Introduction to Business Assessment Report
Fall 2020

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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, by modality, 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 2020-2021). The Learning Outcomes (LOs) that are that students will evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation) and define various terms associated with business, as well as outline rights, duties, and liabilities of the owners. To measure this outcome, the goal set for the 2020-2021 academic year is that a minimum of 70% of candidates achieves a score of at least 70% on the Chapter 6 - Quiz from Introduction to Business, GEB 1011.

During the Fall 2020 semester, 168 artifacts were collected from 8 of 8 sections of GEB 1011. Some sections utilized multiple attempts, so the first attempt was selected. The overall mean score for Quiz 6 is 87.8%. The percent scoring 70% or higher is 92.9%, meaning the goal was met.

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 2020 semester, 9 concurrent dual enrollment artifacts were collected along with 60 traditional (onsite, non-online) artifacts.   A comparison of basic statistics is provided in Table 1. Concurrent dual enrollment artifacts exhibit the highest mean score at 93% as well as highest achievement percentage at 100%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Concurrent Dual Enrollment	9	93%	100%
Traditional (non-online)	60	90%	94%

Table 1. Achievement comparison between concurrent dual enrollment and traditional (non-online).

2.2.2   Modality Comparison

During the Fall 2020 semester, 95 total asynchronous online artifacts were collected, along with 0 live online, 0 flex, 0 blended, and 64 traditional.   A comparison of basic statistics is provided in Table 2. Traditional artifacts exhibit the highest mean score at 90% as well as highest achievement percentage at 94%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Asynchronous online	95	86%	92%
Live online	0	~	~
Flex	0	~	~
Blended	0	~	~
Traditional	64	90%	94%

Table 2. Achievement by modality.

2.2.3   Comparison by Campus/Site

During the Fall 2020 semester, 0 Charlotte campus artifacts were collected, along with 28 from Collier, 0 from Hendry Glades, and 36 from Thomas Edison (Lee) campus.   A comparison of basic statistics is provided in Table 3.   The Collier campus artifacts exhibit the highest mean score at 91% as well as highest achievement percentage at 100%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Charlotte	0	~	~
Collier	28	91%	100%
Hendry Glades	0	~	~
Thomas Edison (Lee)	32	88%	89%

Table 3. Achievement by site.

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 2020 semester, 168 artifacts were collected from 8 of 8 sections of GEB 1011. Some sections utilized multiple attempts, so the first attempt was selected. The overall mean score for Quiz 6 is 87.8%. The percent scoring 70% or higher is 92.9%, meaning the goal was met.
2. During the Fall 2020 semester, 9 concurrent dual enrollment artifacts were collected along with 60 traditional (onsite, non-online) artifacts. Concurrent dual enrollment artifacts exhibit the highest mean score at 93% as well as highest achievement percentage at 100%.
3. During the Fall 2020 semester, 95 total asynchronous online artifacts were collected, along with 0 live online, 0 flex, 0 blended, and 64 traditional. Traditional artifacts exhibit the highest mean score at 90% as well as highest achievement percentage at 94%.
4. During the Fall 2020 semester, 0 Charlotte campus artifacts were collected, along with 28 from Collier, 0 from Hendry Glades, and 36 from Thomas Edison (Lee) campus. The Collier campus artifacts exhibit the highest mean score at 91% as well as highest achievement percentage at 100%.
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).