

Addendum M2: Summary Results of 2021 Dean’s Student Advisory Board Survey of Students

Overview

The Dean’s Student Advisory Board (DSAB) for the Bunting College of Business conducted a survey of fellow students to better understand their experiences. The survey had 52 respondents with the following breakdowns across class and major: 17% freshmen, 15% sophomores, 40% juniors, 25% seniors and 4% graduate students. Of the respondents, 12% were MIS majors, 19% Marketing majors, 25% Management majors, 8% Economics majors, 8% Computer Science majors, 21% Accounting majors and 8% Business Undecided. Questions in the survey related to engagement with faculty, high impact practices, learning aids, enrollment, the impacts of COVID and virtual learning and intentions for graduate school.

The survey results highlight a lack of engagement from the students and faculty over the past year, but a desire for students to become more engaged and interact with their professors, peers and high impact practices. Students were frustrated with online learning and felt it negatively impacted their academic experience with some indicating that they had to teach themselves the material and the that their connections to their peers and the university diminished. Students would like to see more personal and in person events and activities from the Bunting College of Business. Additionally, students indicated they were interested in graduate programs, but not necessarily at Georgia College. Detailed results relating to student responses to specific sections of the survey follow below and highlight the students’ experience in the Bunting College of Business and Georgia College.

High Impact Practices

When asked if students have previously participated in high impact practices 59.6% of respondents said they had not participated in any type of high impact practice, as seen in Figure 1. However, when asked if they plan to participate in any high impact practices in the future an overwhelming majority indicated that they would like to participate with 71.2% indicating interest in internships, as can be seen in Figure 2.

Figure 1

Have you participated in high impact practices? (Ex: internships, study abroad, undergraduate research, embedded in-class engagements with the profession) Select all that apply.

52 responses

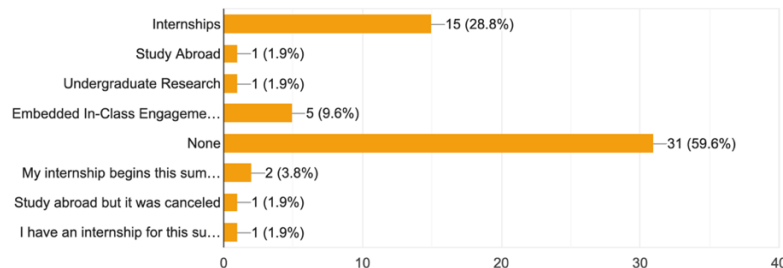
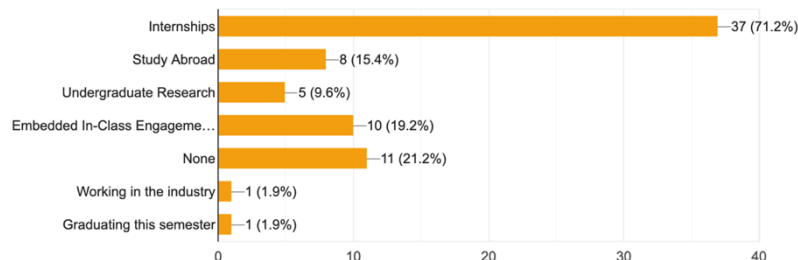


Figure 2

Do you plan on participating in or continuing with high impact practices in future semesters? Select all that apply.

52 responses



In previous years, the Bunting College of Business hosted a mentorship program to connect students with professionals and alumni outside of class. The program has gone through several iterations and is currently dormant, but as part of their assessment survey the Student Advisory Board asked if there would be an interested in mentorship opportunities. Nearly 80% of respondents indicated some interest in mentoring outside of the classroom with professionals or alumni, with 44.2% indicating yes, they would like to participate and 38.5% indicating that they might be willing to participate.

COVID-19 Impact

Throughout the survey, student respondents continuously highlighted their desire for personal interactions and engagements with the faculty and the Bunting College of Business, but the results highlight the difficulties students felt in becoming involved while COVID restrictions were in place and classes were meeting virtually.

For example, when students were asked if they were involved in any student organizations this past year, 73% of respondents said they were not involved in any student organizations. Respondents did indicate that their engagement with faculty at least met their basic learning needs as can be seen in Figure 3 but many felt they that virtual learning had negatively impacted their academic performance (Figure 4) and they were having to teach themselves material in courses throughout the Bunting College of Business.

