Georgia Southwestern State University
College of Business and Computing

REPORT OF THE AOL COMMITTEE
ANNUAL REPORT

Academic Year
2021-2022

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 2021-2022, 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 2021-2022

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 2024 visit.
3. Update technology for faculty to increase the use of video in online courses.

Results for the Academic Year 2021-2022

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 2021-2022 in Online courses (O) and In-class (I).

Undergraduate Learning Goals 2021-2022

GOAL	Multiple Courses	ACCT4210 and MGNT3700	HRMT4650 HRMT4690 MKTG4890	ACCT4290 HR4670
Communication – Oral			IO	
Communication – Written			IO	
Critical Thinking/ Analytical Skills	IO			
Use of Information technology		IO		
Ethical Reasoning				IO

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

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

Learning Goal: Information Technology
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 2021	18 projects were evaluated 83% meet or exceed expectations (**Met**)
	I	Class project using rubric on MGNT3700	Fall 2021	13 projects were evaluated and 77% meet or exceed expectations (**Did not Meet**)

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

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 2021	13 projects were evaluated 100% meet or exceed expectations (**Met**)
	O	Class project/case using rubric for evaluation on HRMT4670	Fall 2021	31 projects were evaluated 84% meet or exceed expectations (**Met**)
	I	Class project/case using rubric for evaluation on HRMT4670	Fall 2021	14 projects were evaluated 79% meet or exceed expectations (**Did not Meet**)

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

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.

Oral Communication	O	Class project/case using rubric for evaluation on HRMT4650	Fall 2021	31 projects were evaluated and 97% meet or exceed expectations (**Met**)
	O	Class project/case using rubric for evaluation on HRMT 4690	Fall 2021	44 projects were evaluated and 89% meet or exceed expectations (**Met**)
	I	Class project/case using rubric for evaluation on HRMT4650	Fall 2021	12 projects were evaluated and 100% meet or exceed expectations (**Met**)
Written Communication	O	Class project/case using rubric for evaluation on HRMT 4690	Fall 2021	44 projects were evaluated and 89% meet or exceed expectations (**Met**)
	O	Class project/case using rubric for evaluation on MKTG4890	Fall 2021	16 projects were evaluated and 88% meet or exceed expectations (**Met**)
	I	Class project/case using rubric for evaluation on MKTG4890	Fall 2021	32 projects were evaluated and 97% meet or exceed expectations (**Met**)

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	Mod ality	Outcome Measure	Source Data	Outcome Data
Critical Thinking	I	Class project/case using rubric for evaluation on BUSA 3050	Spring 2022	24 projects were evaluated and 58% meet or exceed expectations (**Not Met**)
	I	Class project/case using rubric for evaluation on HRMT4790	Spring 2022	9 projects were evaluated and 67% meet or exceed expectations (**Not Met**)
	I	Class project/case using rubric for evaluation on MKTG 4890	Spring 2022	14 projects were evaluated and 100% meet or exceed expectations (**Met**)
	O	Class project/case using rubric for evaluation on HRMT 4790	Spring 2022	15 projects were evaluated and 87% meet or exceed expectations (**Met**)
	O	Class project/case using rubric for evaluation on BUSA 3050	Spring 2022	30 projects were evaluated and 60% meet or exceed expectations (**Not Met**)
	O	Class project/case using rubric for evaluation on MKTG 4890	Spring 2022	25 projects were evaluated and 100% meet or exceed expectations (**Met**)

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 GSW 2019-2020	Percent Correct GSW 2020-2021	GSW 2021-2022	Difference From previous year	Discipline
40	39	34	(5)	Accounting
34	36	47	11	Economics
54	60	57	(3)	Management
33	30	31	1	Quantitative
38	41	44	3	Finance
51	47	47	0	Marketing
42	44	45	1	Legal
50	50	37	(13)	Info Systems
	36	35	(1)	International

There were some disciplines that increase the percentage and others that decrease. We did very well in Economics, but there are some areas where the decrease was considerable such as Information Systems that we decreased 13 points from previous year.

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 class that did not meet the expectations in the online modality was BUSA3050 (Business Statistics).

For the inclass modality, this academic year was very surprising because 3 of the learning objectives did not meet the expectations: Information Technology, Ethics, and Critical Thinking.

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. We need to stress the fact that three of the learning objectives did not meet the expectations. We need to see if this was a consequence of COVIT and be sure to monitor these learning outcomes in the following academic year when the University is operating normally after the pandemic.

Undergraduate Program
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 cash 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.

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Outcome	Mod ality	Outcome Measure	Source Data	Outcome Data
Critical Thinking	O	Class project/case using rubric for evaluation on BUSA 6120	Spring 2022	31projects were evaluated and 100% meet or exceed expectations **(Met)**

MFAT Assessment Results

As suggested by the AOL Committee, we start assessing MBA student using the standardized MFAT test.

The data we have is presented in the next table

Percent Correct GSW MBA	Percent Correct GSW MBA	Percent Correct GSW MBA	Difference from previous evaluation	Discipline
Fall 2019	Fall 2021	Spring 2022		
58	53	53	0	Marketing
53	47	42	(5)	Management
32	38	26	(12)	Finance
38	35	34	(1)	Accounting
47	43	41	(2)	Strategic Integration

Most of the disciplines decreased from the previous evaluation. The main concerned id on Finance, where the reduction was of 12 points.

RESULTS AND RECOMMENDATIONS

Graduate
Results:

The only class that was assessed this year was BUSA6120 - Marketing Management. In this class 100% of the students meet or exceed expectations, so the AOL committee do not have any recommendations for the MBA program.

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GRADUATE MBA Program

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Learning Objectives:

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MFAT Assessment Results for the MBA program

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RESULTS AND RECOMMENDATIONS

MBA Program

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