRENT AGE OF RESPONDENT COLLAPSED INTO CATEGORIES (MEDIAN = 44; MEAN = 44)

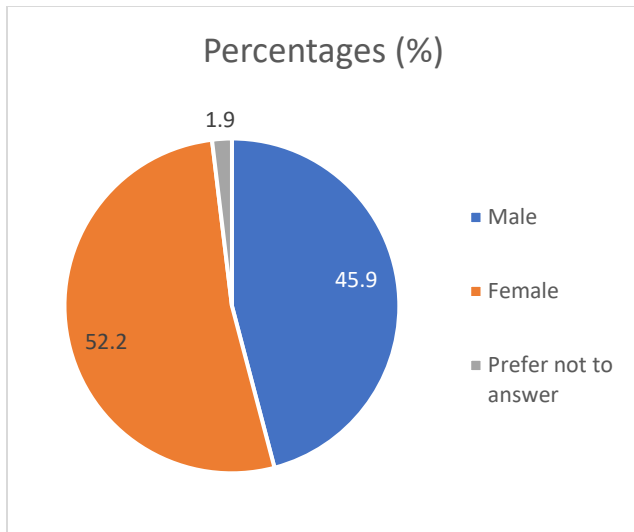


FIGURE 21. GENDER

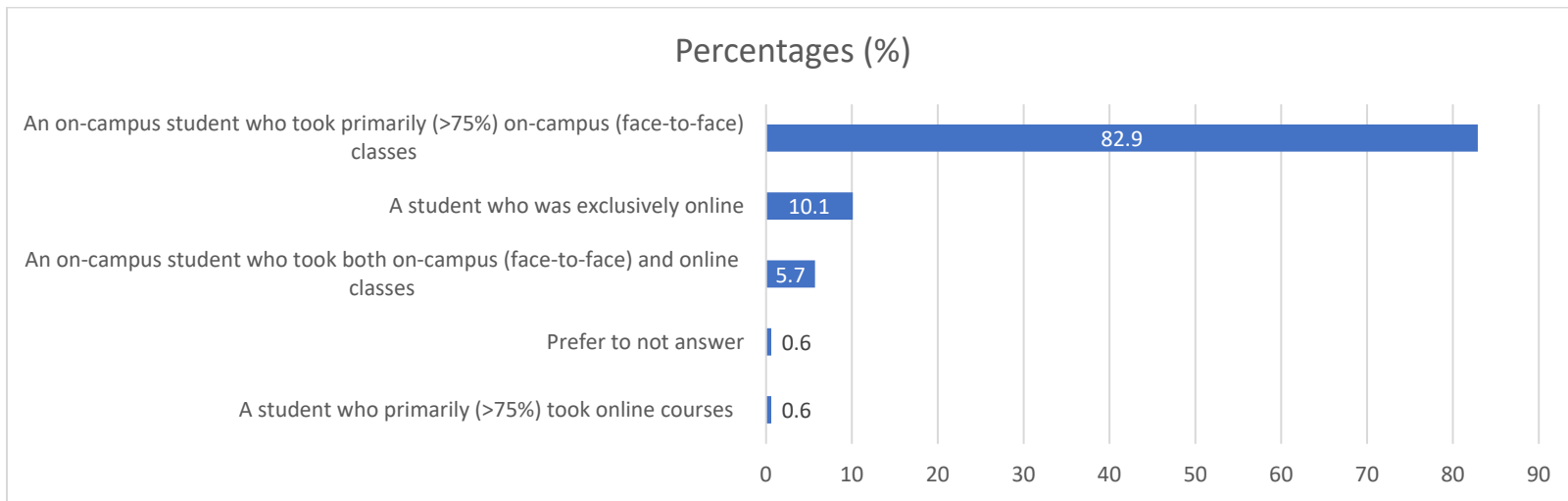


FIGURE 22. LEARNING MODALITY USED DURING DEGREE PROGRAM

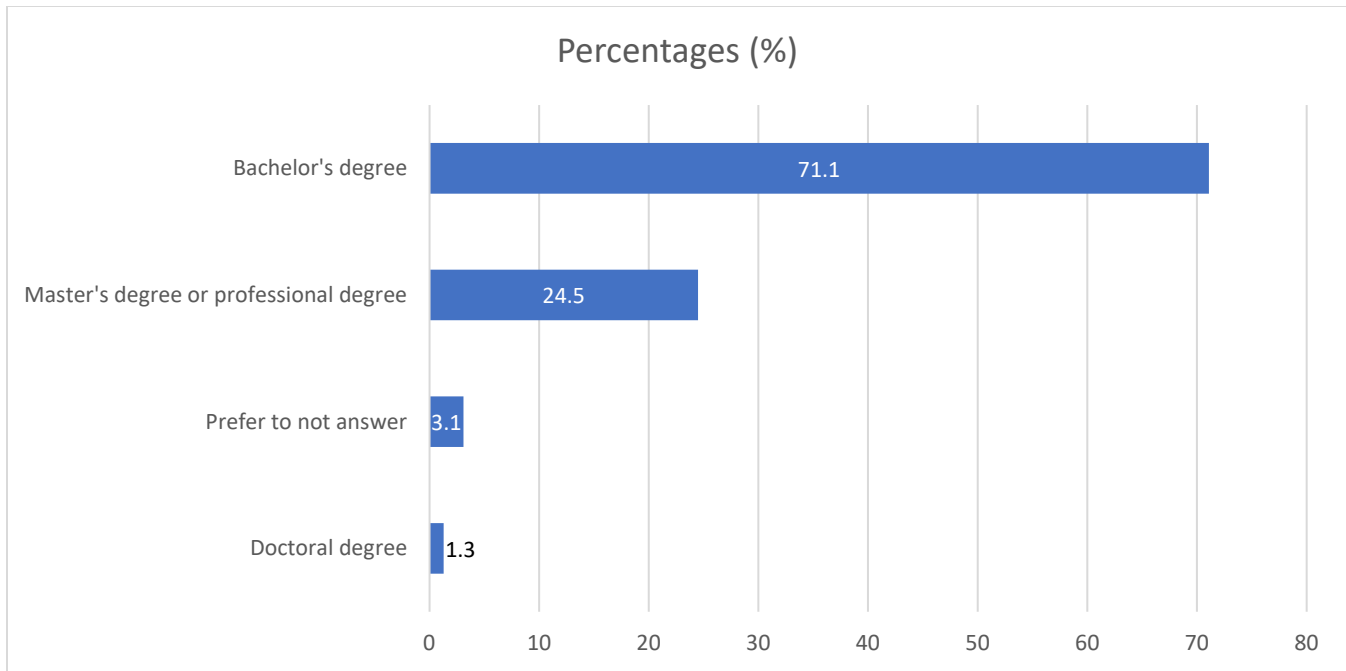


