

# Planning Objective Report

## Objective Report:

**Objective ID:** 1536

**Objective Title:** Graduates exhibit Organizational Management Skills

**Unit Manager:** Nay, Doug

**Planning Unit:** 201202 - AS - Business Adm & Mgmt

**Obj. Status:** Implementing

**Obj. Purpose:** Student Learning Outcome

**Unit Purpose:**

## Objective Description:

Graduates of the program will have the skills required to manage organizational activities of leadership, motivation and individual and social relationships.

## Institutional Goals

B. Build and implement strategies to identify new programs

## Objective Types

No Objective Types to Display

## Planning Priorities

No Planning Priorities to Display

## Tasks

No Tasks data

## Assessment Measures

Date	Assessment Measure
03/05/2012	SIR II (E-Sir)
03/05/2012	Course success rates/retention
09/21/2011	Results of course exit exams which show results consistent with an entry level employee.
09/21/2011	Skill set exams (designed to mimic industrial certification exams where available)

## Intended Results

Date	Intended Results
09/21/2011	By the end of the 2011-2012 academic year, at least 50 % of the students will score a 70% or better on course exit exams.
09/21/2011	Skill set exams (designed to mimic industrial certification exams where available) By the end of the 2011-2012 academic year, at least 50% of the students will pass the skill set exams.
09/21/2011	By the end of the 2011-2012 academic year, 80 % of students will score a 75% or better on these projects with a standard rubric used in the high impact courses of MAN 2021, Management Principles and GEB 1011, Introduction to business.
10/12/2011	GenEd Critical Thinking: During the 2011-2012 academic year establish a baseline measure of critical thinking by randomly selecting a statistically valid sample of work from required courses. The measure, outcome and goal will be submitted on or before October 30, with the baseline measure completed in the spring semester 2011.

## Status Reports

Report Date	Status Report
1/17/2012	<p>Goal 1: GEB 1011 exit exam was administered at the end of Fall 2011 term and those results have not yet been evaluated. A program exit exam was created to better isolate various outcomes and courses to determine proficiency. The Exam will be required and administered in May 2012. In addition the ETS exam for AS programs will be administered in test mode in the spring semester to a random sample of graduating AS students. This exam will act as an outside normative study for graduates of other AS programs.</p> <p>Goal 2: GEB 1011 exit exam was administered at the end of Fall 2011 term and those results have not yet been evaluated. A program exit exam was created to better isolate various outcomes and courses to determine proficiency. The Exam will be required and administered in May 2012. In addition the ETS exam for AS programs will be administered in test mode in the spring semester to a random sample of graduating AS students.</p> <p>Cont.</p>
1/17/2012	<p>Goal 2 continued: This exam will act as an outside normative study for graduates of other AS programs.</p> <p>Goal 3: GEB 1011 exit exam was administered at the end of Fall 2011 term and those results have not yet been evaluated. A program exit exam was created to better isolate various outcomes and courses to determine proficiency. The Exam will be required and administered in May 2012. In addition the ETS exam for AS programs will be administered in test mode in the spring semester to a random sample of graduating AS students. This exam will act as an outside normative study for graduates of other AS programs.</p> <p>Cont.</p>
1/17/2012	<p>Goal 4: GEB 1011 exit exam was administered at the end of Fall 2011 term and those results have not yet been evaluated. A program exit exam was created to better isolate various outcomes and courses to determine proficiency. The Exam will be required and administered in May 2012. In addition the ETS exam for AS programs will be administered in test mode in the spring semester to a random sample of graduating AS students. This exam will act as an outside normative study for graduates of other AS programs.</p>

## Actual Results

Date	Actual Results
03/02/2012	<p>For GEB 1011, common-final course assessments were conducted during the Fall 2010 and Fall 2011 terms. The following excerpts from the results of these studies (see attached) were of particular interest:</p> <p>1. In both terms, student learning outcome scores associated with “comparative and absolute advantage” were among the lowest across all campuses and modalities. However, the results highlight a substantial improvement in performance between the Fall 2010 and Fall 2011 terms</p>
03/02/2012	<p>2. In both terms, student learning outcome scores associated with “economic advantage” were among the highest scores across all campuses and modalities; the general improvement trend between Fall 2010 and Fall 2011 was also apparent</p>
03/02/2012	<p>3. An analyses of variance highlighted significant differences across campuses and modalities for a number of student learning outcomes; in each of these cases, students from Edison Online performed better than their colleagues in Collier (and in some cases, all traditional campus locations)</p>
03/02/2012	<p>4. An ANOVA’s conducted with overall test score as a dependent variable and campus/modality as the independent variable was significant at the alpha = .05 level. The pairwise comparisons indicate that Edison Online, Lee, and Charlotte students performed better (on average) than the students from the Collier campus</p>
03/05/2012	<p>As attached comparisons of success/retention rates and satisfaction rates (SIR II and e-SIR) indicate, we have substantial differences among campuses. These comparisons indicate that students who take the course on-line withdrawal at higher rates and are less satisfied (in general) with their course experiences. These differences are more pronounced in GEB 1011 than MAN 2021.</p>

