

# Introduction to Business Assessment Report

## Spring 2022

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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, 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](mailto:jfvangalen@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 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 Spring 2022 semester, 126 artifacts were collected from 7 of 7 sections of GEB 1011. Some sections utilized multiple attempts, so the first attempt was selected. The overall mean score for Quiz 6 is 85.2%. The percent scoring 70% or higher is 91.3%, meaning the goal was met. The mean score for LOs 1, 2, and 3, are 90%, 85%, and 90%, 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

During the Spring 2022 semester, 13 total concurrent dual enrollment were collected along with 43 traditional. A comparison of basic statistics is provided in Table 1. Concurrent dual enrollment artifacts exhibit the highest mean score at 90% as well as highest achievement percentage at 92%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
<b>Asynchronous online</b>	13	90%	92%
<b>Traditional</b>	43	80%	84%

Table 1. Achievement by modality.

### 2.2.2 Modality Comparison

During the Spring 2022 semester, 50 total asynchronous online artifacts were collected, along with 0 live online, 20 flex, 0 blended, and 43 traditional. A comparison of basic statistics is provided in Table 2. Flex artifacts exhibit the highest mean score at 89% as well as highest achievement percentage at 100%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
<b>Asynchronous online</b>	50	87%	94%
<b>Live online</b>	0	~	~
<b>Flex</b>	20	89%	100%
<b>Blended</b>	0	~	~
<b>Traditional</b>	43	80%	84%

Table 2. Achievement by modality.

### 2.2.3 Comparison by Campus/Site

During the Spring 2022 semester, 0 Charlotte campus artifacts were collected, along with 20 from Collier, 6 from Hendry Glades, and 37 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 89% as well as highest achievement percentage at 100%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
<b>Charlotte</b>	0	~	~
<b>Collier</b>	20	89%	100%
<b>Hendry Glades</b>	6	64%	67%
<b>Thomas Edison (Lee)</b>	37	82%	87%

Table 3. Achievement by site.

## 2.3 LONGITUDINAL STUDY

A longitudinal study of achievement is shown in Table 4. In four terms of study, the Spring 2022 term ranks 2<sup>nd</sup> in mean score and 2<sup>nd</sup> in percentage scoring 70% or higher. The highest mean score is from the Fall 2020 term, at 88%. The highest percentage scoring 70% or higher was also the Fall 2020 term, at 93%.

	Sample Size (n)	Mean Score (as %)	% Scoring 70% or Higher
<b>Fall 2020</b>	168	88%	93%
<b>Spring 2021</b>	184	85%	90%
<b>Fall 2021</b>	167	83%	89%
<b>Spring 2022</b>	126	85%	91%

Table 4. Achievement over time.

### 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 Spring 2022 semester, 126 artifacts were collected from 7 of 7 sections of GEB 1011. Some sections utilized multiple attempts, so the first attempt was selected. The overall mean score for Quiz 6 is 85.2%. The percent scoring 70% or higher is 91.3%, meaning the goal was met. The mean score for LOs 1, 2, and 3, are 90%, 85%, and 90%, respectively.
2. During the Spring 2022 semester, 13 total concurrent dual enrollment were collected along with 43 traditional. Concurrent dual enrollment artifacts exhibit the highest mean score at 90% as well as highest achievement percentage at 92%.
3. During the Spring 2022 semester, 50 total asynchronous online artifacts were collected, along with 0 live online, 20 flex, 0 blended, and 43 traditional. Flex artifacts exhibit the highest mean score at 89% as well as highest achievement percentage at 100%.
4. During the Spring 2022 semester, 0 Charlotte campus artifacts were collected, along with 20 from Collier, 6 from Hendry Glades, and 37 from Thomas Edison (Lee) campus. The Collier campus artifacts exhibit the highest mean score at 89% as well as highest achievement percentage at 100%.
5. In a longitudinal study, in four terms of study, the Spring 2022 term ranks 2<sup>nd</sup> in mean score and 2<sup>nd</sup> in percentage scoring 70% or higher. The highest mean score is from the Fall 2020 term, at 88%. The highest percentage scoring 70% or higher was also the Fall 2020 term, at 93%.