FIGURE 23. HIGHEST LEVEL OF EDUCATION COMPLETED

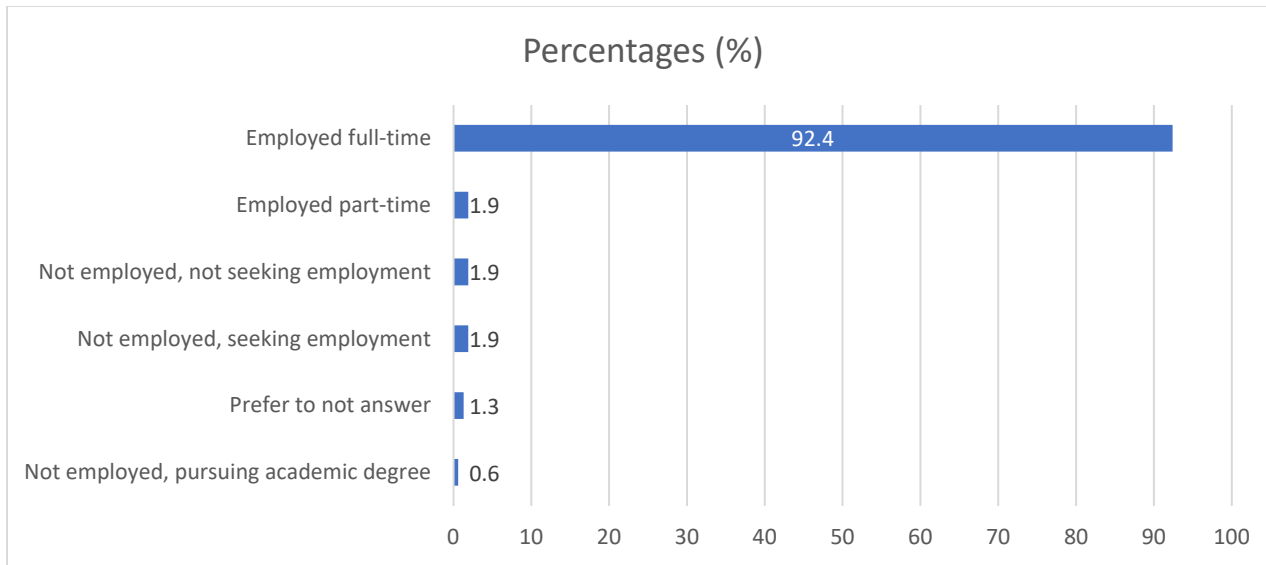


FIGURE 24. EMPLOYMENT STATUS

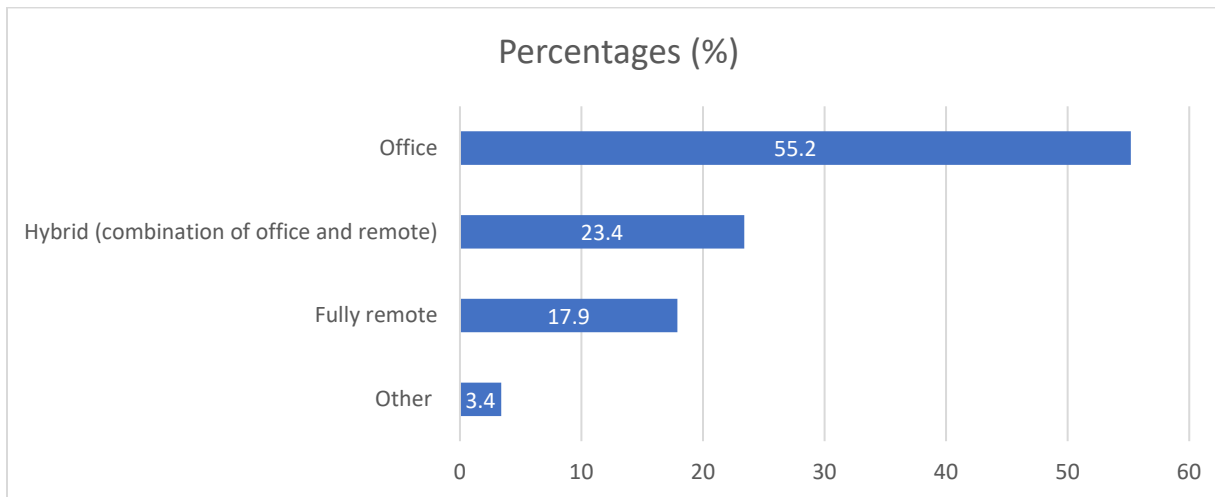


FIGURE 25. WORK ARRANGEMENT

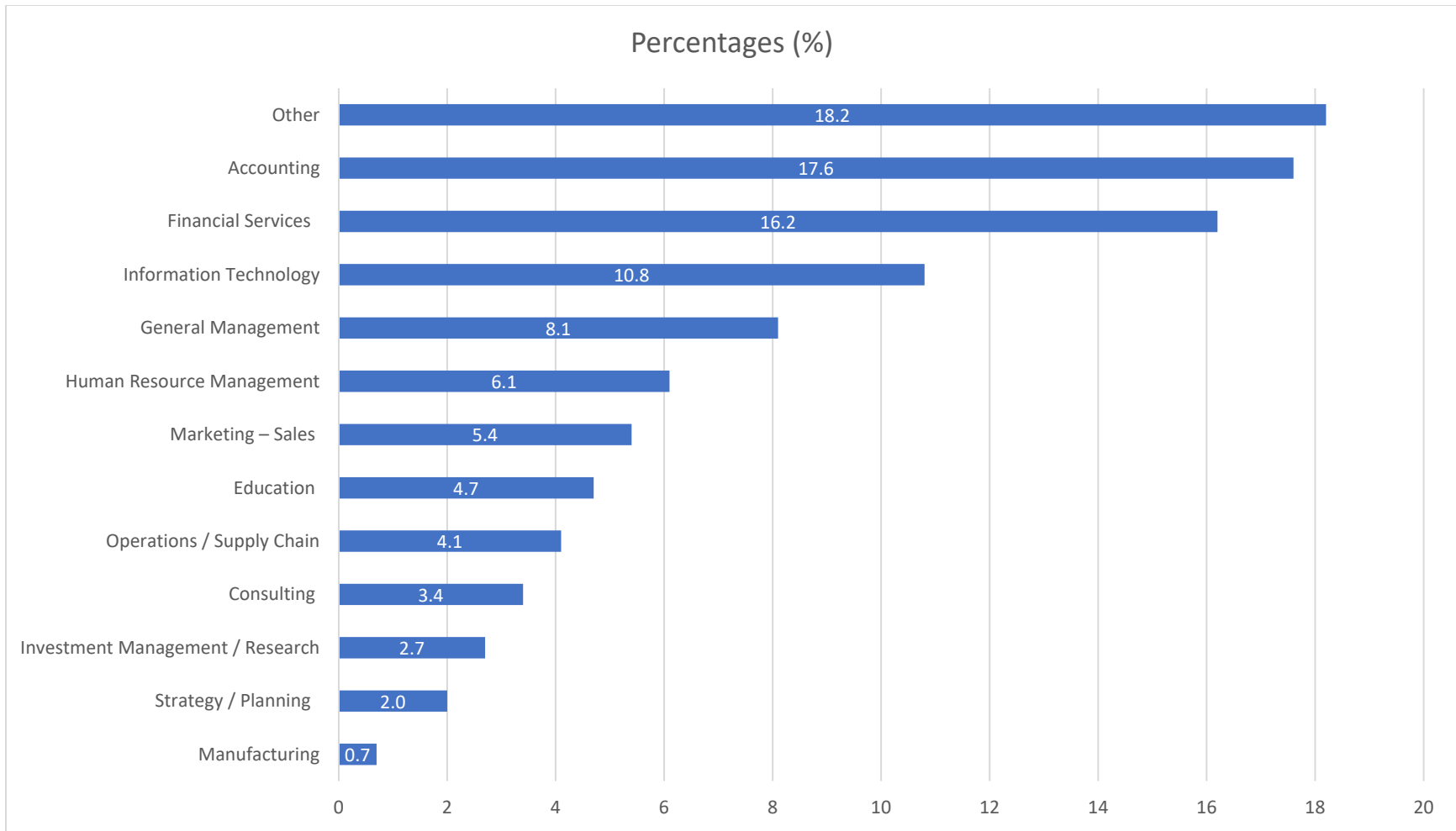


FIGURE 26. BEST MATCH FROM LIST “CURRENT POSITION – TYPE OF FUNCTION”