## Use of Results

Date	Use of Results
03/02/2012	Dean Coughlin and Dr. Nay reviewed the item discrimination results. Dean Coughlin explained which items seemed to be the most reliable. They talked about possible revisions to exam items to provide an appropriate amount of items for measuring each objective. Dean Coughlin suggested the test should have less items related to “styles of leadership” and more items related to “comparative and absolute advantage.”
03/02/2012	Dean Coughlin and Dr. Nay compared the fall 2011 results to the stated goal of 50% of students would score a 70% or better on the exam. They noted that students had not currently achieved that goal.
03/02/2012	Dean Coughlin and Dr. Nay discussed further studies that could be conducted that could inform instruction and test revision. With a revised exam, the IRPE office could not compare overall mean performance, they would be able analyze results to see if performance on the exam affected the differences in performance among campuses.
03/05/2012	To address differing levels of success/retention and satisfaction between traditional and on-line courses, the department will work with Edison Online to develop a 2012-2013 unit plan collaboratively.

## Gap Analysis

## SWOT

### Units Impacted

No Units Impacted data

### Associated Standards

### Associated Outcomes

### Documents

File Name	File Size	Date Modified
Fall 2011 MAN 2021 GEB 1011 Success Rates 03052012.xlsx	10.559 KB	3/5/2012
GEB 1011 201210 All Summary Tables 02202012.pdf	126.765 KB	2/28/2012
GEB 1011 All Summary Tables 201110 02022012.pdf	139.179 KB	3/2/2012
GEB_1011_SIRII_eSIR_Comparison.xlsx	14.996 KB	3/5/2012
MAN_2021_SIRII_eSIR_Comparison.xlsx	14.903 KB	3/5/2012
Minutes_GEB_1011_Study_Data_Analysis_Meeting_030212.docx	11.969 KB	3/5/2012
Rubric for Critical Thinking and Seybert Model.pdf	19.746 KB	10/12/2011

Table 1

*Fall 2011 Course Success/Retention Rates by Campus and Modality*

GEB 1011				MAN 2021		
Campus	Enrolled	Success Rate	Withdrawal Rate	Enrolled	Success Rate	Withdrawal Rate
Charlotte	29	75.86%	3.45%	20	85.00%	0.00%
Collier	116	75.86%	6.90%	19	78.95%	10.53%
Edison Online	145	48.97%	14.48%	117	64.96%	11.11%
Hendry Labelle				21	100.00%	0.00%
Lee	104	56.73%	7.69%	139	74.10%	8.63%

**GEB 1011-StudentSatisfaction Fall 2011**

	enrollment	Overall mean for COURSE ORGANIZATION AND PLANNING	Overall mean for COMMUNICATION	Overall mean for FACULTY/STUDENT INTERACTION	Overall mean for ASSIGNMENTS, EXAMS, AND GRADING	Overall mean for COURSE OUTCOMES
	8	3.85	4	3.88	4.32	3.49
	6	3.83	3.2	3.2	3.51	3.13
	5	4.52	4.4	4.36	4.52	3.96
	7	4.6	4.69	4.69	4.71	3.77
	7	4.06	3.9	3.97	3.94	3.91
	33					
Mean: Online Sections		4.15	4.04	4.02	4.21	3.64
	29	4.42	4.42	4.42	4.4	4
	31	4.81	4.83	4.8	4.85	4.71
	25	4.13	4.13	4.13	4.36	3.65
	30	4.71	4.79	4.95	4.82	4.29
	30	4.79	4.69	4.76	4.53	3.93
	17	4.32	4.15	4.18	4.12	3.43
	27	4.33	4.48	4.33	4.22	3.95
	30	4.22	4.19	4.24	4.21	3.98
	30	4.33	4.42	4.56	4.1	3.72
	249					
Mean: Traditional Sections		4.45	4.46	4.49	4.4	3.96

