

Georgia Southwestern State University  
College of Business and Computing



REPORT OF THE AOL COMMITTEE  
ANNUAL REPORT

Academic Year  
2020-2021

Prepared by:  
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Dean of the College of Business and Computing

And the faculty members of the College of Business and Computing

## **Purpose of the Report**

During the academic year 2020-2021, the Assessment Committee concentrated in three main issues:

- 1) To verify that we keep the commitment of continuous improvement in our learning objectives,
- 2) To report the result of the assessed learning goals during this academic year, and
- 3) To report the activities that support our commitment for Innovation, Impact, and Engagement.

## **Actions during the academic year 2020-2021**

1. Keep the strong collaboration inside the COBAC committees and the better flow of information.
2. Continue the process for the Continuous Improvement Review data for 2025 visit.
3. Update technology for faculty to increase the use of video in online courses.
4. Continue giving stipends to professors that innovate in online courses.

## **Results for the Academic Year 2020-2021**

The results were submitted and evaluated by the AOL committee. The targets are as follow:

- At least 80% of the students should meet or exceed the goal. Compute the average for each student for all the items considered in assessing the goal (the range for this number is between 1 and 3):
  - If the average is lower than 2 then the student is considered as “Fail”.
  - Between 2 and below 2.5 is considered as “Meet”,
  - And between 2.5 and 3, the score is considered as “Exceed”.
- The total average for each item for the goal should be at least 2.0
- The overall score for the goal has to be at least 2.0

When the professors use the range of assessment between 1 and 4 the goals are as follows:

- If the average is lower than 2, the student is considered as “Fail”.
- Between 2 and less than 3, is considered as “Meet”
- And between 3 or more and 4 is considered as “Exceed”.
- The total average per item should be at least 2.5.
- The overall score for the goal has to be at least 2.5

## UNDERGRADUATE

The following table gives the information of the learning goals assessed during the academic year 2020-2021 in Online courses (O) and In-class (I).

**Undergraduate Learning Goals 2020-2021**

GOAL	Multiple Courses	ACCT4210 and MGNT3700	HRMT4650 and HRMT4690	ACCT4290
Communication – Oral			IO	
Communication – Written			O	
Critical Thinking/ Analytical Skills	IO			
Use of Information technology		IO		
Ethical Reasoning				O

The General Business Knowledge learning goal was assessed using the MFAT standardized test for both modalities (IO) during the Strategic Management course (MGNT4190).

## Assessment Results

The following table shows the goals assessed in each one of the courses.

The assessment committee’s recommendations for areas where the targets were not reached can be found in a later section in this report.

UNDERGRADUATE BBA Program

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Benchmark: At least 80% of the students should meet or exceed the expectations.

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Learning Goal: Our graduates will demonstrate problem solving skills supported by the correct use of information technology in their everyday life.

Learning Objective Our students will use software to manipulate and present data in a professional format.

Outcome	Modality	Outcome Measure	Source Data	Outcome Data
Information Technology	O	Class project/case using rubric for evaluation on ACCT4210	Fall 2020	17 projects were evaluated 100% meet or exceed expectations <b>(Met)</b>
	I	Class project using rubric on MGNT3700	Fall 2020	24 projects were evaluated and 92% meet or exceed expectations <b>(Met)</b>

UNDERGRADUATE BBA Program

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Benchmark: At least 80% of the students should meet or exceed the expectations.

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Learning Goal: Our graduates will understand the importance of ethical behavior in their professional lives.

Learning Objective: Our students will identify an ethical dilemma in a scenario case and apply an ethics model to propose and defend a resolution.

Outcome	Modality	Outcome Measure	Source Data	Outcome Data
Ethics	O	Class project/case using rubric for evaluation on ACCT4290	Fall 2020	16 projects were evaluated 100% meet or exceed expectations <b>(Met)</b>

UNDERGRADUATE BBA Program

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Benchmark: At least 80% of the students should meet or exceed the expectations.

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Learning Goal: Our graduates will be effective communicators

Learning Objectives:

- Our students will develop professional quality presentations accompanied by appropriate technology.
- Our students will produce professional quality business documents.