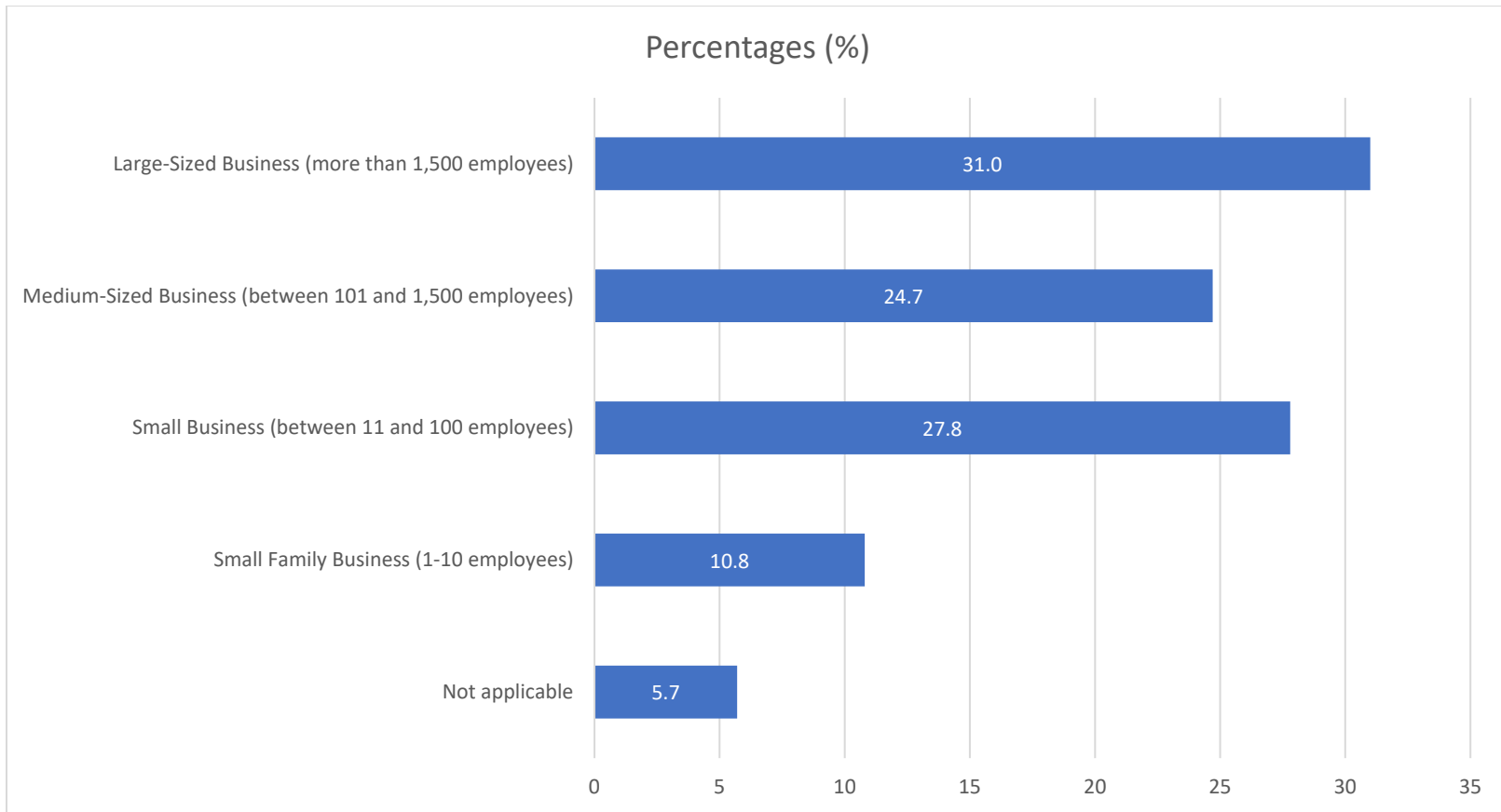


FIGURE 27. SIZE OF ORGANIZATION WHERE CURRENTLY EMPLOYED

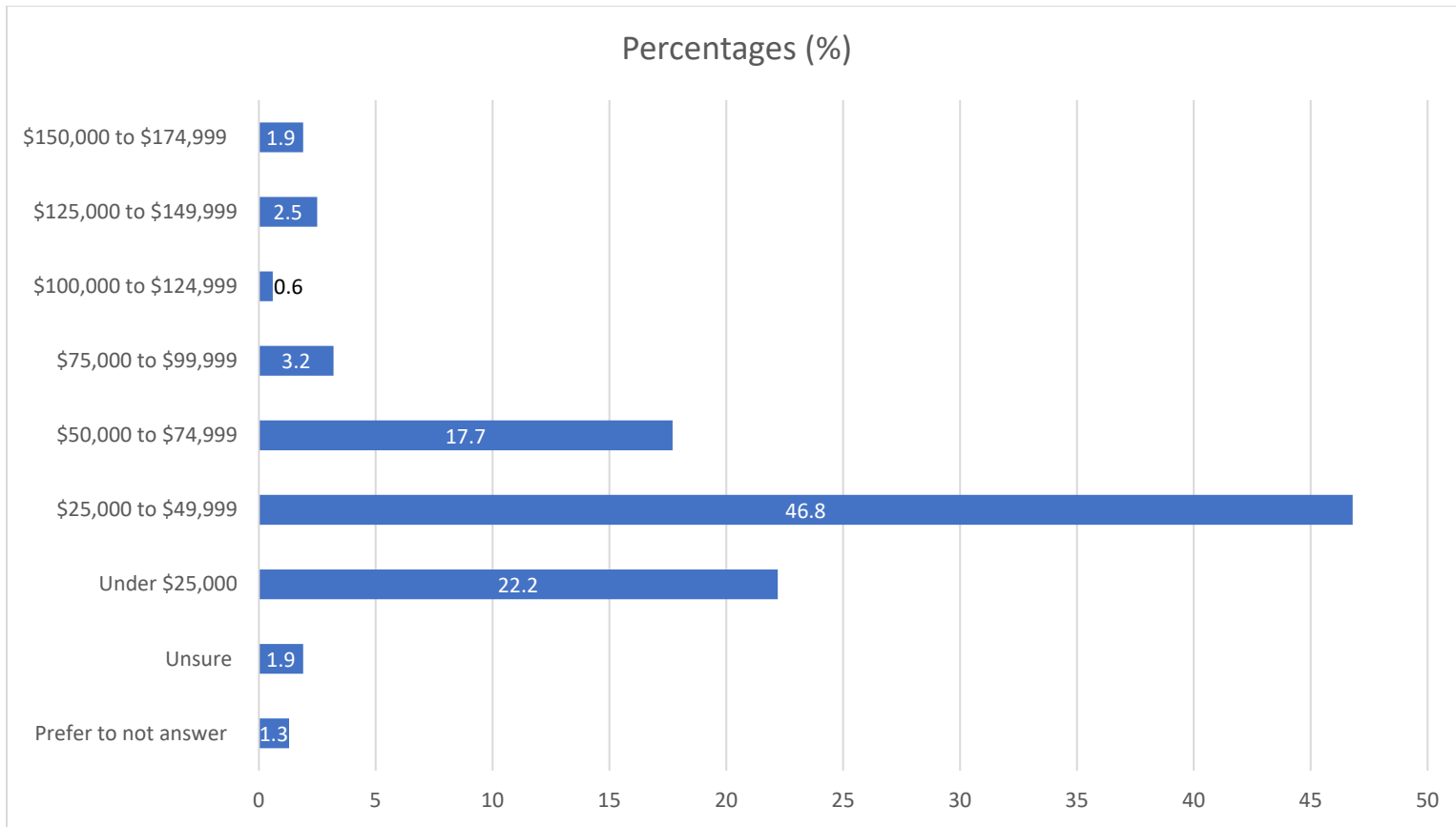


FIGURE 28. ANNUAL SALARY INCLUDING ANY BONUSES IN THE FIRST YEAR AFTER GRADUATION

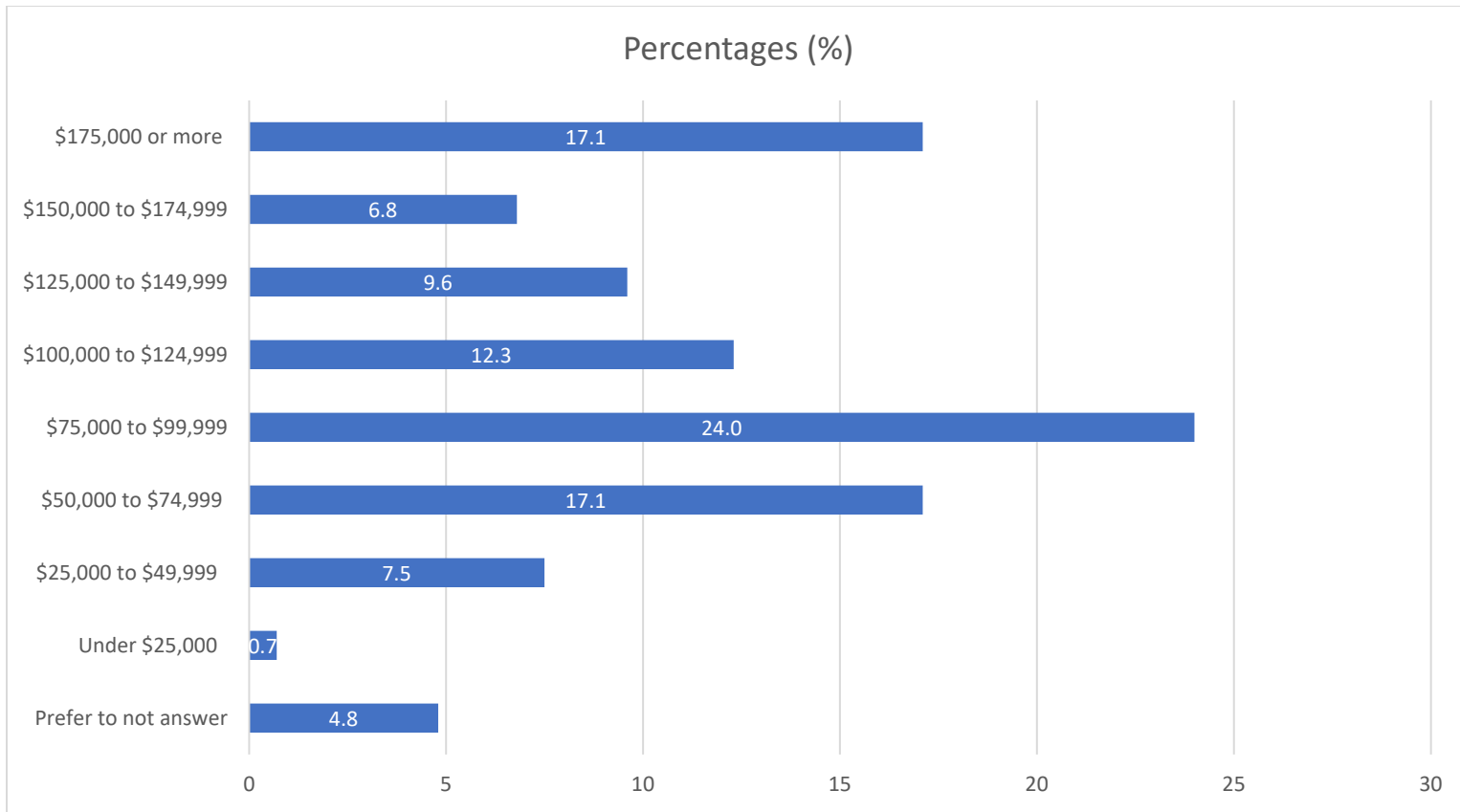


FIGURE 29. CURRENT ANNUAL SALARY INCLUDING ANY BONUSES

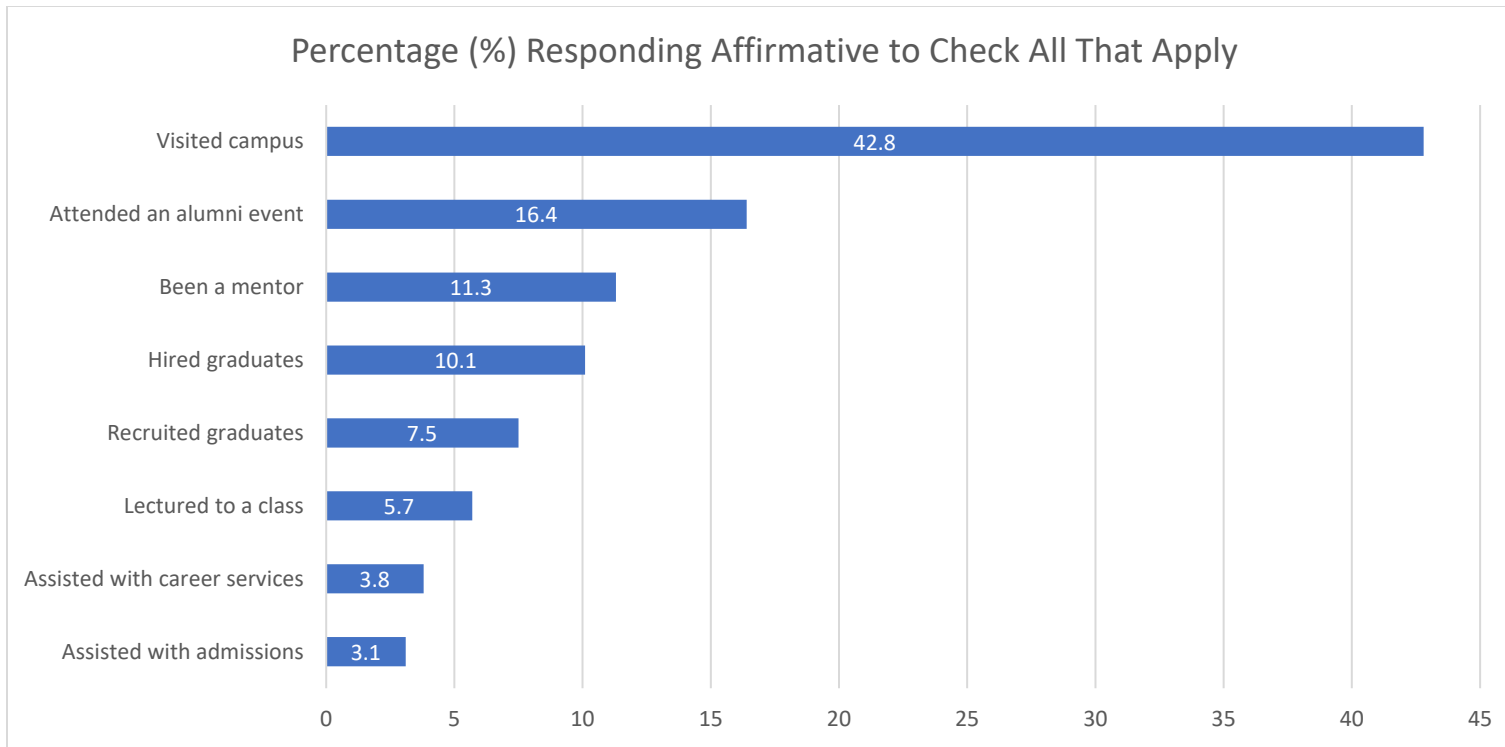


FIGURE 30. SELECT INTERACTIONS WITH FHSU IN THE LAST TWO YEARS

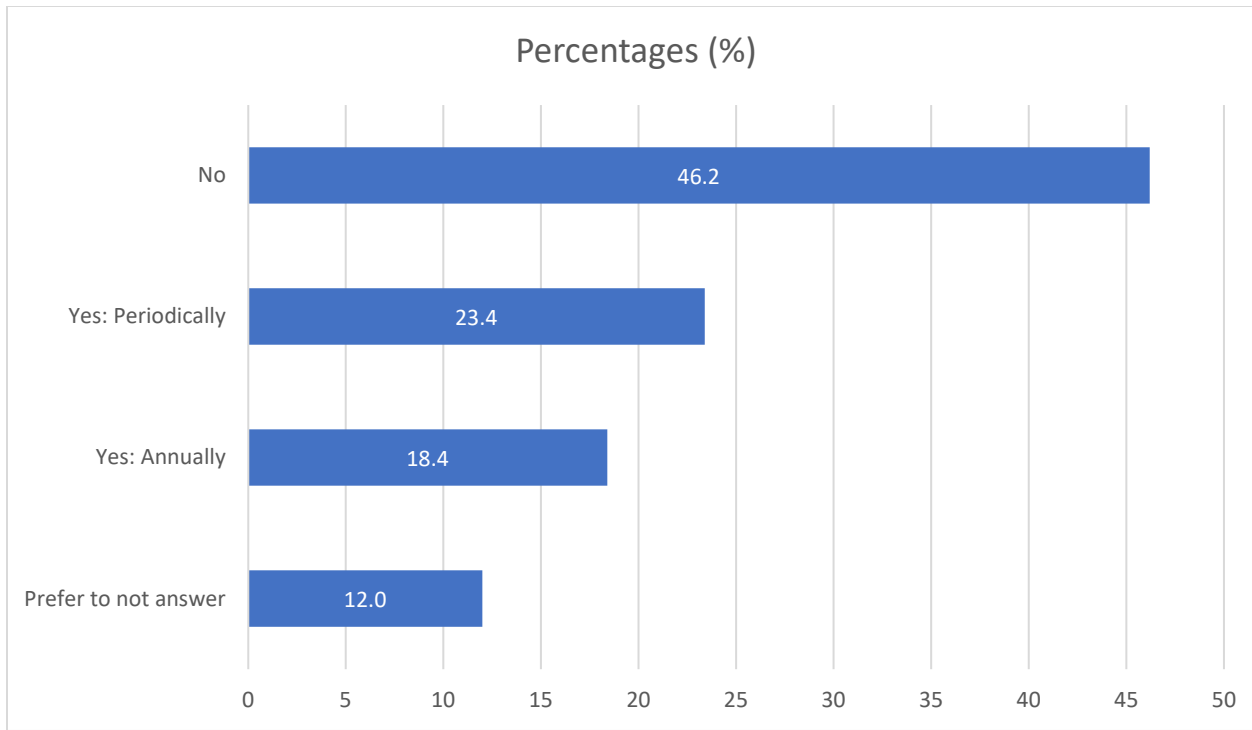


FIGURE 31. CONTRIBUTE FINANCIALLY TO RCOBE

Appendix 1: Questionnaire

2024 BBA Alumni Survey - Launch Version

Start of Block: Student Satisfaction

A

We're thinking about the future, and we need and value your input!

Thank you for choosing to complete this survey. We greatly appreciate the sharing of your time to answer these questions, the results of which will help guide the Robbins College of Business and Entrepreneurship of Fort Hays State University in its decision-making processes. This survey asks questions about your experiences as a college of business BBA student, and how these experiences impacted your career. The college's BBA Committee Task Force will utilize your anonymous answers to better inform us when making decisions about curricula, activities, and student support efforts. We ask you to respond to and address the following questions from the perspective of the bachelor's degree you earned from the college.

Again, our sincere thanks for your considered response.

Q1 What was your primary academic major (emphasis) in the program? (choose only one)

- Accounting (1)
- Business Communication (2)
- Finance (3)
- Information Networking and Telecommunications (4)
- International Business / Economics (5)
- Management (6)
- Management Information Systems (7)
- Marketing (8)
- Tourism and Hospitality Management (9)
- General Business (10)
- Other (Please list in text box below) (11) _____

Q2 To what extent have the following curricular disciplines contributed to your career success:

	Not At All (1)	Small Extent (2)	Moderate Extent (3)	Large Extent (4)	Extreme Extent (5)	DON'T KNOW (6)	Not Applicable (7)
Micro Economics (Q2_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macro Economics (Q2_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calculus Methods (Q2_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistics (Q2_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Law (Q2_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accounting – Financial (Principles of Accounting I) (Q2_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accounting – Managerial (Principles of Accounting II) (Q2_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Communication (Q2_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managerial
Finance (Q2_9)

Information
Systems
(Q2_10)

Management
Principles
(Q2_11)

Marketing
Principles
(Q2_12)

Business
Policy/Strategy
(Q2_13)

Production
Operations
Management
(Q2_14)

Q3 To what extent have the following business school activities contributed to your success:

	Not At All (1)	Small Extent (2)	Moderate Extent (3)	Large Extent (4)	Extreme Extent (5)	DON'T KNOW (6)	Not Applicable (7)