# MAN 2021-StudentSatisfaction Fall 2011

	enrollment	Overall mean for COURSE ORGANIZATION AND PLANNING	Overall mean for COMMUNICATION	Overall mean for FACULTY/STUDENT INTERACTION	Overall mean for ASSIGMENTS, EXAMS, AND GRADING	Overall mean for COURSE OUTCOMES
	9	3.46	3.53	3.33	3.51	3.11
	8	3.98	3.87	3.72	4.02	3.58
	8	3.72	3.77	3.48	3.82	2.75
	25					
Mean: Online Sections		3.71	3.72	3.5	3.77	3.15
	12	4.74	4.8	4.71	4.8	4.2
	20	4.85	4.91	4.85	4.72	4.39
	21	4.58	4.63	4.75	4.58	3.99
	29	3.76	3.99	4.12	3.96	3.16
	21	4.31	4.3	4.44	4.33	3.92
	20	4.64	4.68	4.76	4.63	3.65
	20	4.75	4.81	4.76	4.68	4.15
	28	4.26	4.31	4.6	4.48	3.75
	171					
Mean: Traditional Sections		4.49	4.55	4.62	4.52	3.9

Table 1

*Outcome Score Means for All Sections (Fall 2011)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	184	0.623	0.227	0.000	1.000
2 Free Market System	184	0.412	0.255	0.000	1.000
3 Comparative and Absolute Advantage	184	0.400	0.354	0.000	1.000
4 Compliance and Integrity Ethics	184	0.457	0.192	0.000	1.000
5 Goals and Objectives of Management	184	0.464	0.138	0.100	0.900
6 Operating Funds and Financing	184	0.423	0.205	0.000	0.857
7 Styles of Leadership	184	0.726	0.242	0.000	1.000
8 Job Search	184	0.530	0.375	0.000	1.000

*Note: A student's outcome score = # of outcome-specific items answered correctly divided by the number of items associated with an outcome*

Table 2

*Outcome Score Means for Charlotte Sections (Fall 2011)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	18	0.574	0.191	0.333	1.000
2 Free Market System	18	0.430	0.254	0.000	1.000
3 Comparative and Absolute Advantage	18	0.444	0.380	0.000	1.000
4 Compliance and Integrity Ethics	18	0.472	0.131	0.333	0.667
5 Goals and Objectives of Management	18	0.455	0.105	0.250	0.600
6 Operating Funds and Financing	18	0.428	0.190	0.000	0.714
7 Styles of Leadership	18	0.722	0.214	0.333	1.000
8 Job Search	18	0.583	0.309	0.000	1.000

Table 3

*Outcome Score Means for Collier Sections (Fall 2011)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	36	0.510	0.303	0.000	1.000
2 Free Market System	36	0.305	0.323	0.000	1.000
3 Comparative and Absolute Advantage	36	0.236	0.280	0.000	1.000
4 Compliance and Integrity Ethics	36	0.333	0.170	0.000	0.667
5 Goals and Objectives of Management	36	0.343	0.124	0.100	0.550
6 Operating Funds and Financing	36	0.313	0.223	0.000	0.714
7 Styles of Leadership	36	0.523	0.276	0.000	1.000
8 Job Search	36	0.333	0.338	0.000	1.000

Table 4

*Outcome Score Means for Edison Online Campus Sections (Fall 2011)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	63	0.688	0.178	0.333	1.000
2 Free Market System	63	0.448	0.225	0.000	1.000
3 Comparative and Absolute Advantage	63	0.484	0.370	0.000	1.000
4 Compliance and Integrity Ethics	63	0.479	0.186	0.167	1.000
5 Goals and Objectives of Management	63	0.492	0.116	0.300	0.850
6 Operating Funds and Financing	63	0.521	0.205	0.000	0.857
7 Styles of Leadership	63	0.852	0.177	0.300	1.000
8 Job Search	63	0.579	0.372	0.000	1.000

Table 4

*Outcome Score Means for Lee Campus Sections (Fall 2011)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	67	0.640	0.207	0.000	1.000
2 Free Market System	67	0.429	0.281	0.000	1.000
3 Comparative and Absolute Advantage	67	0.395	0.343	0.000	1.000
4 Compliance and Integrity Ethics	67	0.500	0.199	0.167	1.000
5 Goals and Objectives of Management	67	0.505	0.136	0.250	0.900
6 Operating Funds and Financing	67	0.388	0.157	0.000	0.714
7 Styles of Leadership	67	0.719	0.207	0.167	1.000
8 Job Search	67	0.582	0.385	0.000	1.000

