

# Introduction to Business Assessment Report

## Fall 2018

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## 1 INTRODUCTION

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Florida SouthWestern State College's Business Department developed a new assessment pathway beginning AY 2018-2019 in response to a new assessment initiative. The course included in assessment in this report is GEB 1011 *Introduction to Business*. 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. VP, IR, Assessment & Effectiveness, Academic Affairs ([jfvangaalen@fsw.edu](mailto:jfvangaalen@fsw.edu); x16965).

## 2 GEB 1011

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### 2.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business recently began developing a new assessment plan for GEB 1011 (in AY 2018-2019). The Learning Outcomes (LOs) that are the focus of this study are (1) Define effective leadership and identify key leadership behaviors; (2) Define organization vision and mission; and (3) Identify characteristics of effective goals. To measure these outcomes, the faculty identified a subset of questions from the Chapter 6 Quiz. The questions and their objectives are identified below:

- LO 1: Define effective leadership and identify key leadership behaviors
  - Quiz questions: 6-5, 6-6, 6-9, 6-104, 6-105, 6-11, 6-110, 6-112, 6-18, 6-20, 6-22, 6-68, 6-74, 6-75, 6-106, 6-108, 6-113, 6-16, 6-21, 6-72, and 6-84
- LO 2: Define organization vision and mission
  - Quiz questions: 6-101, 6-11, 6-20, 6-24, 6-25, 6-26, 6-28, 6-30, 6-31, 6-37, 6-38, 6-48, 6-49, and 6-82
- LO 3 : Identify characteristics of effective goals.
  - Quiz questions: 6-10, 6-3, 6-116, 6-117, 6-20, 6-24, 6-25, 6-34, 6-42, 6-45, 6-52, 6-54, 6-55, 6-58, 6-115, 6-12, 6-35, 6-39, and 6-53

During the fall 2018 semester, 194 artifacts were collected from 10 of 10 sections of GEB 1011. However, questions from the pool bank do not generate with the identifying numbers above and quiz questions are shuffled in Canvas, the Learning Management System (LMS). These attributes make it impossible to analyze results based on LOs identified above. In lieu of these data, overall scores have been tallied and reported here. However, it is important to note that the quiz settings in the LMS allow

for three attempts and the highest being kept, making use of these data as an assessment measure particularly weak and unreliable. Descriptive statistics for achievement of outcomes are shown in Table 1. The overall mean score for Quiz 6 is 15.8/20, or 78.9%.

<i>(n=194)</i>	<i>Mean</i>	<i>Mean as %</i>
Overall Score	15.8/20	78.9%

Table 1. Student achievement level by outcome for GEB 1011.

## 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

During the fall 2018 semester, 8 total dual enrollment artifacts were collected from GEB 1011 and 85 traditional (non-online) artifacts were collected from GEB 1011. A comparison of basic statistics is provided in Table 2. Dual enrollment artifacts mean scores are 13.8% points higher than traditional artifacts. Differences in the means are usually tested for significance using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999), however, sample size is limited and so no analysis was completed.

	<i>Mean as %</i>
Traditional (n=85)	74.3%
Offsite (n=8)	88.1%

Table 2. Comparison of mean as percentage for dual enrollment (concurrent) and traditional.

### 2.2.2 Online to Traditional Comparison

During the fall 2018 semester, 101 total online artifacts were collected from GEB 1011 and 85 traditional artifacts were collected from GEB 1011. A comparison of basic statistics is provided in Table 3. Online artifacts mean scores are 7.8% points higher than traditional artifacts. Differences in the means were tested for significance using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999) and found to be statistically significantly different.

	<i>Mean as %</i>
Traditional (n=85)	74.3%
Online (n=101)	82.1%

Table 3. Comparison of mean as percentage for online and traditional.

### 2.2.3 Comparison by Campus/Site

During the fall 2018 semester, 11 artifacts originated from the Charlotte campus, 24 from the Collier campus, 50 from the Thomas Edison campus, 101 from FSW Online, and 8 from concurrent (offsite) dual enrollment. A comparison of basic statistics is provided in Table 4.

	<i>Mean as %</i>
Charlotte (n=11)	70.9%
Collier (n=24)	74.6%
Thomas Edison (n=50)	74.9%
FSW Online (n=101)	82.1%
Offsite (n=8)	88.1%

Table 4. Comparison of mean as percentage for online and traditional.

## 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

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FSW's Business Department developed a new assessment pathway beginning AY 2018-2019 in response to an inability to collect data using previous assessment tools. The course included in assessment in this report is GEB 10110 *Introduction to Business*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward.

## 3.1 GEB 1011

A drill-down of GEB 1011 results are as follows:

1. During the fall 2018 semester, 194 artifacts were collected from 10 of 10 sections of GEB 1011. However, questions from the pool bank do not generate with the identifying numbers above and quiz questions are shuffled in Canvas, the Learning Management System (LMS). These attributes make it impossible to analyze results based on LOs identified.
2. In a study of achievement, the overall mean score for Quiz 6 is 15.8/20, or 78.9%.
3. In a study comparing concurrent dual enrollment to traditional artifacts, dual enrollment artifacts mean scores are 13.8% points higher than traditional artifacts. Differences in the means are usually tested for significance, however, sample size is limited and so no analysis was completed.
4. In a study comparing online to traditional artifacts, online artifacts mean scores are 7.8% points higher than traditional artifacts and are statistically significantly different.
5. Assessment analysis utilizing these rubric criteria began in fall 2018. A longitudinal study will begin with data collection following fall 2019.