Internships (Q3_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field projects (Q3_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with alumni (Q3_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization participation (Q3_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization leadership (Q3_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in campus or off- campus volunteer activities (Q3_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal faculty contact (Q3_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Establishing
a network of
business
contacts
(Q3_8)

Study
abroad
(Q3_9)

Other
(Please list
below)
(Q3_10)

Directions Provided below are a list of skills and abilities. You will first be asked your opinion on how important each is to a successful career. Then, you will be asked the extent to which your bachelor's degree from the College enhanced these skills and abilities.

Q4 How important are these skills and abilities to a successful career:

	Not At All (1)	Slightly Important (2)	Moderately Important (3)	Highly Important (4)	Extremely Important (5)	DON'T KNOW (6)	Not Applicable (7)
One-on-one interpersonal skills (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation skills (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (Q4_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic skills and civic engagement (Q4_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in teams (Q4_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to locate, evaluate, and use information in decision making (Q4_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to define, analyze, interpret, and solve business problems (Q4_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think creatively (Q4_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think strategically (Q4_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply business theory to practice (Q4_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve quantitative business problems (Q4_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think globally (Q4_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage change and deal with ambiguity (Q4_14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to apply
technology
(e.g. Excel) to
solve problems
(Q4_15)

Ethical
judgment and
reasoning
(Q4_16)

Q5 Recalling the skills and abilities you just rated as to their importance, to what extent did your bachelor's degree enhance these skills and abilities:

	Not At All (1)	Small Extent (2)	Moderate Extent (3)	Large Extent (4)	Extreme Extent (5)	DON'T KNOW (6)	Not Applicable (7)
One-on-one interpersonal skills (Q5_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills (Q5_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation skills (Q5_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (Q5_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic skills and civic engagement (Q5_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in teams (Q5_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to locate, evaluate, and use information in decision making (Q5_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to define, analyze, interpret, and solve business problems (Q5_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think creatively (Q5_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think strategically (Q5_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply business theory to practice (Q5_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve quantitative business problems (Q5_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think globally (Q5_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage change and deal with ambiguity (Q5_14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to apply