Table 5

*ANOVA Summary Table Outcome 1 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	0.787	0.262	5.46	0.001
Error	180	0.643	0.048		
Total	183	9.430			

n = 184

Table 6

*Significant Pairwise Comparisons (Outcome 1)*

Campus Comparison	Difference Between Means
EOL - Coll	0.179
Lee - Coll	0.127

Table 7

*ANOVA Summary Table Outcome 2 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	0.517	0.172	2.730	0.045
Error	180	11.360	0.063		
Total	183	11.880			

n = 184

Table 8

*Significant Pairwise Comparisons (Outcome 2)*

Campus Comparison	Difference Between Means
EOL - Coll	0.143

Table 9

*ANOVA Summary Table Outcome 3 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	1.450	0.483	4.06	0.008
Error	180	21.440	0.119		
Total	183	22.890			

n = 184

Table 10

*Significant Pairwise Comparisons (Outcome 3)*

	Difference Between
Campus Comparison	Means
EOL - Coll	0.248

Table 11

*ANOVA Summary Table Outcome 4= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	0.708	0.236	7.040	0.0001
Error	180	6.041	0.033		
Total	183	6.750			

n = 184

Table 12

*Significant Pairwise Comparisons (Outcome 4)*

	Difference Between
Campus Comparison	Means
Lee - Coll	0.167
EOL - Coll	0.145
Cha - Coll	0.139

Table 13

*ANOVA Summary Table Outcome 5= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	0.688	0.229	14.790	0.0001
Error	180	2.793	0.015		
Total	183	3.482			

n = 184

Table 14

*Significant Pairwise Comparisons (Outcome 5)*

	Difference Between
Campus Comparison	Means
Lee - Coll	0.162
EOL - Coll	0.148
Cha - Coll	0.112

Table 15

*ANOVA Summary Table Outcome 6= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	1.125	0.375	10.23	0.00001
Error	180	6.603	0.036		
Total	183	7.730			

n = 184

Table 16

*Significant Pairwise Comparisons (Outcome 6)*

Campus Comparison	Difference Between Means
EOL - Lee	0.133
EOL - Coll	0.208

Table 17

*ANOVA Summary Table Outcome 7= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	2.483	0.827	18.06	0.000001
Error	180	8.248	0.046		
Total	183	10.731			

Table 17

*Significant Pairwise Comparisons (Outcome 7)*

Campus Comparison	Difference Between Means
EOL - Lee	0.133
EOL - Coll	0.329
Cha - Coll	0.199
Lee - Coll	0.196

Table 18

*ANOVA Summary Table Outcome 8= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	1.778	0.592	4.44	0.0049
Error	180	24.027	0.133		
Total	183	25.804			

n = 184

Table 19

*Significant Pairwise Comparisons (Outcome 8)*

Campus Comparison	Difference Between Means
Lee- Coll	0.249
EOL - Coll	0.246

Table 20

*Frequency Distribution of Overall Test Scores (Fall 2011)*

Test Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	1	0.54%	1	0.54%
9	1	0.54%	2	1.09%
10	2	1.09%	4	2.17%
11	2	1.09%	6	3.26%
13	1	0.54%	7	3.80%
14	2	1.09%	9	4.89%
15	3	1.63%	12	6.52%
16	5	2.72%	17	9.24%
17	9	4.89%	26	14.13%
18	8	4.35%	34	18.48%
19	6	3.26%	40	21.74%
20	4	2.17%	44	23.91%
21	14	7.61%	58	31.52%
22	7	3.80%	65	35.32%
23	4	2.17%	69	37.50%
24	13	7.07%	82	44.57%
25	11	5.98%	93	50.54%
26	16	8.70%	109	59.24%
27	15	8.15%	124	67.39%
28	9	4.89%	133	72.28%
29	11	5.98%	144	78.26%
30	5	2.72%	149	80.98%
31	10	5.43%	159	86.41%
32	5	2.72%	164	89.13%
33	4	2.17%	168	91.30%
34	4	2.17%	172	93.48%
35	4	2.17%	176	95.65%
36	2	1.09%	178	96.74%
37	2	1.09%	180	97.83%
38	3	1.63%	183	99.46%
42	1	0.54%	184	100.00%

*N* 184*Mean* 24.79*Stndrd Dev* 6.4*Mode* 26

Table 21

*Test Score Means by Campus (Fall 2011)*

<i>Campus</i>	N	Mean	Standard Deviation	Min	Max
Charlotte	18	24.667	4.311	17.000	34.000
Collier	36	18.167	5.789	6.000	33.000
Edison Online	63	27.730	5.410	17.000	42.000
Lee	67	25.642	5.550	16.000	38.000

Table 22

*ANOVA Summary Table with Campus as the Class and Test Score as the Outcome*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	3	2172.744	724.248	24.420	0.0001
Error	180	5338.815	29.660		
Total	183	7511.556			

n = 184

Table 23

*Summaries of Significant Pairwise Comparisons between Campuses*

Pair-wise Comparisons Campuses	Differences Among Mean Scores
EOL - Coll	9.563
Lee - Coll	7.475
Cha - Coll	6.500

