

Financial Management I Assessment Report

Fall 2018

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1 INTRODUCTION

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 in this report is FIN 3400 *Financial Management I*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam. 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.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Asst. Vice President, Institutional Research, Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2 FIN 3400

2.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business recently began assessing FIN 3400 (in AY 2017-2018). The outcome which is the focus of this study is that students will interpret financial statements and calculate financial ratios to analyze financial decisions.

The objective for AY 2018-2019 is as follows:

- The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year. All rubric criteria except writing quality (spelling, grammar, punctuating, and proofreading).

During the fall 2018 semester, 35 artifacts were collected from 3 of 3 sections of FIN 3400. Descriptive statistics for achievement of outcomes are shown in Table 1. The goal that 70% of students will illustrate a proficiency of 70% or higher in all rubric criteria except writing quality was partially met. The goal was met in 3 of 4 rubric criteria. Only "Ratio Analysis", at 69%, did not meet the achievement goal. A graphic representation of achievement is shown in Figure 1.

<i>Outcomes</i>	<i>n</i>	<i>Mean</i>	<i>% Meets Expectations</i>
Ratio Selection	35	8.5	83%
Ratio Analysis	35	7.0	69%
Spelling, Grammar, Punctuation & Proofreading	35	8.6	86%
Completeness & Effort	35	7.9	71%
Accuracy	35	8.4	83%

Table 1. Student achievement level by outcome for FIN 3400.

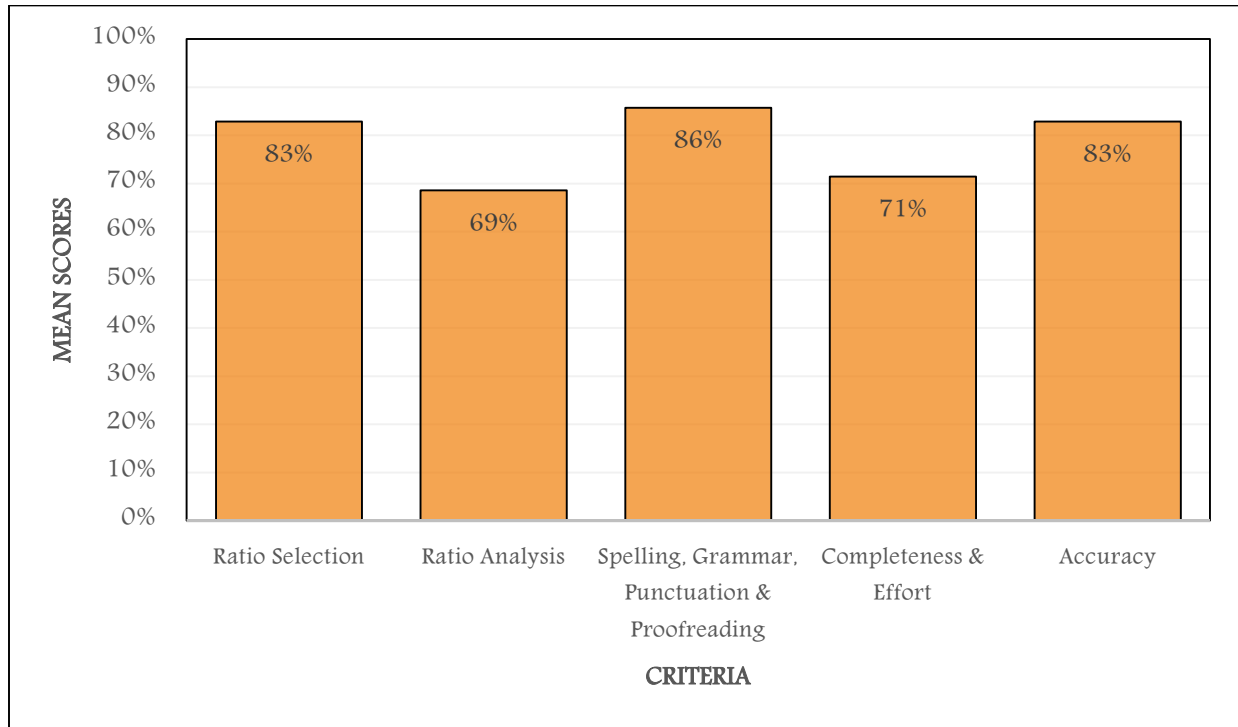


Figure 1. Bar graph of percentage of students meeting expectations of 70% or higher.

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, two course sections were offered online while a third was offered traditionally. The goal that 70% of students will achieve at 70% in the four target outcomes was met in all cases for online sections, but only 1 of 4 in the traditional section. See Table 2 and Figure 2 for additional details. Differences in the “% Meets 70% or higher” were tested for significance using a

Fisher’s Exact Test according to standard methods (McDonald, 2009; Wilkinson, 1999). The “Completeness & Effort” and “Accuracy” rubric dimensions exhibit a statistically significant difference.

<i>Outcomes</i>	<i>Traditional</i>	<i>Online</i>
Ratio Selection	73%	90%
Ratio Analysis	53%	80%
Spelling, Grammar, Punctuation & Proofreading	100%	75%
Completeness & Effort	33%	100%
Accuracy	60%	100%

Table 2. Comparison of % Meets Expectations between online and traditional sections.

