

Leadership & Management 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 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 Department began assessing MAN 3301 in AY 2017-2018, revising with an entirely new pilot beginning fall 2021. The focus of the study is to address the following learning outcomes:

- CLO1 Identify laws relevant to avoiding discrimination in human resources management and how to develop and support a diverse workplace.
- CLO2 Discuss the importance and role of human resources management.
- CLO3 Describe the processes of job analysis, job design, and employment forecasting.
- CLO5 Assess various recruitment and selection strategies, processes, and laws.
- CLO6 Discuss various compensation and benefit plans and their effectiveness for job satisfaction.
- CLO7 Discuss the rights and responsibilities of employees and their employers.

The objective for AY 2021-2022 is as follows:

- The measurement tool for this learning outcome is the **7.8 Research Voice-Over Presentation** 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 2021-2022 academic year.

During the Fall 2021 semester, 35 artifacts were collected from 2 of 2 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 97%. A description of achievement by rubric dimension is shown in Figure 1.

| | <i>Content</i> | <i>Organization & Clarity</i> | <i>Completeness</i> | <i>Grammar & Mechanics</i> | <i>Documentation</i> | <i>Delivery</i> | <i>Visual Aids</i> | <i>Overall</i> |
|----------------------------------|----------------|-----------------------------------|---------------------|--------------------------------|----------------------|-----------------|--------------------|----------------|
| Level 3 (Excellent) | 86% | 79% | 79% | 29% | 93% | 21% | 43% | ~ |
| Level 2 (Proficient) | 14% | 21% | 21% | 64% | 7% | 57% | 57% | ~ |
| Level 1 (Developing) | 0% | 0% | 0% | 7% | 0% | 21% | 0% | ~ |
| % Achieving 70% or Higher | ~ | ~ | ~ | ~ | ~ | ~ | ~ | 97% |

Table 1. Student achievement level by outcome for MAN 3301. *One of two sections did not record rubric data, only overall scores.

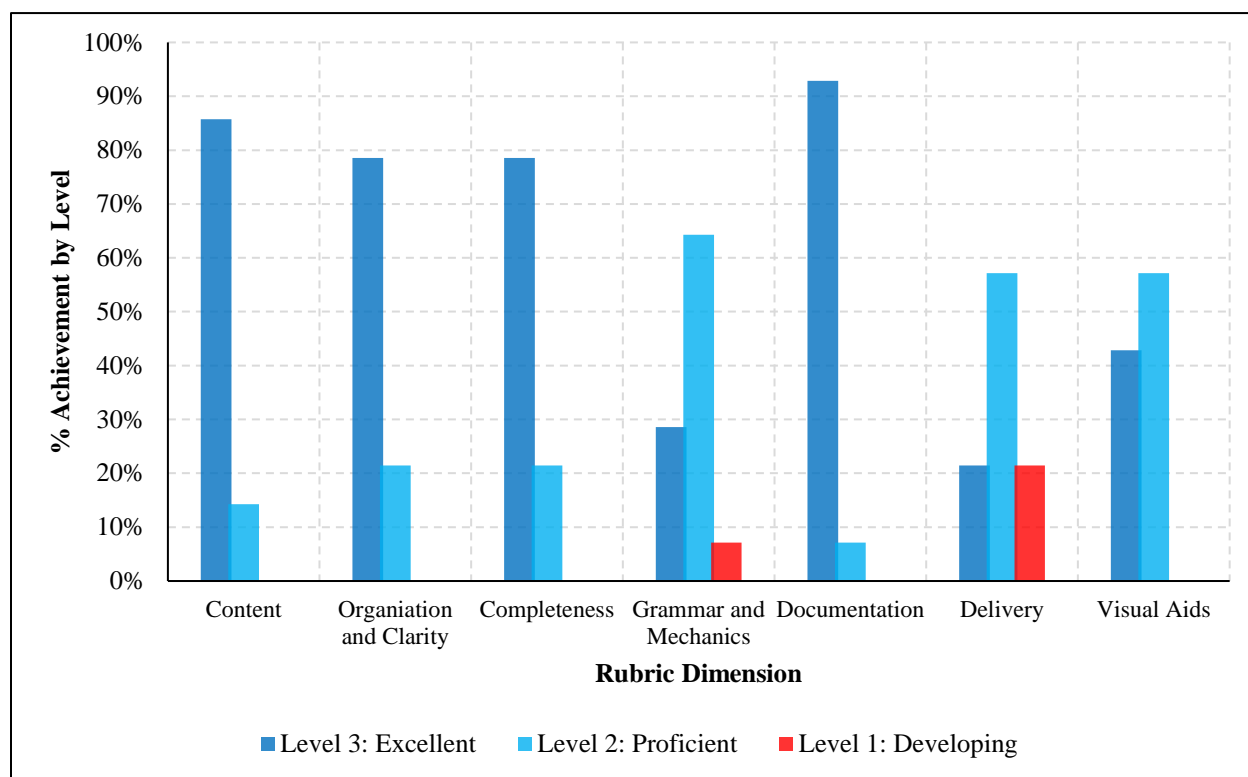


Figure 1. Achievement percentage for each rubric dimension.

