

Leadership & Management Assessment Report

Fall 2018

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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 MAN 3301 *Human Resources Management* and MAN 3303 *Leadership and Management Practices*. 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 (jfvangaalen@fsw.edu; x16965).

2 MAN 3301

2.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business recently began assessing MAN 3301 (in AY 2017-2018). The outcome which is the focus of this study is that students will be able to create a performance evaluation tool.

The objective for AY 2018-2019 is as follows:

- The measurement tool for this learning outcome is the Writing Assignment: Performance Evaluation Assignment from MAN 3301 Human Resource Management. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year.

During the fall 2018 semester, 75 artifacts were collected from 4 of 4 sections of MAN 3301. 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 with achievement at 93%.

<i>Outcomes</i>	<i>n</i>	<i>Mean</i>	<i>% Meets Expectations</i>
Overall score (max=10)	75	8.7	93%

Table 1. Student achievement level by outcome for MAN 3301.

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 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

During the fall 2018 semester, three course sections were offered online while a fourth was offered traditionally. The goal that 70% of students will achieve at 70% was met in both online and traditional sections (Table 2). 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 there is no statistically significant difference.

<i>Outcomes</i>	<i>Traditional (n=15)</i>	<i>Online (n=60)</i>
Overall mean score (max=10)	9.3	8.5
Overall % Achieving 70%	100%	92%

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 began in fall 2018. A longitudinal study will begin with data collection following fall 2019.

3 MAN 3303

3.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business recently began assessing MAN 3303 (in AY 2017-2018). The outcome which is the focus of this study is that students will compare and contrast leadership styles.

The objective for AY 2018-2019 is as follows:

- The measurement tool for this learning outcome is the Term Paper from MAN 3303 Leadership and Management Practices. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year.

During the fall 2018 semester, 40 artifacts were collected from 3 of 3 sections of MAN 3303. Descriptive statistics for achievement of outcomes are shown in Table 3. The goal that 70% of students will illustrate a proficiency of 70% or higher within this assessment was met, with 100% achieving the goal.

<i>Outcomes</i>	<i>n</i>	<i>Mean</i>	<i>% Meets Expectations</i>
Overall score (max=10)	40	9.9	100%

Table 3. Student achievement level by outcome for MAN 3303.

3.2 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.

3.2.1 Dual Enrollment (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

3.2.2 Online to Traditional Comparison

During the fall 2018 semester, two course section were offered online while a third was offered traditionally. The goal that 70% of students will achieve at 70% was met in both online and traditional sections (Table 4). 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 (n=17)</i>	<i>Online (n=23)</i>
Overall mean score (max=10)	9.6	10.0
Overall % Achieving 70%	100%	100%

Table 4. Comparison of % Meets Expectations between online and traditional sections.

3.2.3 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).

3.3 LONGITUDINAL STUDY

Assessment analysis utilizing these rubric criteria began in fall 2018. A longitudinal study will begin with data collection following fall 2019.

4 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 courses included in assessment in this report are MAN 3301 *Human Resources Management* and MAN 3303 *Leadership and Management Practices*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward.

4.1 MAN 3301

A drill-down of MAN 3301 results are as follows:

1. In a study of outcome achievement, “The benchmark of 70% of students will illustrate a proficiency of 70% or higher within the Writing Assignment: Performance Evaluation Assignment during the 2018-2019 academic year.” the goal that 70% of students will illustrate a proficiency of 70% or higher was met, with 93% achieving 70% or higher.
2. In a study comparing online with traditional course sections, the goal that 70% of students will achieve at 70% was met in both online and traditional sections. There is no statistically significant difference.
3. No cross-campus comparison could be completed because course data was only collected from online and one site, a study completed in #2 above.

4.2 MAN 3303

A drill-down of MAN 3303 results are as follows:

4. In a study of outcome achievement, “The benchmark of 70% of students will illustrate a proficiency of 70% or higher within the Term Paper from MAN 3303 Leadership and Management Practices during the 2018-2019 academic year.” the goal that 70% of students will illustrate a proficiency of 70% or higher was met, with 100% achieving 70% or higher.
5. In a study comparing online with traditional course sections, the goal that 70% of students will achieve at 70% was met in both online and traditional sections. There is no statistically significant difference.
6. No cross-campus comparison could be completed because course data was only collected from online and one site, a study completed in #2 above.

5 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.