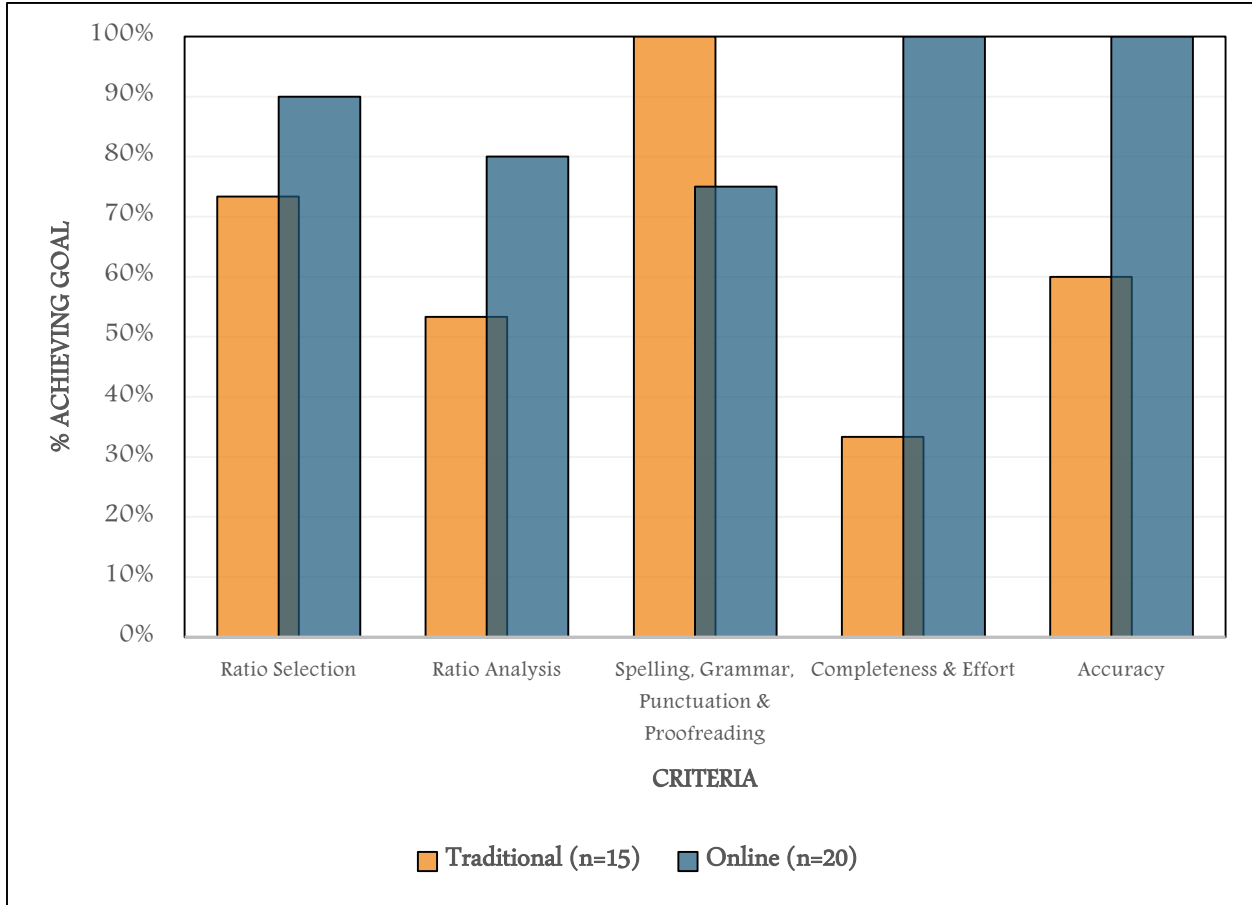


Figure 2. Comparison of ‘% Meets Expectations’ between online and traditional sections.

2.2.3 Comparison by Campus/Site

Since the only two sites in which courses were offered was Thomas Edison (Lee) and FSW Online, results of this comparison are exhibited in 2.2.2 (see above).

2.3 LONGITUDINAL STUDY

Assessment analysis utilizing these rubric criteria began in fall 2018. A longitudinal study will begin with data collection following fall 2019.

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 in this report is FIN 3400 *Financial Management I*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward.

3.1 FIN 3400

A drill-down of FIN 3400 results are as follows:

1. In a study of outcome achievement, "The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year. All rubric criteria except writing quality (spelling, grammar, punctuating, and proofreading)." the goal that 70% of students will illustrate a proficiency of 70% or higher in all rubric criteria except writing quality was partially met. The goal was met in 3 of 4 rubric criteria. Only "Ratio Analysis", at 69%, did not meet the achievement goal.
2. In a study comparing online with traditional course sections, the goal that 70% of students will achieve at 70% in the four target outcomes was met in all cases for online sections, but only 1 of 4 in the traditional section. The "Completeness & Effort" and "Accuracy" rubric dimensions exhibit a statistically significant difference.
3. No cross-campus comparison could be completed because course data was only collected from online and one site, a study completed in #2 above.

4 REFERENCES

- McDonald, J.H. 2009. Handbook of Biological Statistics (2nd ed.). Sparky House Publishing, Baltimore, Maryland.
- Wilkinson, L. 1999. APA Task Force on Statistical Inference. Statistical Methods in Psychology Journals: Guidelines and Explanations. *American Psychologist* 54 (8), 594–604.