Figure 3

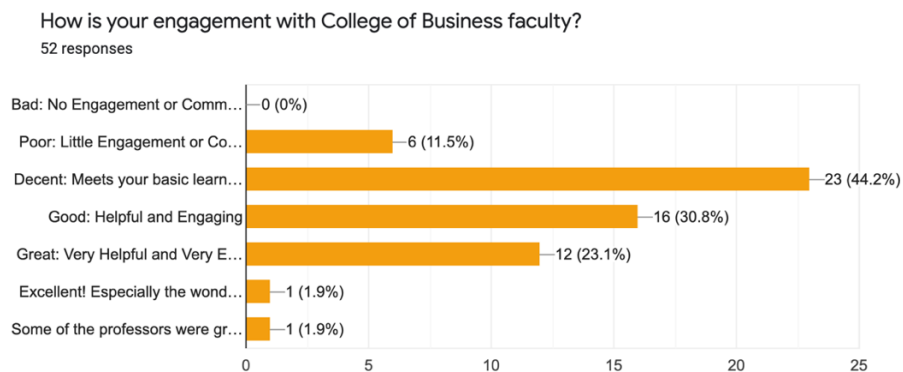
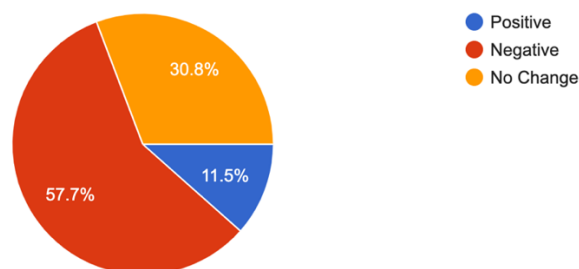


Figure 4

Has virtual learning positively/ negatively impacted your academic performance?
52 responses



Students' comments regarding the impact of virtual learning were mixed and included:

Negative Reactions:

- It's less engaging, even in on campus classes there is less participation, most people don't turn on their cameras or talk, it feels very impersonal
- Virtual learning has made it more difficult to pay attention in classes.

- Lost connectedness with my peers and professors.
- It's just very irritating to be attending zoom lectures because I cannot remember listening to my professor during a single online lecture.
- I don't learn the material. We need to be in classes in the fall
- It has been a lot more difficult for me because I am a very hands-on learner.
- I would say negatively because not being in class limits the ability to get to know your professor and classmates and form those connections that will help you later on
- I feel less connected to my professors and peers in the classes.
- Unable to easily learn hands on
- It has made it much more difficult for me to sit down and study because I am always doing school work at home so it's harder to relax.
- The ability to meet with like-minded students in class has been close to zero. The learning atmosphere is not the same as an in-person class with interaction among the students and professor.
- I love talking to people so it heavily affected my mental health

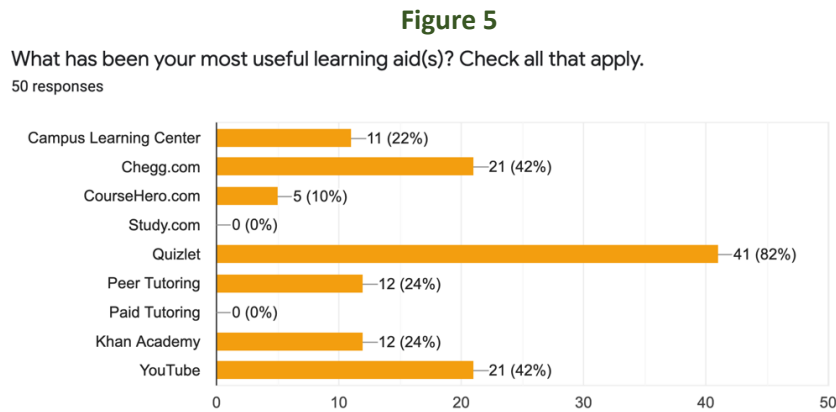
Positive Reactions:

- It has mostly impacted me positively by giving me more time to do me. I feel like I study more than I used to and put forth more effort in some classes. Although, I do feel like a class or two falls off my radar since I don't go to campus and do it in person.
- Honestly, I appreciate the flexibility that virtual learning offers.
- It was difficult in regards to some classes in how I had to teach myself, but classes that were in person were not much different for me
- I like staying home, so positively.
- able to get more work done
- I like to watch videos on how to learn and pause lectures when listening to them. I love online classes.
- It has given me more free time but virtual learning has forced me to be unaware of some information that would have been obvious in an in-person teaching style.
- I had more free time because I didn't have to commute. I felt less burnt out than I did when I had all in-person classes.

