

Foundations of Int'l Business Assessment Report Fall 2019

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1 INTRODUCTION

Florida SouthWestern State College's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in assessment in this report is GEB 4375 *Foundations of International 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. Vice President, Institutional Research, Assessment & Effectiveness, Academic Affairs (jfvangaaalen@fsw.edu; x16965).

2 GEB 4375

2.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business recently began assessing GEB 4375 (in AY 2017-2018). The outcome which is the focus of this study is that students will interpret financial statements and calculate financial ratios to analyze financial decisions.

The objective for AY 2019-2020 is as follows:

- The measurement tool for this learning outcome is the Research Project 1 (Opportunities, Risks, and Challenges) from the GEB 4375 Foundations of International Business Course. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2019-2020 academic year.
- Also measured is Learning Outcome 2 describing the achievement of the student's ability to compare/contrast economic development of nations

During the fall 2019 semester, 32 artifacts were collected from 2 of 2 sections of GEB 4375. Descriptive statistics for achievement of outcomes are shown in Table 1. The goal that 70% of students will illustrate a proficiency of 70% or higher within this assessment was met.

	<i>Maximum Points</i>	Mean	% Scoring 70% or Higher
Paper follows guidelines and covers all requirements	40	34.9	94%
Topic supported by required amount of reliable research using APA	25	21.8	100%
Paper supported by research and APA used	25	23.0	100%
Writing Quality	25	21.9	97%
LO 2 - Compare and contrast economic development of nations*	10	9.1	100%
TOTAL	115	101.5	97%

Table 1. Achievement by rubric dimension, outcome measure, and overall score. *Denotes score not included as part of grade for assignment.

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 dual enrollment (concurrent) sections of the course were run during fall 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

During the fall 2019 semester, one course section was collected from online and one was collected offered traditionally (note that sample size for the traditional section is small at n=8). The goal that 70% of students will achieve at 70% was met in both online and traditional sections. See Table 2 for additional details. Differences in the “% Meets 70% or higher” were tested for significance using a Fisher’s Exact Test according to standard methods (McDonald, 2009; Wilkinson, 1999), and of course, there is no statistically significant difference.

<i>Outcomes</i>	<i>Traditional</i>	<i>Online</i>
Overall mean score (max=115)	101.0	101.6
Overall % Achieving 70%	100%	96%

Table 2. Comparison of % Meets Expectations between online and traditional sections.

2.2.3 Comparison by Campus/Site

Since the only two sites in which courses were offered was Thomas Edison (Lee) and FSW Online, results of this comparison are exhibited in 2.2.2 (see above).

2.3 LONGITUDINAL STUDY

Assessment analysis utilizing these rubric criteria with sufficient collection capability began in fall 2019. A longitudinal study will begin with data collection following fall 2020.

3 CONCLUSIONS

FSW’s Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in

assessment in this report is GEB 4375 *Foundations of International Business*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward.

3.1 GEB 4375

A drill-down of GEB 4375 results are as follows:

1. In a study of goal achievement, “The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2019-2020 academic year.” the goal that 70% of students will illustrate a proficiency of 70% or higher was met, with 97% achieving 70% or higher.
2. In a study of Learning Outcome achievement, 100% of artifacts achieved a level of “Progressing” or higher.
3. In a study comparing online with traditional course sections, the goal that 70% of students will achieve at 70% was met for online sections and traditional sections. There is no statistically significant difference.
4. No cross-campus comparison could be completed because course data was only collected from online and one site, a study completed in #2 above.

4 REFERENCES

- McDonald, J.H. 2009. *Handbook of Biological Statistics* (2nd ed.). Sparky House Publishing, Baltimore, Maryland.
- Wilkinson, L. 1999. APA Task Force on Statistical Inference. *Statistical Methods in Psychology Journals: Guidelines and Explanations*. *American Psychologist* 54 (8), 594–604.