Table 23

*Item Difficulties by Factor Assignment*

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
1	7	The main job of managers today is to watch over people to be sure they do what the manager asks of them	0.560	103	81
2	5	... is the management function that involves allocating resources, assigning tasks, and establishing procedures for accomplishing organizational objectives	0.467	86	98
3	7	Axel has just been promoted to a position in first-line management. Axel's new position probably will require him to spend a lot of time:	0.668	123	61
4	7	Vinnie wants to become a manager in his company, but he has always been a bit shy and has a hard time interacting with co-workers. In order for Vinnie to succeed as a manager, he will need to work on his:	0.940	173	11
5	7	...means giving employees the authority and responsibility to respond quickly to customer requests	0.799	147	37
6	5	The success of the firm often depends on assigning the right tasks to the right person	0.897	165	19
7	5	Weber believed that employees should be empowered to make their own decisions	0.223	41	143
8	5	...is the management function that involves determining whether an organization is progressing toward its goals, rewarding employees for doing a good job, and taking corrective action when they are not	0.261	48	136
9	5	When a firm makes use of SWOT analysis, one of its objectives is to:	0.609	112	72
10	5	It is relatively expensive to maintain a tall organization structure	0.701	129	55
11	5	The optimum number of subordinates a manager can supervise is referred to as the . . .	0.473	87	97
12	4	Business scandals, such as Enron:	0.658	121	63
13	4	Negligence, in tort law, deals with behavior that causes intentional harm or injury	0.370	68	116
14	4	In order to be legally binding, a contract must be a written agreement between two or more parties.	0.304	56	128
15	4	You verbally promise to pay your sister tomorrow the \$25 that you owe her. This promise however, is not a negotiable instrument because:	0.685	126	58
16	4	The tort law system is an example of statutory law	0.424	78	106
17	2	The new era of business is likely to be dominated by the:	0.505	93	91

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
18	5	Given the current business environment, managing . . . has become a critical managerial function	0.348	64	120
19	5	Operations management is a specialized area in management that converts resources into:	0.560	103	81
20	6	A balance sheet lists assets in order of their:	0.424	78	106
21	6	The financial ratios that measure management's effectiveness in using the assets of the organization are called the . . . ratios.	0.246	45	139
22	6	A budget reflects management's expectations for revenues and allocates the use of specific resources throughout the firm.	0.728	134	50
23	6	Undercapitalization refers to the problem of:	0.424	78	106
24	6	. . . refers to the strategy of using borrowed funds to increase the rate of return for stockholders	0.478	88	96
25	6	The most widely used source of short-term funding is:	0.196	36	148
26	6	Earnings per share, return on sales, and return on equity are all examples of:	0.467	86	98
27	7	According to . . . the amount of effort employees devote to a task depends on their expectations of the outcome	0.647	119	65
28	7	Equity theory says that employees will perform well if they:	0.745	137	47
29	8	A newer form of performance appraisal is called the . . . because it encourages feedback from all directions.	0.533	98	86
30	8	The human resource manager's job is easier today than it was in the past because a growing percentage of the work force is highly educated and well-prepared for jobs in the contemporary business environment.	0.533	98	86
31	5	A firm that wants to reduce its office costs, broaden its base of available talent and improve job satisfaction could achieve all of these goals by:	0.348	64	120
32	3	Humphrey Communications uses a flextime plan. In their system, all employees must be on the job from 10:00am until 2:00pm. These hours are referred to as the:	0.440	81	103
33	5	The most likely reason a firm would pay its sales representatives a commission rather than a salary is that it wants to:	0.679	125	59
34	1	The reserve requirement represents the Fed's most powerful tool for conducting monetary policy.	0.750	138	46
35	1	The prime rate is the interest rate that the Fed charges for loans to member banks.	0.380	70	114
36	1	The President of the U.S. is in control of the money supply in the U.S.	0.870	160	24

