

# Special Topics / Capstone Business Assessment Report Spring 2022

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## 1 INTRODUCTION

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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 is GEB 2930 *Special Topics / Capstone 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 2930

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### 2.1 LEARNING OBJECTIVES AND DESCRIPTIVE STATISTICS

The FSW Business faculty defined two areas of interest for evaluation in support of the state framework. The outcomes and the measure of success related to GEB 2930 are:

- Outcome Objective 1: (Known as "SLO 2: Demonstrate Employability Skills" in the AS-Business Administration and Management Program Effectiveness Plans) – The assessment measure is associated with the Special Topics/Capstone course (GEB 2930) and requires students to submit a completed Resume and Cover Letter. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021-2022 academic year.
- Outcome Objective 2 (Known as "SLO 3: Participate in a capstone project" in the AS-Business Administration and Management Program Effectiveness Plans) – The Ethics Term Paper associated with the Special Topics/Capstone course (GEB 2930) will be the assessment measure for this method. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021 -2022 academic year.

During the Spring 2022 semester, 13 artifacts were collected from 1 of 1 sections of GEB 2930. Descriptive statistics for achievement of outcomes are shown in Table 1. The distribution of rubric scores is presented in Figure 1. The goal for Outcome Objective 1, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021-2022 academic year was met, with 100% scoring 70% or higher. The goal for Outcome Objective 2, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021 -2022 academic year was nearly met, with 69% scoring 70% or higher.

<i>Measurement Method</i>	<i>% Scoring 70% or Higher</i>
<i>Resume &amp; Cover Letter</i>	<b>100%</b>
<i>Term paper</i>	<b>69%</b>

Table 1. Student achievement level by assignment for GEB 2930.

