

# Business Law Assessment Report

## Fall 2018

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## 1 INTRODUCTION

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Florida SouthWestern State College's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in assessment is BUL 2241 *Business Law*. The assessment is intended to provide a baseline and measurement of achievement in future studies. The assessment plan also provides comparisons between dual enrollment (concurrent) and non-dual enrollment students, online versus traditional students, and by site, where possible. Where data is sufficient, additional analyses are provided including distribution studies and longitudinal studies.

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## 2 BUL 2241

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### 2.1 LEARNING OBJECTIVES AND DESCRIPTIVE STATISTICS

The FSW Business faculty defined two areas of interest for evaluation in support of the state framework. The two assignments utilized as an assessment are the Promissory Note and the Final Exam. Beginning AY 2018-19, the Promissory Note is not utilized in the course. Additionally, neither measure is currently utilized as an outcome measure. Instead, for AY 2018-19, both are being monitored for future use in assessment when the department cycles focus back to BUL 2241.

During the fall 2018 semester, 92 scores were tallied from 4 of 4 sections of BUL 2241. Descriptive statistics for achievement of outcomes are shown in Table 1. The distribution of scores is presented in Table 2 and Figures 1 and 2. The Final Exam exhibits a mean score of 92.6 with 92% of artifacts scoring 80% or higher.

<i>Measurement Method</i>	<i>Mean Score</i>	<i>% Scoring 80% or Higher*</i>
<i>Final Exam</i>	<b>92.1</b>	<b>92%</b>

Table 1. Student achievement level by Essay for BUL 2241. \*The measure of achievement utilized in the most recent assessment (AY 2017-18).

	<i>Final Exam</i>
<i>Maximum score</i>	100
n	92
Max	100
Min	60
Mean	92.1
Standard deviation	8.72
Skewness	-1.32
Kurtosis	2.35

Table 2. Descriptive statistics for BUL 2241 Final Exam and Promissory Note.

## 2.2 EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

### 2.2.1 Dual Enrollment (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

### 2.2.2 Online to Traditional Comparison

During the fall 2018 semester, 48 total online scores were tallied from BUL 2241 and 44 traditional artifacts were tallied from BUL 2241 for the Final Exam. A comparison of basic statistics is provided in Table 3. Online artifacts mean scores are 3.4 lower than traditional for the Final Exam. Difference in the means was tested for significance using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999) and found to not be statistically significantly different for the Promissory Note only. Therefore, we cannot reject the null hypothesis that the difference in the means of the online and traditional scores are equal to 0, and we cannot conclude this with a 95% confidence that the differences in scores are not solely due to chance.

	<i>Final Exam Max=100</i>
<b>Traditional</b>	
n	44
Mean	93.9
% above 80	95%
<b>Online</b>	
n	48
Mean	90.5
% above 80	90%

Table 3. Comparison of basic statistics for final exam of traditional sections and online sections. Statistically significant results denoted in bold/italics.

Effect size was calculated using a method devised by Rosenthal and Rosnow (1991) for meta-analytical purposes in potential comparisons with other institutions (Lipsey and Wilson, 1993). The results exhibit what Cohen (1988) would consider a medium effect size. In other words, non-overlap score distribution from online artifacts to traditional artifacts is approximately 27%.

### 2.2.3 Comparison by Campus/Site

Of the artifacts collected from BUL 2241, 18 originated from the Collier campus, 48 from FSW Online, and 26 from the Thomas Edison (Lee) campus. Comparisons by site is shown in Figure 1. The Thomas Edison campus exhibits the highest mean score (96/100) and the highest percentage meeting the goal of 80% or higher (96%). Results of an ANOVA on the means exhibit no statistically significant difference between sites. Therefore, we cannot reject the null hypothesis that the mean scores at each site are equal to each other and we cannot conclude with a 95% confidence that the differences in scores are not solely due to chance.