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
37	1	Which of the following represents the Fed's policy to increase the amount of money in circulation?	0.250	46	738
38	3	Which of the following institutions monitors the monetary policies of member nations to ensure a global monetary system that works best for all nations?	0.359	66	118
39	2	. . . occurs when goods are traded directly for other goods.	0.505	93	91
40	5	The marketing concept has three parts: (1) a consumer orientation, (2) a service orientation, and (3) an advertising orientation.	0.304	56	128
41	2	The most important technological change likely to affect the marketing success of many firms is the:	0.391	72	112
42	2	Business-to-business markets tend to be:	0.245	45	139
43	5	In the evolution of marketing, the production era assumed an unlimited market.	0.592	109	75
44	5	Regardless of changes in packaging, the total product offer remains unchanged.	0.402	74	110
45	5	According to the product life cycle model, profits tend to:	0.141	26	158
46	5	Delivery, installation, and follow-up services are the most common ways that marketing intermediaries provide information utility.	0.380	70	114
47	5	A firm's promotion mix consists of its pricing and distribution strategies.	0.641	118	66
48	5	Compared to advertising, publicity offers the advantage of greater:	0.315	58	126
49	4 and 5	The best advertising medium to reach a specific target market is:	0.304	56	128
50	5	Which of the following product attributes is least emphasized on television ads?	0.630	116	68
Cronbach Alpha (Raw)			0.754		
Cronbach Alpha (Standardized)			0.754		

Table 1

*Outcome Score Means for All Sections (Fall 2010)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	204	0.456	0.204	0.000	0.750
2 Free Market System	204	0.369	0.252	0.000	1.000
3 Comparative and Absolute Advantage	204	0.355	0.318	0.000	1.000
4 Compliance and Integrity Ethics	204	0.468	0.204	0.000	1.000
5 Goals and Objectives of Management	204	0.485	0.128	0.200	0.950
6 Operating Funds and Financing	204	0.438	0.190	0.000	0.857
7 Styles of Leadership	204	0.731	0.224	0.000	1.000
8 Job Search	204	0.500	0.340	0.000	1.000

*Note: A student's outcome score = # of outcome-specific items answered correctly divided by the number of items associated with an outcome*

Table 2

*Outcome Score Means for Collier Sections (Fall 2010)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	59	0.389	0.224	0.000	0.750
2 Free Market System	59	0.305	0.246	0.000	0.750
3 Comparative and Absolute Advantage	59	0.271	0.284	0.000	1.000
4 Compliance and Integrity Ethics	59	0.404	0.201	0.000	0.833
5 Goals and Objectives of Management	59	0.446	0.128	0.200	0.950
6 Operating Funds and Financing	59	0.385	0.178	0.000	0.086
7 Styles of Leadership	59	0.633	0.247	0.000	1.000
8 Job Search	59	0.441	0.372	0.000	1.000

Table 3

*Outcome Score Means for Edison Online Sections (Fall 2010)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	68	0.548	0.179	0.000	0.750
2 Free Market System	68	0.445	0.232	0.000	1.000
3 Comparative and Absolute Advantage	68	0.419	0.341	0.000	1.000
4 Compliance and Integrity Ethics	68	0.527	0.199	0.167	1.000
5 Goals and Objectives of Management	68	0.512	0.136	0.250	0.900
6 Operating Funds and Financing	68	0.510	0.207	0.000	0.860
7 Styles of Leadership	68	0.823	0.193	0.167	1.000
8 Job Search	68	0.580	0.307	0.000	1.000

Table 4

*Outcome Score Means for Lee Campus Sections (Fall 2010)*

Outcome	N	Mean	Standard Deviation	Min	Max
1 Economic Systems	77	0.425	0.182	0.000	0.750
2 Free Market System	77	0.360	0.260	0.000	1.000
3 Comparative and Absolute Advantage	77	0.363	0.310	0.000	1.000
4 Compliance and Integrity Ethics	77	0.465	0.199	0.000	1.000
5 Goals and Objectives of Management	77	0.491	0.116	0.250	0.800
6 Operating Funds and Financing	77	0.415	0.166	0.000	0.714
7 Styles of Leadership	77	0.723	0.198	0.333	1.000
8 Job Search	77	0.474	0.333	0.000	1.000

Table 5

*ANOVA Summary Table Outcome 1 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.904	0.452	11.99	<.0001
Error	201	7.570	0.038		
Total	203	8.478			

n = 204

Table 6

*Significant Pairwise Comparisons (Outcome 1)*

Campus Comparison	Difference Between Means
EOL - Lee	0.122
EOL - Coll	0.158

Table 7

*ANOVA Summary Table Outcome 2 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.658	0.329	5.39	0.005
Error	201	12.272	0.061		
Total	203	12.93			

n = 204

Table 8

*Significant Pairwise Comparisons (Outcome 2)*

Campus Comparison	Difference Between Means
EOL - Coll	0.140

Table 9

*ANOVA Summary Table Outcome 3 = Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.700	0.350	3.55	0.03
Error	201	19.784	0.984		
Total	203	20.484			

n = 204

Table 10

*Significant Pairwise Comparisons (Outcome 3)*

	Difference Between
Campus Comparison	Means
EOL - Coll	0.280

Table 11

*ANOVA Summary Table Outcome 4= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.479	0.239	6.01	0.003
Error	201	8.008	0.040		
Total	203	8.487			

