

Introduction to Business Assessment Report

Fall 2021

Author: Joseph F. van Gaalen, Ph.D., Asst. VP, Institutional Research, Assessment & Effectiveness

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.

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 (jfvangalen@fsw.edu; x16965).

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) in the study are:

- LO 1: Leadership
- LO 2: Organization, Vision, and Mission
- LO 3: Effective Goals

To measure this outcome, the goal set for the 2021-2022 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 2021 semester, 167 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 83.4%. The percent scoring 70% or higher is 89.2%, meaning the goal was met. The mean score for LOs 1, 2, and 3, are 87%, 84%, and 82%, respectively.

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 concurrent dual enrollment courses were run in fall 2021, so no study could be completed.

2.2.2 Modality Comparison

During the Fall 2021 semester, 90 total asynchronous online artifacts were collected, along with 0 live online, 0 flex, 21 blended, and 56 traditional. A comparison of basic statistics is provided in Table 1. Asynchronous artifacts exhibit the highest mean score at 86% as well as highest achievement percentage at 94%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Asynchronous online	90	86%	94%
Live online	0	~	~
Flex	0	~	~
Blended	21	72%	71%
Traditional	56	84%	88%

Table 1. Achievement by modality.

2.2.3 Comparison by Campus/Site

During the Fall 2021 semester, 0 Charlotte campus artifacts were collected, along with 21 from Collier, 8 from Hendry Glades, and 48 from Thomas Edison (Lee) campus. A comparison of basic statistics is provided in Table 2. The Thomas Edison (Lee) campus artifacts exhibit the highest mean score at 85% as well as highest achievement percentage at 90%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Charlotte	0	~	~
Collier	21	72%	71%
Hendry Glades	8	76%	75%
Thomas Edison (Lee)	48	85%	90%

Table 2. Achievement by site.

2.3 LONGITUDINAL STUDY

A longitudinal study of achievement is shown in Table 3. Sample size has been consistent over time. Mean score has slowly declined over time, though not significantly. Achievement at 70% or higher has also declined over time, though again, not significantly.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
Fall 2020	168	88%	93%
Spring 2021	184	85%	90%
Fall 2021	167	83%	89%

Table 3. Achievement over time.

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 2021 semester, 167 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 83.4%. The percent scoring 70% or higher is 89.2%, meaning the goal was met. The mean score for LOs 1, 2, and 3, are 87%, 84%, and 82%, respectively.
2. No concurrent dual enrollment courses were run in fall 2021, so no study could be completed.
3. During the Fall 2021 semester, 90 total asynchronous online artifacts were collected, along with 0 live online, 0 flex, 21 blended, and 56 traditional. A comparison of basic statistics is provided in Table 1. Asynchronous artifacts exhibit the highest mean score at 86% as well as highest achievement percentage at 94%.
4. During the Fall 2021 semester, 0 Charlotte campus artifacts were collected, along with 21 from Collier, 8 from Hendry Glades, and 48 from Thomas Edison (Lee) campus. A comparison of basic statistics is provided in Table 2. The Thomas Edison (Lee) campus artifacts exhibit the highest mean score at 85% as well as highest achievement percentage at 90%.
5. In a longitudinal study, sample size has been consistent over time. Mean score has slowly declined over time, though not significantly. Achievement at 70% or higher has also declined over time, though again, not significantly.