

Introduction to Business Assessment Report

Fall 2019

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1 INTRODUCTION

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.

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2 GEB 1011

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 2019 semester, 253 artifacts were collected from 13 of 13 sections of GEB 1011. However, questions from the pool bank do not generate with the identifying numbers above. Further, most sections of the course utilized a 3-attempt status on the quiz. This means that (1) results are not comparable across course sections, and (2) it is not an ideal representation of achievement in the material encompassed on the quiz. 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. Descriptive statistics for achievement of outcomes are shown in Table 1. The overall mean score for Quiz 6 is 17.4/20, or 87.1%.

<i>(n=253)</i>	<i>Mean</i>	<i>Mean as %</i>
Overall Score	17.4/20	87.1%

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 2019 semester, 51 total concurrent dual enrollment artifacts were collected from GEB 1011 and 114 traditional artifacts were collected from GEB 1011. A comparison of basic statistics is provided in Table 2. Concurrent dual enrollment artifacts mean scores are the same as the 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 not be statistically significantly different.

	<i>Mean as %</i>
Traditional (n=114)	85.5%
Concurrent DE (n=51)	85.5%

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

2.2.2 Online to Traditional Comparison

During the fall 2019 semester, 87 total online artifacts were collected from GEB 1011 and 114 traditional artifacts were collected from GEB 1011. A comparison of basic statistics is provided in Table 3. Online artifacts mean scores are 4.4% 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=114)	85.5%
Online (n=87)	89.9%

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

2.2.3 Comparison by Campus/Site

During the fall 2019 semester, 0 artifacts originated from the Charlotte campus, 47 from the Collier campus, 6 from the Hendry Glades Center, 61 from the Thomas Edison campus, 51 from concurrent dual enrollment, and 87 from FSW Online. A comparison of basic statistics is provided in Table 4.

	<i>Mean as %</i>
Charlotte (n=0)	~
Collier (n=47)	91.7%
Hendry Glades (n=6)	66.7%
Thomas Edison (n=61)	82.6%
Concurrent DE (n=51)	85.5%
FSW Online (n=87)	89.9%

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 once the assessment is sufficiently furnished as to make them comparable across course sections (see Section 2.1 data collection difficulties).

3 CONCLUSIONS

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 2019 semester, 253 artifacts were collected from 13 of 13 sections of GEB 1011. However, questions from the pool bank do not generate with the identifying numbers above. Further, most sections of the course utilized a 3-attempt status on the quiz. This means that (1) results are not comparable across course sections, and (2) it is not an ideal representation of achievement in the material encompassed on the quiz. 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.
2. In a study of achievement, the overall mean score for Quiz 6 is 17.4/20, or 87.1%.
3. In a study comparing concurrent dual enrollment to traditional artifacts, concurrent dual enrollment artifacts mean scores are equal to that of traditional artifacts and are of course, not statistically significantly different.
4. In a study comparing online to traditional artifacts, online artifacts mean scores are 4.4% points higher than traditional artifacts and are statistically significantly different.
5. A longitudinal study will begin with data collection once the assessment is sufficiently furnished as to make them comparable across course sections (see Section 2.1 data collection difficulties).