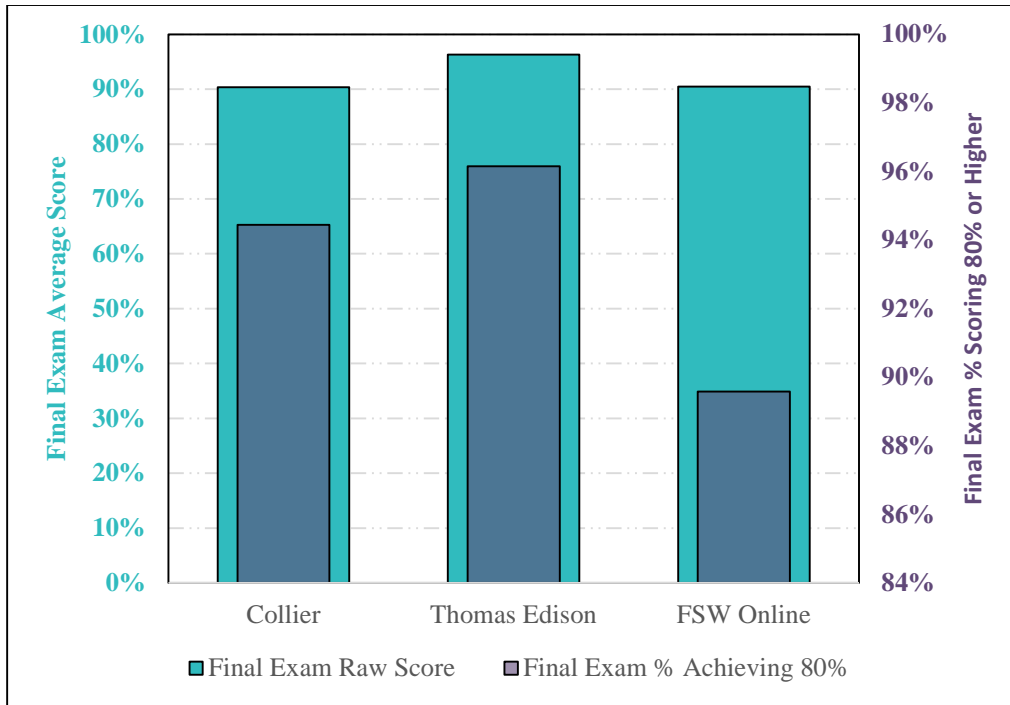


Figure 1. Final Exam average score (aqua & left axis) and percentage of artifacts scoring 80% or higher (purple & right axis).

### 2.3 LONGITUDINAL STUDY

Description of achievement over time in BUL 2241 is provided in Figure 2. The percentage of artifacts scoring 80% or higher dropped following the initial term of study (Fall 2016) but is followed by a steady rise over time to surpass those early levels. The same is the case for mean scores over time, although the drop occurred over two semesters initially, rather than one (Figure 3). Note that comparison from fall terms to spring terms is less useful as assessment reports across multiple course level and program level assessments at Florida SouthWestern State College typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see <http://www.fsw.edu/facultystaff/assessment/history> for further details).