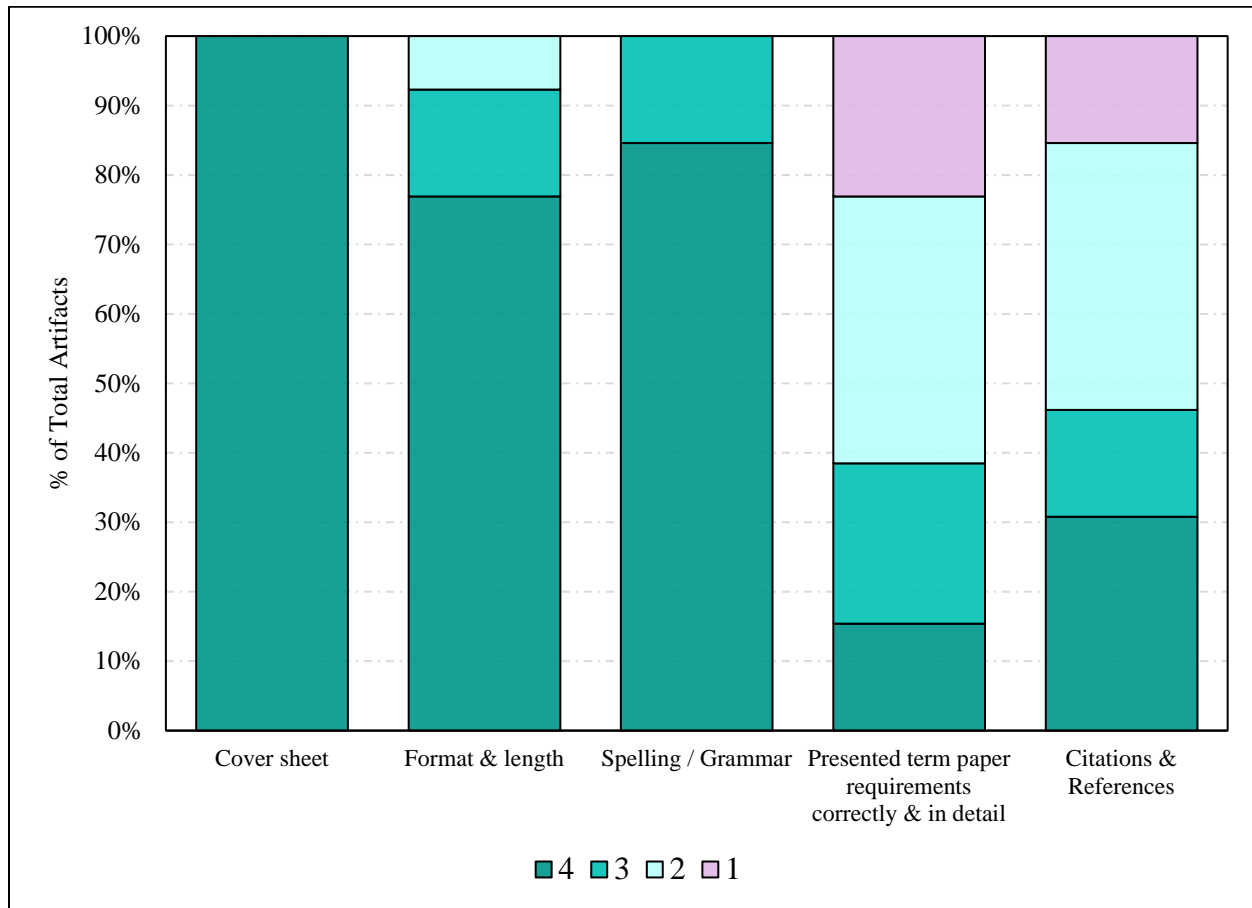


Figure 1. Distribution of rubrics scores from GEB 2930 assessment.

## 2.2 EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, 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 spring 2022 so no comparison study between dual enrollment and non-dual enrollment could be completed.

### 2.2.2 Modality Comparison

Only one section of the course was run during the spring 2022 semester and so no comparison of online to traditional sections could be completed.

### 2.2.3 Comparison by Campus/Site

Only one section of the course was run during the spring 2022 semester and so no cross-campus comparison could be completed.

## 2.3 LONGITUDINAL STUDY

Description of achievement over time is shown in Table 1. Note that comparison from fall terms to spring terms is less useful as assessment reports across multiple course level and program level assessments at Florida SouthWestern State College typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see <http://www.fsw.edu/facultystaff/assessment/history> for further details). Of the five terms in the study, Spring 2022 achievement by area from left-to-right in the table ranks 1<sup>st</sup>, 4<sup>th</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 5<sup>th</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>, respectively.

	<i>Cover Sheet</i>	<i>Format &amp; Length</i>	<i>Spelling &amp; Grammar</i>	<i>Correct Term Paper Requirements</i>	<i>Citations &amp; References</i>	<i>Resume / Cover Letter</i>	<i>Ethics Term Paper</i>
<i>Spring 2020</i>	10.0	9.4	10.0	56.7	6.6	100.0	92.8
<i>Fall 2020</i>	9.3	9.3	9.6	57.5	6.6	100.0	90.8
<i>Spring 2021</i>	9.6	8.3	8.5	60.0	7.7	95.0	94.1
<i>Fall 2021</i>	9.0	9.4	8.6	46.4	6.7	95.2	79.5
<i>Spring 2022</i>	10.0	9.2	9.7	39.4	6.6	95.4	75.8

Table 2. Comparison of assessment scores over time.

## 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 is GEB 2930 *Special Topics / Capstone 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.

### 3.1 GEB 2930

A drill-down of GEB 2930 results are as follows:

1. During the Spring 2022 semester, 13 artifacts were collected from 1 of 1 sections of GEB 2930. The goal for Outcome Objective 1, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021-2022 academic year was met, with 100% scoring 70% or higher. The goal for Outcome Objective 2, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021 -2022 academic year was nearly met, with 69% scoring 70% or higher.
2. No dual enrollment (concurrent) sections of the course were run during spring 2022 so no comparison study between dual enrollment and non-dual enrollment could be completed.
3. Only one section of the course was run during the spring 2022 semester and so no comparison of online to traditional sections could be completed.
4. Only one section of the course was run during the spring 2022 semester and so no cross-campus comparison could be completed.
5. In a review of achievement over time, of the four terms in the study, Spring 2022 achievement by area from left-to-right in the table ranks 1<sup>st</sup>, 4<sup>th</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 5<sup>th</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>, respectively.