technology
(e.g. Excel) to
solve problems
(Q5_15)

Ethical
judgment and
reasoning
(Q5_16)

Q6 To what extent did your bachelor's degree:

	Not At All (1)	Small Extent (2)	Moderate Extent (3)	Large Extent (4)	Extreme Extent (5)	DON'T KNOW (6)	Not Applicable (7)
Expand your career options (Q6_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide access to alumni (Q6_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide access to employers (Q6_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist you in selecting a career (Q6_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase your earning potential (Q6_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance your upward mobility (Q6_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Facilitate a change in your career path (Q6_7)

Provide the knowledge necessary to succeed (Q6_8)

Provide skills necessary to succeed (Q6_9)

Q7 Overall Satisfaction:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	DON'T KNOW (6)	Not Applicable (7)
How would you rate the performance of your academic program in preparing you for success in your first job <u>after graduation</u> ? (Q7_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate the performance of your academic program in preparing you for success in your <u>current job</u> ? (Q7_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q8 To what extent did your bachelor's degree educational experience meet your expectations?

- Far below (1)
- Slightly below (2)
- Met expectations (3)
- Slightly above (4)
- Far above (5)
- DON'T KNOW (8)



Q9 When thinking about your first role after graduation, how prepared for success were you when compared to co-workers who attended other business schools other than FHSU?

- Much Worse (1)
- Worse (2)
- About the same (3)
- Better (4)
- Much Better (5)
- DON" T KNOW (6)
- NOT APPLICABLE (7)

Page Break

Display This Question:

If When thinking about your first role after graduation, how prepared for success were you when comp... = Better

Or When thinking about your first role after graduation, how prepared for success were you when comp... = Much Better

Q9a Why do you feel you were better prepared with your FHSU degree?

Page Break

Display This Question:

If When thinking about your first role after graduation, how prepared for success were you when comp... = Much Worse

Or When thinking about your first role after graduation, how prepared for success were you when comp... = Worse

Q9b Why do you feel your peers were better prepared?

Page Break



Q10 When you compare the cost (time, expense, effort, and lost income) to the contribution (promotions, mobility) the degree has made to your success as a professional, how do you rate its overall value?

- Not valuable at all (1)
 - Slightly valuable (2)
 - Moderately valuable (3)
 - Highly valuable (4)
 - Extremely valuable (5)
 - DON'T KNOW (6)
-



Q11 How inclined are you to recommend your BBA program to a close friend?

- Not inclined at all (1)
 - Slightly inclined (2)
 - Moderately inclined (3)
 - Highly inclined (4)
 - Extremely inclined (5)
 - DON'T KNOW (6)
-

Q12 Based on your lifetime experiences since graduating with your degree, what other skills, competencies, knowledge, experiences, courses, activities, or other items would you have wanted exposure to while pursuing your degree program?

