3-Year Assessment Report – 2018-2020

GSW College of Business and Computing

The third-year assessment report for the College of Business and Computing (graduate and undergraduate) is attached in this document. This report presents three-year assessment data for 2018-2020, analysis of data trends, and plans for improvement.

Undergraduate Program Effectiveness and Program Outcomes Results

The following five outcomes were determined after several meetings of the Assurance of Learning Committee at COBAC. The committee members reached out to all majors to evaluate the course objectives within each discipline. After reviewing all relevant course objectives per each discipline, each discipline committee (for example, marketing, accounting, etc.) summarized the core learning objectives that students majoring in that discipline should expect to master. The AOL committee established the five outcomes below as an objective-to-measure match – each outcome below reflects the skills that students are expected to master based on the core course objectives per discipline. Next, each discipline committee - represented by faculty subject experts in each discipline - had a meeting to determine in which courses each of the below five objectives is either introduced, reinforced, or assessed. The outcome data below reflect the assessment step of the process – where each outcome that matches the discipline objectives is measured. Thus, we have ensured that each outcome is meaningful, relates directly to course objectives in each discipline, and is assessed in courses where students are expected to demonstrate mastery in the outcomes.

Outcomes	Outcome Measures	2018 Outcome Data	2019 Outcome Data	2020 Outcome Data
1. Critical Thinking. Our juniors and seniors in a business major will apply their problem solving and analytical skills by using quantitative techniques learned in the appropriate courses	Our students are tasked with solving case studies to deliver effective recommendations. At least 80% of the students should meet or exceed expectations, based on a detailed rubric per each assignment.	In BUSA3050, 33 students were evaluated and 88% met or exceed expectations. **Met**	IN MKTG4890, 72 students were evaluated and 98% met or exceed expectations. **Met**	In ACCT3280, 8 students were evaluated and75% met or exceed expectations. **Not Met**
		In ECON2105, 41 students were evaluated and 68% met or exceed	In Busa3050, 27 students were evaluated and 93% met or	In MGNT4190, 20 students were evaluated and 95% met or exceed expectations. **Met**

		expectations. **Not Me**t	exceed expectations. **Met**	
			In HRMT4790, 4 students were evaluated and 78% met or exceed expectations. **Not Met**	In MKTG4890, 21 students were evaluated and 95% met or exceed expectations. **Met**
			In MGNT4190, 34 students were evaluated and 94% met or exceed expectations. **Met**	In BUSA3050, 67 students were evaluated and 69% met or exceed expectations. **Not Met**
				In HRMT4790, 14 students were evaluated and 79% met or exceed expectations. **Not Met**
2. Ethics. Our juniors and seniors will understand the meaning and importance of ethical behavior and will apply this knowledge to address ethical issues in their professional lives.	Our students identify an ethical dilemma in a scenario case and apply an ethical model to propose and defend a resolution. This is a Case/Project evaluation. At least 80% of the students should meet or exceed expectations, based on a detailed rubric.	In HRMT4670 30 students were evaluated and 97% met or exceed expectations. **Met**	In ACCT4290 15 students were evaluated and 100% met or exceed expectations. **Met**	In ACCT4290 16 students were evaluated and 100% met or exceed expectations. **Met**
			In HRMT4790 9 students were evaluated and 89% met or exceed expectations. **Met**	

3. Oral Communication Our juniors and seniors will demonstrate effective communicators in presentations based on organization of their thoughts, eye contact, delivery, conclusion and use of visual aids	Our students demonstrate how to communicate presentations to a business audience. Students present their findings from their work on a project. At least 80% of the students should met or exceed expectations, based on a detailed rubric.	no data available	HRMT4650 6 presentations were evaluated and 100% met or exceed expectations. **Met**	In HRMT 4650 21 projects were evaluated and 95% met or exceed expectations. **Met**
			in MKTG4830 18 projects were evaluated and 100% met or exceed expectations. **Met**	HRMT4690 27 projects were evaluated and 70% met or exceed expectations. **Not Met**
4. Written Communications. Our juniors and seniors will be effective communicators in a written project based on organization, analysis, use of supporting sources, and conclusion.	Our students demonstrate how to effectively write a business document by creating a project to achieve business objectives. At least 80% of the students should met or exceed expectations, based on a detailed rubric.	no data available	In HRMT4790 10 students were evaluated and 80% met or exceed expectations. **Met**	In HRMT4690 27 students were evaluated and 66% met or exceed expectations. **Not Met**

5. Information Technology. Our juniors and seniors will demonstrate problem solving skills supported by the correct use of information technology and appropriate software to manipulate, analyze, and present meaningful results that address assigned business issues.	Our students will know how to use technology in a business-related environment by working on a project and analyzing relevant data. At least 80% of the students should met or exceed expectations, based on a detailed rubric.	no data available	In MGNT3700 20 students were evaluated and 75% met or exceed expectations. **Not Met**	In ACCT 4210 17 students were evaluated and 100% met or exceed expectations. **Met**
				In MGNT3700 24 students were evaluated and 92% met or exceed expectations. **Met**

Graduate Program Effectiveness and Program Outcomes Results – was not evaluated in this period due to poor execution. The MBA program will be evaluated on the same schedule as the undergraduate program going forward.