Outcome	Modality	Outcome Measure	Source Data	Outcome Data
Oral Communication	O	Class project/case using rubric for evaluation on HRMT4650	Fall 2020	17 projects were evaluated and 100% meet or exceed expectations <b>(Met)</b>
	O	Class project/case using rubric for evaluation on HRMT 4690	Fall 2020	27 projects were evaluated and 74% meet or exceed expectations <b>(Not Met)</b>
	I	Class project/case using rubric for evaluation on HRMT4650	Fall 2020	4 projects were evaluated and 75% meet or exceed expectations <b>(Not Met)</b>
Written Communication	O	Class project/case using rubric for evaluation on HRMT 4690	Fall 2020	27 projects were evaluated and 66% meet or exceed expectations <b>(Not Met)</b>

UNDERGRADUATE BBA Program

Benchmark: At least 80% of the students should meet or exceed the expectations.

Learning Goal: Our graduates will demonstrate problem solving skills, supported by appropriate analytical, critical thinking, and quantitative techniques.

Learning Objectives:

- In a case setting, the students will use the appropriate analytical techniques to identify and solve a business problem.
- Our students will draw statistical conclusions using appropriate methodology.

Outcome	Modality	Outcome Measure	Source Data	Outcome Data
Critical Thinking	I	Class project/case using rubric for evaluation on ACCT 3280	Spring 2021	8 projects were evaluated and 75% meet or exceed expectations ( <b>Not Met</b> )
	I	Class project/case using rubric for evaluation on MGNT 4190	Spring 2021	20 projects were evaluated and 95% meet or exceed expectations ( <b>Met</b> )
	I	Class project/case using rubric for evaluation on MKTG 4890	Spring 2021	8 projects were evaluated and 100% meet or exceed expectations ( <b>Met</b> )
	I	Class project/case using rubric for evaluation on BUSA 3050	Spring 2021	32 projects were evaluated and 66% meet or exceed expectations ( <b>Not Met</b> )
	O	Class project/case using rubric for evaluation on HRMT 4790	Spring 2021	14 projects were evaluated and 79% meet or exceed expectations ( <b>Not Met</b> )
	O	Class project/case using rubric for evaluation on BUSA 3050	Spring 2021	35 projects were evaluated and 71% meet or exceed expectations ( <b>Not Met</b> )
	O	Class project/case using rubric for evaluation on MKTG 4890	Spring 2021	13 projects were evaluated and 92% meet or exceed expectations ( <b>Met</b> )

## MFAT Assessment Results

As suggested by the AOL Committee, this year we re-implemented the use of the MFAT standardized test in the Strategic Management course to evaluate Business Knowledge learning goal. MFAT test considers 120 questions that are applied nationally to students from School of Business around the country, so we can have some comparable position with the rest of the country.

Comparing by discipline the percentage of correct answers from GSW from previous academic year:

Percent Correct	Percent Correct	Difference	Discipline
GSW 2019-2020	GSW 2020-2021		
40	39	(1)	Accounting
34	36	2	Economics
54	60	6	Management
33	30	(3)	Quantitative
38	41	3	Finance
51	47	(4)	Marketing
42	44	2	Legal
50	50	0	Info Systems
	36	n/a	International

There were some disciplines that increase the percentage and others that decrease.



## **RESULTS AND RECOMMENDATIONS**

### **UNDERGRADUATE**

#### **Results:**

The main concern, in previous years was the differences between online and in-class results. This year most of the learning goals assessed in online classes met the expectations. That was influenced by the faculty effort to include additional tools, such as videos and publishers' online learning tools to keep promoting students' participation.

The only learning goals that did not meet the expectations in the inclass modality were Oral Communication (HRMT4650) and Critical Thinking (BUSA3050).

For the online modality, Critical Thinking in HRMT 4790 and BUSA3050 classes did not meet the expectations; also Written Communication in HRMT4690 did not meet expectations.