Q13 In comparison to when you received your degree, how has the quality of the program changed on the following dimensions:

	Much Worse (1)	A Little Worse (2)	No Change (3)	A Little Bit Better (4)	Much Better (5)	DON'T KNOW (6)	Not Applicable (7)
Reputation of the program (Q13_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the faculty (Q13_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the university (Q13_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q14

DEMOGRAPHICS

From the list below, select the category containing the year you graduated from the Robbins College of Business with your bachelor's degree:
(pick list)

▼ 1981 (1) ... 2022 (42)



Q15 Were you...

- An on-campus student who took primarily (>75%) on-campus (face-to-face) classes (1)
- An on-campus student who took both on-campus (face-to-face) and online classes (2)
- A student who primarily (>75%) took online courses (3)
- A student who was exclusively online (4)
- An international partner student who took classes at a campus outside the U.S. (5)
- Prefer to not answer (6)

Page Break



Q16 What is your gender?

- Male (1)
 - Female (2)
 - Gender-fluid/transgender (3)
 - Prefer to not answer (4)
-

Q17 Please enter your age below.



Q18 What is your highest level of education completed:

- Associate degree (1)
- Bachelor's degree (2)
- Master's degree or professional degree (3)
- Doctoral degree (4)
- Prefer to not answer (5)

Page Break



Q19 Current Employment-Status:

- Employed full-time (1)
- Employed part-time (2)
- Not employed, seeking employment (3)
- Not employed, pursuing academic degree (4)
- Not employed, not seeking employment (5)
- Prefer to not answer (6)

Page Break

Display This Question:

If Current Employment-Status: = Employed full-time

Q20 What is the zip code of your primary residence?

Page Break

Display This Question:

If Current Employment-Status: = Employed full-time



Q21 What is your primary work location?

- Office (1)
- Fully remote (2)
- Hybrid (combination of office and remote) (3)
- Other (please specify): (4) _____
- Prefer to not answer (5)

Page Break

Display This Question:

If Current Employment-Status: = Employed full-time

Or Current Employment-Status: = Employed part-time

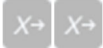


Q22 Current Position - Type of function (select only one that is best match):

- Accounting (1)
- Consulting (2)
- Financial Services (3)
- Education (4)
- General Management (5)
- Human Resource Management (6)
- Information Technology (7)
- Investment Management / Research (8)
- Manufacturing (9)
- Marketing – Retail (10)
- Marketing – Sales (11)
- Operations / Supply Chain (12)
- Strategy / Planning (13)
- Other (Please provide) (14) _____

Display This Question:

If Current Position - Type of function (select only one that is best match): = Education



Q23 What level of the educational field do you work in?

- Grade school (1)
- Middle / High school (2)
- Higher education (3)
- Prefer to not answer (4)

Page Break



Q24 Indicate the size of your organization (number of employees):

- Small Family Business (1-10 employees) (1)
 - Small Business (between 11 and 100 employees) (2)
 - Medium-Sized Business (between 101 and 1,500 employees) (3)
 - Large-Sized Business (more than 1,500 employees) (4)
 - Not Applicable (5)
-

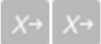


Q25 Which category was closest to your annual salary (including any bonuses) in the first year after graduation?

- Under \$25,000 (1)
- \$25,000 to \$49,999 (2)
- \$50,000 to \$74,999 (3)
- \$75,000 to \$99,999 (4)
- \$100,000 to \$124,999 (5)
- \$125,000 to \$149,999 (6)
- \$150,000 to \$174,999 (7)
- \$175,000 or more (8)
- Unsure (9)
- Prefer to not answer (10)

Display This Question:

If Current Employment-Status: = Employed full-time



Q26 Which category is closest to your current annual salary (including any bonuses)?

- Under \$25,000 (1)
- \$25,000 to \$49,999 (2)
- \$50,000 to \$74,999 (3)
- \$75,000 to \$99,999 (4)
- \$100,000 to \$124,999 (5)
- \$125,000 to \$149,999 (6)
- \$150,000 to \$174,999 (7)
- \$175,000 or more (8)
- Unsure (9)
- Prefer to not answer (10)

Page Break



Q27 In the last 2 years have you (check all that apply):

- Attended an alumni event (1)
- Visited campus (2)
- Recruited graduates (3)
- Hired graduates (4)
- Lectured to a class (5)
- Assisted with admissions (6)
- Assisted with career services (7)
- Been a mentor (8)



Q28 Do you contribute financially to the College?

- No (1)
 - Yes: Annually (2)
 - Yes: Periodically (3)
 - Prefer to not answer (4)
-

Thank you for completing our survey. After clicking on the right arrow you will be taken to an separate page which will ask about focus group participation and the prize drawing.

Appendix 2: Anonymized verbatim responses to open-field questions

Q1_11_TEXT What was your primary academic major (emphasis) in the program? (choose only one) - Other

- Computer information systems
- Computer Information systems
- Computer Information Systems
- Computer Information Systems
- Computer Information Systems
- Data Processing Information System
- Entrepreneurship
- Human Resources Management
- I graduated with a degree in Finance, but I had more Econ classes than Finance classes. If I wouldn't have had to wait 8 months to take a specific class, I would have graduated with a double major of Finance and Econ.
- Information Systems Administration

Q3_10_TEXT To what extent have the following business school activities contributed to your success: - Other

- Business Entrepreneurs
- Combining my accounting degree with Information Networking
- Developing internship pipelines for sophomores, juniors, seniors is the number 1 thing Fort Hays can do to propel their students. Jeannette finance scholars at KU is a good example of a developed track program, but there should be more pipelines built into KC, Wichita, Denver etc.
- I didn't participate IN extracurricular stuff... just my classes
- My success = Work Ethic
- Opportunity to earn MBA and teach within the International Partnerships program

Q9a Why do you feel you were better prepared with your FHSU degree?

- A lot of other programs out there, even at larger schools, aren't as robust as FHSU
- Degree was not important. Building relationships, improving communication skills, building work ethic and improving time management were the most important things that prepared me.
- FHSU creates an atmosphere in which you feel more comfortable with other students and faculty. This helped when not understanding things and seeking out additional knowledge. It is also affordable which helps in earning potential and any debts.

- FHSU has a very well-rounded program
- FHSU reinforced hard work ethic and dedication to completing a task.
- FHSU taught us to see the whole problem and how to break down the problem into smaller issues to work instead of taking on the whole problem at once.
- FHSU's instructors taught us how to apply theory to practice with a no-nonsense approach to business. We learned the "why" behind subjects like accounting, finance, and economics, with an ethics-first approach to everything we do and an ability to think critically about any business problem we might encounter. This foundational knowledge, and the ability to apply it practically across arguably any function or industry, set my peers and myself up with the tools, practice, and credibility needed for success from day one in our careers.
- Focus on practical application in courses
- Had logical thinking skills and confidence to do the job
- Higher academic standards and quality instruction
- I had great professors and the classes were small enough that I had all the help I needed from the professors. They were assessable.
- I started in a smaller family owned business after college & I believe other business schools focus on larger corporate businesses in how to communicate & what to expect.
- I understood accounting and tax better than others
- I was a nontraditional student and wanted to learn as much as I could so I could hit the ground running.
- I was able to apply my schooling to work more easily than others
- I was given multiple job offers upon graduation and had hands on experience from an internship that open additional opportunities for me.
- Inaugural banking institute graduate. The title alone makes you more marketable than other universities to local financial institutions.
- It allowed me to get a job that required a degree.
- It appeared that I had a better base knowledge and understanding of financial accounting systems than my peers.
- IT GAVE ME THE KNOWLEDGE AND THE PROPER TOOLS TO PREPARE FOR A MANAGEMENT JOB.
- It has allowed me to gain a foundational understanding of core concepts and principles in the career fields I was looking to go into. It also showed employers that I am able to commit to achieving a goal and seeing it through to completion.
- It was cutting edge
- My degree exposed me to nearly every facet of the business world (Management, Marketing, Accounting, Finance, Information Systems, Databases, etc.), and the curriculum was well-balanced and relevant to real-life business situations.
- My first job out of college required me to build valuable relationships with various stakeholders and individuals that were critical to the business success. FHSU's resources and the investment of community/business/alumni members really helped prepare me for those roles. It allowed me to identify the value in building a network.