Analysis of Data Trends

The AOL committee and the Dean review the results continuously and aggregate results are discussed in faculty meetings. The results and data trends are also addressed in our AACSB reporting. We provide the following interpretation of the results:

Outcome 1. Critical Thinking – We met the objective for most of the classes in two years, except in 2020 in three classes. We continue to focus on developing the critical thinking of our students in all classes and we will continue to introduce and reinforce this skill in other classes in the same discipline.

Outcome 2. Ethics – We met the objective in all evaluated classes. Ethics continues to be reinforced and applied in all business classes.

Outcome 3. Oral Communication – We met the objective in all classes except for one. This is an isolated case, and we will continue to focus on future upward direction in this area.

Outcome 4. Written Communication – We met the objective in some of the evaluated classes. We will reach out to faculty who teach classes where written communication is introduced and reinforced to ensure that students continue to improve their writing skills. We will also highlight the university resources that can help students to improve their communication skills.

Outcome 5. Information Technology – We met expectations in most of the classes. We discuss improvements in instruction to address this outcome in the next section.

In Spring 2021 we also conducted an overall student satisfaction survey with the goal of evaluating students' perceptions of the effectiveness and quality of our business programs. We will continue with this practice going forward, repeating this assessment in the spring semester. Fifty-nine students who are juniors and seniors enrolled in a business major completed the survey. Students were asked to disagree or agree with the following statement (from 1/strongly disagree to 5/strongly agree). The results are presented below.

Survey to evaluate the relevance of GSW curriculum - results

	N	Min	Max	Mean	Std. Dev
The core/major classes at GSW have helped me think more critically	59	1	5	3.98	1.106
The core/major classes have helped me communicate more effectively	59	1	5	4.17	1.020
The core/major classes have improved my ability to reason quantitatively	59	1	5	4.03	1.033
The core/major classes have improved my ability to solve problems	59	1	5	4.17	1.003
The core/major classes have improved my ability to find and evaluate information	59	1	5	4.27	.868
In my core/major classes I was exposed to many different points of view	59	1	5	4.24	1.023
There were times when my professors made me think deeply about important issues	59	1	5	4.10	1.045
Current issues and real-life examples were used to make the courses interesting and relevant	59	1	5	4.37	.869

The core/major classes at GSW are well designed to prepare me for a career in the real world	59	1	5	4.00	1.300
The core/major classes have been important in helping me become a professional in a field of my interest	59	1	5	3.97	1.174
After taking all core/major classes I (will) feel prepared to get a job in an industry of my interest	59	1	5	4.00	1.067
I will recommend to friends/family to pursue their education at GSW	59	1	5	4.12	1.068

Some of the items evaluated students' level of agreement with our learning objectives indirectly. The results support the continuous improvement efforts in our teachings in the business school. Based on the results, most of the scores indicated a high level of satisfaction with the majors offered and with the teaching environment here GSW. Most of the scores were over a 4.0 indicating agreement with the statements.

Plans for Action and Improvement

COBAC uses a strategic process for determining and revising our degree program outcomes. Below is a flow of the process.

At the COBAC faculty meeting every August, the Assurance of Learning (AOL) committee educates the rest of COBAC faculty on the five outcomes listed above and how these outcomes will be evaluated through the academic year. Faculty continually evaluates the learning objectives for each concentration (i.e., for accounting, management, HR, marketing, and the graduate programs) to ensure that the objectives relate to achieving the five outcomes listed above. In addition, we have established the following schedule for evaluation of the outcomes:

Information Technology - Assessed in Fall via Rubric

Oral Communications - Assessed in Fall via Rubric

Written Communications - Assessed in Fall via Rubric

Ethics - Assessed in Fall via Rubric

Critical Thinking - Assessed in Spring via Rubric

Once the aggregate results of the assessments are prepared, they are communicated to all faculty in our faculty meetings. We discuss any implications and any areas for improvement in the process or in our courses.

Since being reaccredited in 2020, we have made the following modifications in the programs.

Oral Communication - Oral communication is a critical part of a student's success. In the HR function, faculty aligned to provide more opportunities for the students to demonstrate and practice the skill of oral communications. In order to do that, exercises/projects were added to the Performance Management, Compensation Management and Labor Relations course to provide more exercises that develop better oral communication skills. It has also been incorporated into the HR Staffing Class (Dr. Grimes) for further exposure and opportunity for development.

Critical Thinking - Critical thinking is another important learning objective that is evaluated in the strategic capstone course with Dr. Bennett and Dr. Fathi. The course reinforces all the learning objectives of information technology, oral communication written communications, ethics, critical thinking, and business knowledge. Business knowledge is evaluated through the MFAT exam, but critical thinking is evaluated through a process that includes a modified game in which students compete against other student teams across the world. As a step towards developing better critical thinking skills the professors have the students present a written reflection document that outlines their thought process and strategy for the investment. Those reflections are given detailed feedback by the professors to better improve the students' critical thinking skills.

Information Technology - Data manipulation, construction of a data model, data analysis and data presentation are part of the rubric evaluation. For the Information Systems course 3700, Dr. Parks recognized that students struggle with basic excel skills. So, part of the course curriculum, he has built in time earlier in the semester to review and allow students the opportunity to practice those skills.