n = 204

Table 12

*Significant Pairwise Comparisons (Outcome 4)*

	Difference Between
Campus Comparison	Means
EOL - Coll	0.123

Table 13

*ANOVA Summary Table Outcome 5= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.145	0.073	4.54	0.01
Error	201	3.220	0.016		
Total	203	3.366			

n = 204

Table 14

*Significant Pairwise Comparisons (Outcome 5)*

	Difference Between
Campus Comparison	Means
EOL - Coll	0.067

Table 15

*ANOVA Summary Table Outcome 6= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.562	0.281	8.3	<.001
Error	201	6.806	0.339		
Total	203	7.368			

n = 204

Table 16

*Significant Pairwise Comparisons (Outcome 6)*

Campus Comparison	Difference Between Means
EOL - Lee	0.095
EOL - Coll	0.125

Table 17

*ANOVA Summary Table Outcome 7= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	1.156	0.578	12.89	<.001
Error	201	9.015	0.448		
Total	203	10.171			

n = 204

Table 17

*Significant Pairwise Comparisons (Outcome 7)*

Campus Comparison	Difference Between Means
EOL - Lee	0.100
EOL - Coll	0.191
Lee - Coll	0.090

Table 18

*ANOVA Summary Table Outcome 8= Campus*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	0.704	0.352	3.11	0.05
Error	201	22.796	0.113		
Total	203	23.500			

n = 204

Table 19

*Frequency Distribution of Overall Test Scores (Fall 2010)*

Test Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
14	2	0.98%	2	0.98%
15	5	2.45%	7	3.43%
16	4	1.96%	11	5.39%
17	11	5.39%	22	10.78%
18	9	4.41%	31	15.20%
19	5	2.45%	36	17.65%
20	7	3.43%	43	21.08%
21	15	7.35%	58	28.43%
22	9	4.41%	67	32.84%
23	10	4.90%	77	37.75%
24	15	7.35%	92	45.10%
25	19	9.31%	111	54.41%
26	16	7.84%	127	62.25%
27	12	5.88%	139	68.14%
28	12	5.88%	151	74.02%
29	13	6.37%	164	80.39%
30	7	3.43%	171	83.82%
31	4	1.96%	175	85.78%
32	9	4.41%	184	90.20%
33	6	2.94%	190	93.14%
34	3	1.47%	193	94.61%
35	2	0.98%	195	95.59%
36	2	0.98%	197	96.57%
37	1	0.49%	198	97.06%
38	1	0.49%	199	97.55%
39	1	0.49%	200	98.04%
40	1	0.49%	201	98.53%
41	2	0.98%	203	99.51%
45	1	0.49%	204	100.00%
<hr/>				
<i>N</i>	204			
<i>Mean</i>	25.132			
<i>Stndrd Dev</i>	5.785			
<i>Minimum</i>	14			
<i>Maximum</i>	45			

Table 20

*Item Difficulties by Factor Assignment*

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
1	7	The main job of managers today is to watch over people to be sure they do what the manager asks of them	0.62	127	77
2	5	... is the management function that involves allocating resources, assigning tasks, and establishing procedures for accomplishing organizational objectives	0.46	94	110
3	7	Axel has just been promoted to a position in first-line management. Axel's new position probably will require him to spend a lot of time:	0.63	129	75
4	7	Vinnie wants to become a manager in his company, but he has always been a bit shy and has a hard time interacting with co-workers. In order for Vinnie to succeed as a manager, he will need to work on his:	0.93	190	14
5	7	...means giving employees the authority and responsibility to respond quickly to customer requests	0.79	161	43
6	5	The success of the firm often depends on assigning the right tasks to the right person	0.88	180	24
7	5	Weber believed that employees should be empowered to make their own decisions	0.23	48	156
8	5	...is the management function that involves determining whether an organization is progressing toward its goals, rewarding employees for doing a good job, and taking corrective action when they are not	0.29	59	145
9	5	When a firm makes use of SWOT analysis, one of its objectives is to:	0.66	135	69
10	5	It is relatively expensive to maintain a tall organization structure	0.74	150	54
11	5	The optimum number of subordinates a manager can supervise is referred to as the . . .	0.53	108	96
12	4	Business scandals, such as Enron:	0.61	124	80
13	4	Negligence, in tort law, deals with behavior that causes intentional harm or injury	0.42	85	119