- Other schools were just names. I could provide real-life situations of teamwork and case studies whereas others from the more expensive colleges could not.
- Quality professors.
- Some of the people I worked with didn't have degrees
- The ability to interact with others and communicate effectively was something I felt FHSU better prepared me for in the workplace. Every workplace has their own way of doing things, but communication is a foundational skill that was so important to develop in my time at FHSU.
- The learning experience at FHSU was enough on the individual level that it built confidence in me.
- The level of personal attention and interaction with faculty and the ability to be active in on campus organization leadership helped refine my abilities and become competent as a professional. I was able to apply a lot of the things I learned leading student organizations to the real world. I still have contact with some of the core faculty that were instructors for me and feel like I could easily reach out if I needed guidance or anything from them. Being active on campus in areas that applied to my major like the marketing management club build strong bond with the faculty. An example of that would be with Mike Martin and Mary Martin, Mike was our faculty sponsor and I got to know him very well and still touch base occasionally with him from time to time, and most importantly I feel like I could reach out to him or Mary for advice or even a reference.
- The support system of family, friends and the staff within the university that cared enough about you succeeding in your career.
- Tools we're given it was up to me use them
- Worked in an environment with varying levels of education from high school to master's Degrees. The analytical skills I developed while getting my finance degree helped me stand out amongst my peers.

Q9b Why do you feel your peers were better prepared?

- FHSU didn't prepare students (me) to realize how competitive & "cut throat" the corporate culture is out there. Fitting in at a large organization is much more difficult coming from a small rural college town. I didn't "fit in" with many employees at a large global corporation. Had to leave and start over. Took that experience pretty hard...
- I ended up taking an IT job, but had a Finance degree
- I felt like areas of their education had more real-life applicability, and they had outside connections to the industry.
- I should have broadened my accounting coursework rather than finance.
- Most of my peers were in a more specialized area in their major. Management is pretty broad, so it was difficult to pinpoint what I wanted to do post-graduation.
- Not having real experience in utilizing Excel caused me to be behind my peers initially. Additionally, many of my coworkers had internships with the organization as part of their degree requirements.

- There was no real-life experience. It was only learning words in a book or presenting on topics that didn't actually matter in life.
- Those who attended a larger school with a better-connected alumni base such as KU have fared much better than I have over the course of our careers

Q12 Based on your lifetime experiences since graduating with your degree, what other skills, competencies, knowledge, experiences, courses, activities, or other items would you have wanted exposure to while pursuing your degree program?

- Actual real-life economics.
- Agile principles, PMP prep
- Alumni, pipelines into additional companies other than Koch industries and accounting firms.
- An internship would have been great!
- As much as I hate to admit it - additional accounting classes would have benefited me more than anything.
- At the time, I do not recall internships were offered. In my professional career, I've had the opportunity to provide or work directly with 6 college students for internships from KWU and Tabor. In addition to working with High School students, I strongly believe internship and real work experience is a valuable to the college degree experience.
- Bank simulation. I have no doubt the banking institute has changed, but when I was in school it was all about regulations, which are important, but there was no loan simulation, bank simulation, anything.
- Basic data analytics
- Better tech. The late 1990's were not ideal in that area
- Bringing in successful alumni from their respective fields to explain relevance to the courses.
- Business / commercial Banking
- Business-specific excel trainings would be very beneficial. For accountants, exposure to QuickBooks. Also, for accountants learning how to fix accounting errors made in prior periods (that's a huge part of real-world jobs).
- Calculus was a complete waste. Need more case study type problems to go through. Implement AI in training, we talk about it and use it daily in the real world. Get more professors with real world experience. I learned more real-world scenarios and practical use than the ones that had only taught.
- Classes on business startup, initial funding etc... Really needed today, to start all but the smallest businesses.
- Computer science-related coursework would have been beneficial.
- Conflict management. We see a lot of this in the workplace and many times the only exposure we received was in student organizations, but not in the classroom. For those students that aren't involved on campus, it would be valuable. Additionally, enhancing the way we receive and provide feedback is super important in the workplace.
- Conflict resolution in the business environment

- Dealing with the dynamics of the workplace.
- Deeper knowledge of Excel and PowerBI. More accounting requirements for the banking program.
- Excel, data visualization, coding (python), internship, leadership training, career preparation, a class in understanding how to access data to solve problems, connecting with successful alumni
- Expanded teaching on critical thinking and business accounting (EBITDA). Effective leadership and coaching skills.
- Exposure to a variety of accounting software systems and chart of account structures.
- Foreign languages (global perspective in working with others). The same amount or more team activities (very few real-life projects were ever done all alone). Knowledge across different branches (computers/technology understanding, data retrieval and statistics).
- Graphic design as part of marketing. Other marketing tools and social media although when I was in school this was very new.
- Hands on experience in the field
- I am currently a business owner. When I graduated, I didn't think about that at all. I probably should have. As a student you have got to be focused on school, I was not till my last year there. My GPA was not high, but I had a work ethic better than most people. I contribute that to my parents. No school will teach work ethics. Either you get it at a young age and I did. I use it to my advantage as much as I can. I do think that FHSU helped shape me to who I am today.
- I could see requiring more classes for business related computer products. Like Excel, Access, etc. To shorten the learning curve in the real world
- I created my own dual degree by gaining a BS in Information Networking and a BA in Accounting but recommend more "cross platform" training between technology (i.e. database design, coding and website design) and business (financial statements, finance, and marketing). The age of E-commerce created many teams with a mix of engineers and business minded individuals without someone to network between the two disciplines. A dual business and information networking degree could provide a hybrid professional to move between teams in the coming AI economy. Though I ultimately landed in finance, a basic knowledge of IT remains valuable in the age of AI as I have the ability to both understand financials but also why the technology works or does not work.
- I really enjoyed my business and financial related classes. I wish I had the time and money to have taken more of those classes. They taught me a fair amount about the business world and problem solving. I didn't like taking some of the humanities though. Theatre, literature, etc didn't help me much in life. Math, English (for writing purposes only), business communications/speech (written and oral), logic/biomedical ethics (helped with debating/reasoning/understanding other points of view).
- I think more connections with larger employers would have been beneficial. Tours, talks, more opportunities to connect and network with more businesses would have been great.
- I think some hands-on experience or field experience classes would be helpful. Sometimes, until you see it in action, it's hard to grasp the concepts.

- I think the way the world is evolving, more emphasis on diversity and inclusion and a global mindset is important. Additionally, adding more relevant IT basics or exposure is important too such as excel, coding, programming knowledge at least the basics of Tableau and other data platforms as technology is becoming a big part of everyone's job. Especially AI knowledge and how it can apply and help the worker in their industry. Social media marketing knowledge as well.
- I was a non-traditional student at the time and worked full time throughout my college life. Students today have significantly more opportunity for flexibility which we didn't have at that time.
- I WAS FULLY PREPARED
- I would have traded most of the tests I took for experiences that applied the theories and concepts that we were learning about. In other words, I spent significant time memorizing textbooks to answer correctly on multiple choice questions that mostly tested my ability to memorize. It would have been so much more valuable to me to have used that time to gain a deeper understanding of the theories concepts and to practice their application as a part of the course structure.
- I would have wanted more technology-based courses because everything now a days is so technology focused, as well as a Change Management-type of course-something that helped explain how different minds or techniques might work when introduced to a change.
- I would've liked to gain more financial and accounting knowledge
- I'd say try to recreate an accounting job training experience within a course or a class. I've had professors say that accounting is hard to study off a textbook, and I get that, but the most I've learned about accounting was in the actual job than at school. Based off of my experience, I feel like it's possible to have students go through average accounting job practices and methods, it's just not being done. Not everyone has the opportunity to get an internship or an accounting job while they're in school. Since students sink so much money in college programs, I think having an in-class training experience is the least academia can do for them.
- I'm in banking now and I would've loved having the school of banking available when I went to FHSU. That would've been a tremendous help. Much of what I learned for my career I learned on the job through years of experience. The best part of my time at FHSU was the amazing friendships and connections I made and the life experiences of living on my own and growing/maturing while in college.
- In the accounting area of study, I would've liked to see more exposure to auditing careers and concepts. I've had a successful career in auditing but really didn't understand anything about it when I left college. Exposure to using technology to solve problems needs to continue to be a priority but foundational knowledge in basic Microsoft or google office software is still necessary and often a missing skillset for many of my early career hires. Learning opportunities at the college level that encourage development of a growth mindset, strategies for problem-solving, and initiative differentiate graduates and set up them up for early success in their careers.
- Internships use an accounting system while at FHSU
- Internships (which were not prevalent when I was an undergrad) Opportunities to connect with more businesses when searching for my first professional position