While reactions were mixed as to the impact of virtual learning, over 80% of responses indicated students were having to teach themselves material in classes throughout the Bunting College of Business. Students' comments when asked if they were having to teach material to themselves included:

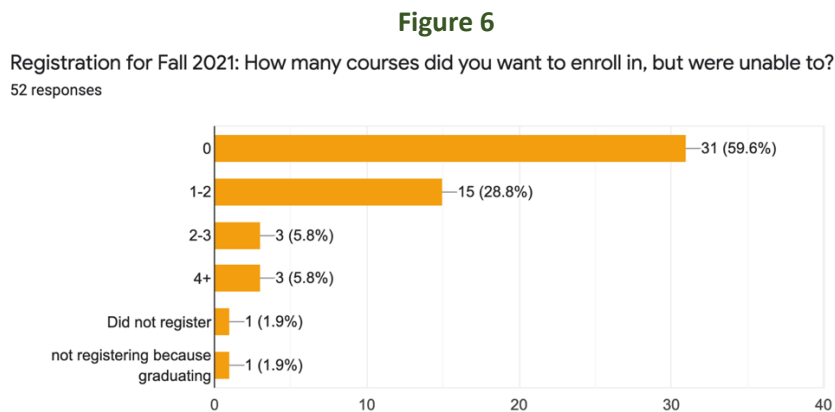
- Professors do not lecture the same online versus in person. I am having to do more reading and research with less guidance from the professor.
- I feel like I have to fill in the pieces of a lot of classes independently as a result of less accessibility to professors
- Computer Architecture: Lectures are prerecorded and we have to read a lot on our own; class is just used to refresh material
Internet Programming: Online class goes a bit too fast and there's so many specific problems that a lot of them have to be researched ourselves
- Operations and Supply Chain Management, Business Finance, Microeconomics (they were difficult to understand)
- BSTAT. The class is not engaging and I cannot pull the proper information from the lecture.
- Online courses don't give me the interaction I need
- Yes, in Intermediate II and AIS I felt I taught myself both classes. I also didn't not make the grades I was hoping in these classes. This is because of the reason I listed before. The video lectures don't help if I wanted a video lecture I could go on YouTube. Often, I found myself going to YouTube because at least those lectures explain things better because they aren't basically reading from the book with generic Power Points generated by the book company.
- Cost Accounting - Professor Yakhou was absent the entire semester, and half way through the course Eddie Thomas stepped in. I am very appreciative that Professor Thomas took our class under his wing and helped us. However, the first half of that class was very difficult, and I had to teach myself all of the material with little resources. The most helpful resource I used during that time was the Accounting Lab. If I had a specific question, they were able to help out.
- Finance - Poor teaching and email correspondence with students.
- My teachers just pre-recorded lectures and we had to take our own notes and it could be difficult at times not having the teacher right there to ask questions about the information.
- Marketing, the Power Points aren't enough to fully learn the material online.

As students themselves, the Student Advisory Board also asked respondents what has been the most useful learning aids over their experiences, with 82% of respondents indicating that Quizlets are the most helpful aid they have experienced (Figure 5).



The survey followed up with asking respondents if they plan to engage with professors outside of class in Fall 2021 and beyond through mentoring, discussing career paths or graduate school and 79% of students said that they planned to engage with faculty outside of class.

With a common perception among students is the difficulty in registering for classes the Student Advisory Board asked respondents how many courses they wanted to enroll in but were unable to and followed up by asking which courses they could not get in and reasons for this included registering late, waitlists, size restrictions and too few sections. As can be seen in Figure 6, 60% of respondents did not have any classes they were unable to register for while 28.8% could not get into one or two classes.