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 2021 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Modality Comparison

All sections of the course were run online during fall 2021, so no modality comparison could be completed.

2.2.3 Comparison by Campus/Site

All sections of the course were run online during fall 2021, so no cross-campus comparison could be completed.

2.3 LONGITUDINAL STUDY

Assessment analysis utilizing these rubric criteria began in fall 2021. A longitudinal study will begin with data collection following fall 2022.

3 MAN 3303

3.1 LEARNING OUTCOMES, OBJECTIVES, AND DESCRIPTIVE STATISTICS

The FSW Business utilizes an assessment in MAN 3303 for study which was revised with an entirely new pilot beginning fall 2021. The focus of the study is to address the following learning outcomes:

- MLO5.1 Contrast individuals, group, and teams. [CLO1, CLO2, CLO4, CLO6]
- MLO5.2 Discuss effective teams, team building, and the team leadership model. [CLO1, CLO2, CLO4, CLO6]
- MLO5.3 Review the nature of virtual teams. [CLO1, CLO3]
- MLO5.4 Show how to set effective goals. [CLO1, CLO2, CLO4, CLO5, CLO6]
- MLO5.5 Determine what constitutes team building in work teams. [CLO1, CLO2, CLO4, CLO6]
- MLO5.6 Recount the importance of delegating, reasons for avoiding delegation, and the principles of effective delegation. [CLO1, CLO2, CLO4, CLO6]

The objective for AY 2021-2022 is as follows:

- The measurement tool for this learning outcome is the **5.8 Business Article Analysis: Leadership, Power, and Ethics** from MAN 3303 Leadership, Management, and Practices. 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 Fall 2021 semester, 31 artifacts were collected from 3 of 3 sections of MAN 3303. Descriptive statistics for achievement of outcomes are shown in Table 2. The goal that 70% of students will illustrate a proficiency of 70% or higher within this assessment was met in 6 of 6 areas with proficiencies ranging from 71% to 97%.

| <i>Dimension</i> | <i>% Scoring 70% or Higher</i> |
|------------------------------|--|
| <i>Reference</i> | 71% |
| <i>Summary</i> | 94% |
| <i>Relevancy</i> | 97% |
| <i>Support</i> | 94% |
| <i>Reaction</i> | 97% |
| <i>Writing & Grammar</i> | 90% |

Table 2. Student achievement by rubric dimension 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 2021 so no comparison study between dual enrollment and non-dual enrollment could be completed.

3.2.2 Modality Comparison

All sections of the course were run online during fall 2021, so no modality comparison could be completed.

3.2.3 Comparison by Campus/Site

Since all courses were offered online, no comparison by site could be completed.

3.3 LONGITUDINAL STUDY

Assessment analysis utilizing these rubric criteria began in fall 2021. A longitudinal study will begin with data collection following fall 2022.

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 measurement tool for this learning outcome is the **7.8 Research Voice-Over Presentation** 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 2021-2022 academic year.” the goal that 70% of students will illustrate a proficiency of 70% or higher was met with achievement at 97%.

2. No dual enrollment (concurrent) sections of the course were run during fall 2021 so no comparison study between dual enrollment and non-dual enrollment could be completed.
3. All sections of the course were run online during fall 2021, so no modality comparison could be completed.
4. All sections of the course were run online during fall 2021, so no cross-campus comparison could be completed.
5. Assessment analysis utilizing these rubric criteria began in fall 2021. A longitudinal study will begin with data collection following fall 2022.

4.2 MAN 3303

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

1. In a study of outcome achievement, “The measurement tool for this learning outcome is the **5.8 Business Article Analysis: Leadership, Power, and Ethics** from MAN 3303 Leadership, Management, and Practices. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2021-2022 academic year.” the goal that 70% of students will illustrate a proficiency of 70% or higher within this assessment was met in 6 of 6 areas with proficiencies ranging from 71% to 97%.
2. No dual enrollment (concurrent) sections of the course were run during fall 2021 so no comparison study between dual enrollment and non-dual enrollment could be completed.
3. All sections of the course were run online during fall 2021, so no modality comparison could be completed.
4. All sections of the course were run online during fall 2021, so no cross-campus comparison could be completed.
5. Assessment analysis utilizing these rubric criteria began in fall 2021. A longitudinal study will begin with data collection following fall 2022.

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.