- Internships, Introduction to businesses and alumni, Exposure/Job Shadowing
- Internships, real business exposure
- It is important to know that I finished my degree online. While I was given most tools to ensure my success, I feel there could have been more done to facilitate collaboration among faculty to ensure success post-graduation. I did connect with some professor's post-graduation on LinkedIn but would have appreciated more opportunities to get to know faculty on a more personal level, which may have facilitated higher levels of post-graduation opportunity. It is also important to know that I graduated in 2020 which limited FaceTime with professors as I was unable to go to campus for graduation.
- It's my belief that MIS students shouldn't be required to take Calculus but instead a class called Calculus for MIS where they put formulas into Excel programs and learn to effectively use this knowledge as they would in real life.
- Language classes for talking to other cultures
- Life financial skills
- Looking back, I should have been more involved and done internships.
- More access to internships and hands-on work.
- More courses to explore career opportunities more in depth than just a quick overview of different fields in business. Internships were options, but again difficult to do an internship if you aren't exactly sure what you want to do post-graduation.
- More entrepreneurial courses and more real-world examples.
- More Excel requires internships, reality check on what an entry level job with a degree in Management is actually going to look like and pay. More simulations and case studies.
- More exposure to alumni across all industries, insight into different career paths, and better guidance about the vast number of opportunities that exist.
- More exposure to windows server environment as well as increased exposure to the Microsoft suite of products
- More information and encouragement with getting the MBA or other master's degrees.
- More intentional exposure to public accounting forms, which is my chosen field of work.
- More international business exposure as well as a more factual look at how the business world really works (and not a textbook version).
- More job shadowing and real-world exposure to professionals in the degree field. Business is such a broad topic it was difficult to know what area to focus on. Thank goodness I followed my HR certificate path as it has led to a very satisfying career.
- More leadership classes, more real-world applications in the classwork. A focus on networking within the community and peers. I see that current students have an opportunity for these types of things now. It's really impressive to see how the college has changed and what is being offered now to better prepare students in the world of today.
- More on risk taking and owning a business and taxes
- More opportunities to interact with faculty and students.

- More options for internships would have been great.
- More presentations from actual business professionals.
- More real-life experiences, and soft skill training.
- More technology courses like the MIS course
- More working capital exposure and analysis
- My degree was in CIS. I'm in a management role for a local ISP and what I feel like lack the most was managing people. Technology is no problem but when it came to managing a team, it was a struggle.
- Not so quantitative courses but qualitative. Calculus methods, both economics and both accounting courses seem extremely excessive. They did not benefit me any and caused unnecessary stress.
- Off-campus Internship opportunities. (I graduated in 1989, so internships were not as plentiful then.)
- Organizational Leadership; Running a business; Soft skills of adapting to other people; Differences between Leading, Managing, Coaching and importance of all three; Understanding psychology and how it impacts people in business
- Paid internships would have been great, but they were not offered when I was in school.
- Personal finance budgeting.
- Public speaking, building one on one skills
- Real job situations/work examples in the classroom. I manage and work with new graduates and they have no real job exposure from their college experience. What they learn is mostly theoretical and has very limited value in the workforce.
- Real world examples and experience.
- Real world experience/case studies brought inside the classroom. Less theory based and more practical skills taught. More networking with Alumni.
- Real world internship opportunities.
- Team building, creative problem solving and real-life hands-on business experience
- Technology related Change Management
- Technology, oral presentation, analytics, and internship abilities prior to senior year.
- The area that I think needed the greatest improvement while I attended ('80's) was the placement office. Had a difficult time finding a job post-graduation. Took what I could get then went back to school for master's in accounting. Then found a job worthwhile.
- The one thing I found was very valuable with my degree that I think FHSU during my time there could have used more of is instructors with real world experience in their past. When one of my instructors could give examples of real life things, they had experienced it made the subject matter they were teaching more tangible. Occasionally you would get an instructor who got a degree then and Masters then a PHD and then went straight to teaching, they can teach theory all they want but having background and real life stories to back it up clearly makes better instructors. Mike and Mary Martin both had this, as well as a Business law Professor I had and Dr.

Maughn and many others and it was great but I had some that were just education and no experience and I could always tell and took less away from those classes. It's one thing for that type of instructor in math or chemistry, but in business you need to have real life to bring to the classroom.

- The opportunity to study a skill-based career while pursuing a business degree.
- The requirement of more financial classes. It's seem many of my peers were required to take more Financial based classes for BBA
- Things have changed greatly since the 80's. Today I would want more classes on global business, IT and an internship. Which likely already exist in 2024 curriculum
- This survey assumes that the participant maintained a career in their degree field, and since 75% of graduates don't, the information you glean doesn't have much value, especially for someone who graduated 30+ years ago. I received a BBA in Finance, but have been an IT Professional since graduation. Assuming I had gotten a degree in Information Systems/CIS/MIS, the results of this survey would be more accurate, but applying the questions looking at a BBA in Finance to a career in IT, the results are sorely skewed. Hardly anything I learned in my degree field translated to anything usable in my career field.
- What it would be like in the real world but the best thing a person can do it just get into the real world and learn. a college degree won't have taught you what you need to know
- When I was working on my degree, the technology used and discussed was useful and up-to-date for its time. Therefore, I would want the degree to keep up with technological advancements in the classrooms so that it is an ever-evolving set of classes and topics.
- When I went to school, internships were not an option. I ended up working at K-State (for 10 years) where internships were part of the curriculum. That was something I felt I missed out on.
- when I went, loved the faculty, had great teachers, just wished the programs would have been integrated in to more real world situations. Outside of a couple of teachers, it just seemed more like "book learning" instead of "life learning"
- You get out of your education what you put into it. I would have been taken advantage of clubs, programs, internships, and various opportunities to push me outside my comfort zone and help me grow. I don't feel like FHSU lacks in offerings.
- You learn a lot once in the workforce after college, but some hands on office skills like how to use a business grade copy machine, telephone systems, and things like that would be helpful. I was happy with the class offerings at the time I attended but I did not do any internships which may have helped with some of those items. I am an advocate for Business Administration degree due to how many career paths you can explore with that degree. It is very versatile. I ended up as a Banker and have thoroughly enjoyed my career so far!

Q21_4_TEXT What is your primary work location? - Other

- Business owner, CFO
- Field/Office

- In the field
- Sales, work out of home office but am in front of customers for my day
- Self employed machine shop operator, small business owner

Q22_14_TEXT Current Position - Type of function (select only one that is best match): - Other

- Administration
- Administrative Assistant
- Attorney
- business owner
- Business owner - accounting, marketing, strategic planning,
- Commercial insurance
- Compliance & Ethics
- Construction management
- Data Management and Governance
- Education/ Data
- Financial Aid
- Fundraising
- Government contracts
- Government-Technician
- Government/Court Administration
- Health care
- I am. Professional fundraiser for a national nonprofit
- I negotiate contracts and subawards for sponsored programs at San Jose State University. I started at WSU, went to K-State and was recently recruited to join the team at SJSU. I find it surreal that it happened to me!
- I own a part-time business and I am a full-time Police officer.
- In-house IT/program management, cyber security specialist. Also assist with discovery when operations break down & I am on the team for strategy/planning.
- Insurance
- Marketing Consulting
- President/Owner small business
- Public affairs

- Relationship/Partner Management
- Small business owner
- Small business owner, I do all of these things

Appendix 3: Survey response by sociodemographic characteristic

This appendix contains breakout response by select sociodemographic types.

For reviewing these crosstabs, use the Zoom feature in Adobe.

Crosstables of response

by MAJOR and by PRIMARY JOB FUNCTION