#### **Recommendations for online classes:**

1. Keep innovating in the way we teach online courses
  - a. Offer internal training.
  - b. Increase teacher-student interaction
  - c. Promote group/collaborative activities among students
  - d. Include other learning tools such as podcasts, external videos, or activities beyond reading the book.
2. Consider adoptions of books that are focused on distance learning students and providing material that can be used to assure the complete understanding of the material even when the student-professor interaction is limited.
3. Keep investing in technology to maintain our teaching standards.
4. Keep the communication channel open with students to know their opinion to be more effective in the learning process.
5. Keep developing best practices for online courses, and implementing evaluation tools for assessing online classes.
6. Send the discipline committees the specific concerns in the learning goals that did not meet the expectations, and let them decide the proper set of actions to attack these opportunity areas.

#### **Recommendations for in-class classes:**

1. Send the discipline committees the specific concerns in the learning goals that did not meet the expectations, and let them decide the proper set of actions to attack this opportunity area.

## **Examples of Assessment in specific classes:**

### **ORAL/Written Communications:**

- HRMT4650 – Performance Management
  - Will be evaluating Learning Objective of Oral Communications
  - Project entails end of semester project in which the student will evaluate the Performance Management Processes of 3 different organizations and create a recommendation for best practices. They will record a 7 minute presentation and submit through GeorgiaView or GoView for grading.
- HRMT4690 – Labor Relations
  - Will be evaluating the Learning Objective of Oral Communications and Written Communication. Oral Communications will be evaluated through end of semester assignment where the student will record opening position of a mock contract negotiation of not more than 7 minutes.
  - Written evaluation will be evaluated through 3 assignments where the students are required to write a written response to Unfair Labor Practice Charges.

### **Ethics – ACCT 4290**

- Students will read through an ethics case and write a paper discussing what ethical behavior is, identifying the stakeholders and ethical issues presented in the case, and then present their understanding of ethics and professional responsibilities of accountants in giving their recommendation for the issue presented.
- Information Technology – ACCT 4210
- Students will export company data from QuickBooks and then reformat the data and conduct an analysis of the data over two different assignments. Once assignment for a budget, and another for an analysis of an income statement.
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### **Ethics HRMT 4790: Current Issues in HR**

- As part of their final exam, students will be required to write a 1,000-word essay where they select an ethical issue in the news that relates to a discussion that we have had during the semester. The essay will be evaluated as follows, in accordance with the approved AOL rubric
- 1. Awareness: Students will be assessed on how well they identify and define the ethical situation and identify the various parties that the issue impacted. Degree of success on this measure will be scored using the item on the grading rubric titled “Issue.”
- 2. Beliefs: Students will be assessed on how well they come up with potential solutions to their selected issue from the perspectives of what is best for the person and what is best for the organization. Degree of success on this measure will be scored using the item on the grading rubric titled “Beliefs.”

- 3. Consequences: Students will be assessed on how well they identify the potential benefits and consequences that their various solutions might have on society, the organization, other employees, and this employee, and how these approaches could impact society in the future. Degree of success on this measure will be scored using the item on the grading rubric titled “Consequences.”
- 4. Decision: Students will be assessed on how well they articulate the specific solution that they believe is the best one and then how well they defend that, including how well they express the way that they would implement it. Degree of success on this measure will be scored using the item on the grading rubric titled “Decision.”

### **Information Technology**

- A hands-on test will be utilized to administer the rubrics. A set of instructions will be handed out and students will complete them and submit an electronic file.
- Points are assigned and used for grading, as shown above in the table, and the categories (Exceeds Standards, Meets Standards, Does Not Meet Standards) can be used for assessment. Notice how this rubric allows to give detailed formative feedback to students. This feedback describes the skills and indicates what students should do to improve.

### **Critical Thinking**

Chapter 5 exercise 3 Job Order Costing:

- A manufacturer’s challenge is to accurately cost jobs specifically with regards to factory overhead. Activity base costing uses multiple activity drivers to better apply overhead. In this exercise students were required to construct job cost sheets with an emphasis on factory overhead activity base changes. The author poses various “what if” analysis though out the text. In this instance, students had to think critically in order to determine shifts within overhead application bases between jobs. Students determined how the different costing alternatives not only affected profitability, but other departments.

# Annual Assessment Report

## School of Business and Computing

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