The Student Advisory Board wanted to learn about Graduate School interest among their peers. Interestingly 36.5% of respondents are very interested and 19.2% are somewhat interested in graduate school but only 17.3% are interested in attending graduate school at Georgia College. When asked what types of graduate programs were of interest 19% were interested in a Master of Accountancy program, 19% were interested in an MBA, 8% were interested in technology such as information systems or computer science, 8% were interested in logistics or supply chain management, 4% were interested in economics or finance and 6% were interested in a non-business-related graduate program.

In an effort to continue to serve the student population the Student Advisory Board asked respondents what events or activities they would like to see the Bunting College of Business host and if they had any other thoughts or concerns, they would like to share with the board and the dean.

Recommendations for events and activities included:

- I believe the college of business could do a lot smaller things like this to engage its students. They don't always have to be business related either
- Career Fairs
- I would love to see the headshot event next year (recommended by multiple respondents)
- A resume workshop or a LinkedIn workshop
- Dinners
- Certifications
- It may be interesting to do an event where professionals come in and sit down with anyone interested to answer questions
- To collaborate more with Delta Sigma Pi
- I think hosting an event where we offer mock interviews related to specific fields of business would be helpful to students (similar to that of the Elevator Pitch Competition).
- Maybe more information sessions for underclassmen to get a feel of what they're getting into by being in the college of business. With COVID restrictions hopefully lightening up soon, maybe have some social events for the college of business
- Fun events of some sort
- NETWORKING NIGHTS (these need to be highly advertised because I was not aware this was offered)
- Mentorship programs, maybe group meeting that business majors can talk though business ideas and maybe even struggles they are having.

When asked what other comments, thoughts or recommendations they would like to share with the dean, respondents answered:

- My experience with the business school has overall been okay.
- I wish Dr. Beadles taught more of a variety of classes
- I felt like my learning experience this semester wasn't personal at all (which is one of the many reasons people pay to go to this school). Between Pearson and generic video lectures I struggled more than ever this semester (I know many others feel the same way) because it is extremely hard to teach yourself upper-level accounting classes. I am normally a Deans list student, I have been the past two semesters, but this semester my grades suffered because of this poor teaching. I also struggled in Business Statistics. This was because 80% of my grade was determined by less than 20 questions. We had only a midterm and final one worth 35% and the other worth 45%. These two tests were also less than 10 questions each. Meaning doing bad on the first midterm messes your grade up for the rest of the semester. Homework's and attendance do nothing when the test is weighted this heavy. This seems like the professors are just out to get us and don't want to help us be successful in their class. I was very disappointed with Georgia College after this semester. I have been very interested in doing my MAcc here, but after this semester I have been looking elsewhere. The students here pay a lot of money to get a valuable personal education I most certainly did not get that this semester. Very disappointed.
- Thank you for reading my responses, and wanting to better our GC Community! I hope my feedback has been helpful.
- It was difficult having an in-person class but a professor that only did virtual office hours
- Professors seem to be drained or uninterested, just as much as we are with the format of this year. I believe it has been a difficult year for all of us to do our best.
- There are 3 classes I am taking where professors haven't graded assignments all the way back since February. Some assignments that are graded have zero comments and it seems as though there was no reasoning behind the grade I got. This all makes it very difficult to know where I stand in the class.
- Thanks for a great semester!
- I am very glad we are going back to in person classes in the fall because I learn a lot better like that.
- I had 4 professors this semester. Chris Clark, Isarin Duronkadej, Brent Evans, and Ling Leng. 3 of the 4 are fantastic professors. The other one, not so much
- I have enjoyed serving as a member of the Dean Student Advisory Board for the College of Business this year, and I am looking forward to the opportunities for the 2021-2022 academic year.
- Focus on the variety of careers an MIS major can attain and the different business sectors available that are growing and looking for problem solvers.
- Jackie Stamper was amazing and treated me so well. I would not be as far along as I am without her help. When my advisor failed to help me, she was always there to put in any extra work and advice. I look forward to telling her about my future career plans!
- Try and plan more fun events or socials for the college (ice-cream, snow cones, dinner, music, festivals)