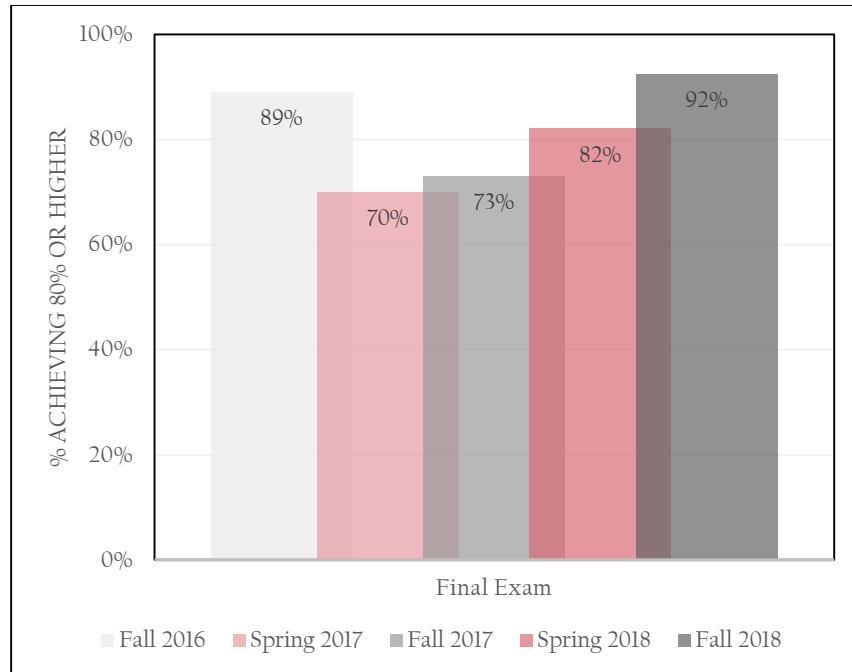


Figure 2. Assessments achieving objective (% scoring 80% or higher) over time.

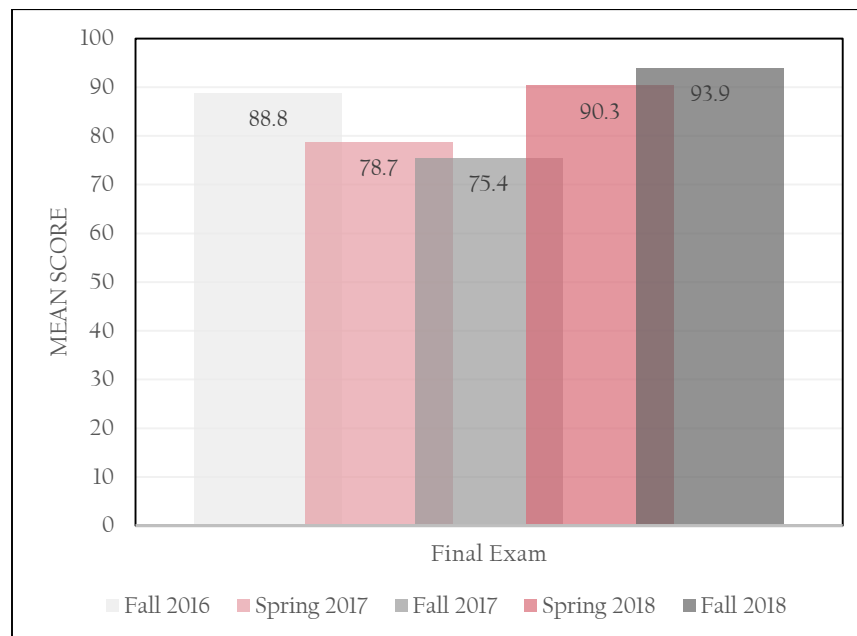


Figure 3. Assessments mean score over time.

### 3 CONCLUSIONS

FSW's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in

assessment is BUL 2241 *Business Law*. The assessment is intended to provide a baseline and measurement of achievement in future studies.

### 3.1 BUL 2241

A drill-down of BUL 2241 results are as follows:

1. During the fall 2018 semester, 92 scores were tallied from 4 of 4 sections of BUL 2241. The Final Exam exhibits a mean score of 92.6 with 92% of artifacts scoring 80% or higher.
2. In a study comparing Online with Traditional course sections, artifacts mean scores are 3.4 lower than traditional for the Final Exam. Difference in the means was tested for significance using a Welch's t-test according to standard methods and found to not be statistically significantly different.
3. In a cross-campus comparison, the Thomas Edison campus exhibits the highest mean score (96/100) and the highest percentage meeting the goal of 80% or higher (96%). Results of an ANOVA on the means exhibit no statistically significant difference between sites.
4. In a longitudinal study of achievement, the percentage of artifacts scoring 80% or higher dropped following the initial term of study (Fall 2016) but is followed by a steady rise over time to surpass those early levels. The same is the case for mean scores over time, although the drop occurred over two semesters initially, rather than one.

## 4 REFERENCES

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