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
14	4	In order to be legally binding, a contract must be a written agreement between two or more parties.	0.28	57	147
15	4	You verbally promise to pay your sister tomorrow the \$25 that you owe her. This promise however, is not a negotiable instrument because:	0.77	158	46
16	4	The tort law system is an example of statutory law	0.49	100	104
17	2	The new era of business is likely to be dominated by the:	0.41	84	120
18	5	Given the current business environment, managing . . . has become a critical managerial function	0.4	82	122
19	5	Operations management is a specialized area in management that converts resources into:	0.69	141	63
20	6	A balance sheet lists assets in order of their:	0.43	87	117
21	6	The financial ratios that measure management's effectiveness in using the assets of the organization are called the . . . ratios.	0.28	57	147
22	6	A budget reflects management's expectations for revenues and allocates the use of specific resources throughout the firm.	0.78	159	45
23	6	Undercapitalization refers to the problem of:	0.42	86	118
24	6	. . . refers to the strategy of using borrowed funds to increase the rate of return for stockholders	0.46	94	110
25	6	The most widely used source of short-term funding is:	0.15	31	173
26	6	Earnings per share, return on sales, and return on equity are all examples of:	0.55	112	92
27	7	According to . . . the amount of effort employees devote to a task depends on their expectations of the outcome	0.66	134	70
28	7	Equity theory says that employees will perform well if they:	0.75	153	51
29	8	A newer form of performance appraisal is called the . . . because it encourages feedback from all directions.	0.45	92	112
30	8	The human resource manager's job is easier today than it was in the past because a growing percentage of the work force is highly educated and well-prepared for jobs in the contemporary business environment.	0.55	112	92
31	5	A firm that wants to reduce its office costs, broaden its base of available talent and improve job satisfaction could achieve all of these goals by:	0.26	53	151

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
32	3	Humphrey Communications uses a flextime plan. In their system, all employees must be on the job from 10:00am until 2:00pm. These hours are referred to as the:	0.41	83	121
33	5	The most likely reason a firm would pay its sales representatives a commission rather than a salary is that it wants to:	0.74	152	52
34	1	The reserve requirement represents the Fed's most powerful tool for conducting monetary policy.	0.68	138	66
35	1	The prime rate is the interest rate that the Fed charges for loans to member banks.	0.4	81	123
36	1	The President of the U.S. is in control of the money supply in the U.S.	0.84	171	33
37	1	Which of the following represents the Fed's policy to increase the amount of money in circulation?	0.31	63	141
38	3	Which of the following institutions monitors the monetary policies of member nations to ensure a global monetary system that works best for all nations?	0.31	62	142
39	2	. . . occurs when goods are traded directly for other goods.	0.5	101	103
40	5	The marketing concept has three parts: (1) a consumer orientation, (2) a service orientation, and (3) an advertising orientation.	0.31	63	141
41	2	The most important technological change likely to affect the marketing success of many firms is the:	0.39	79	125
42	2	Business-to-business markets tend to be:	0.18	37	167
43	5	In the evolution of marketing, the production era assumed an unlimited market.	0.57	117	87
44	5	Regardless of changes in packaging, the total product offer remains unchanged.	0.54	110	94
45	5	According to the product life cycle model, profits tend to:	0.12	26	178
46	5	Delivery, installation, and follow-up services are the most common ways that marketing intermediaries provide information utility.	0.38	78	126
47	5	A firm's promotion mix consists of its pricing and distribution strategies.	0.68	138	66
48	5	Compared to advertising, publicity offers the advantage of greater:	0.3	61	143
49	4 and 5	The best advertising medium to reach a specific target market is:	0.24	49	155

item No.	Outcome	Item Text	Item Difficulty	# of Correct Responses	# of Incorrect Responses
50	5	Which of the following product attributes is least emphasized on television ads?	0.67	136	68
			Cronbach Alpha (Raw)	0.699	
			Cronbach Alpha (Standardized)	0.695	
<i>Deleting items 7, 10, 16, 19, 25, 43, 45, and 47 would improve score reliability</i>					

Table 21

*Item Discrimination for Test Items (Fall 2010)*

Item no.	# Correct (Lower Group)	Prob. Correct (Lower Group)	# Correct (Upper Group)	Prob. Correct (Upper Group)	Discrimination Index (D)
1	25	0.431	50	0.943	0.512
2	21	0.362	30	0.566	0.204
3	25	0.431	44	0.83	0.399
4**	47	0.81	52	0.981	0.171
5	34	0.586	48	0.906	0.32
6	43	0.741	50	0.943	0.202
7**	21	0.362	10	0.189	-0.173
8	7	0.121	24	0.453	0.332
9	21	0.362	49	0.924	0.562
10**	40	0.69	44	0.83	0.14
11	17	0.293	40	0.755	0.462
12	12	0.207	50	0.943	0.736
13	13	0.224	36	0.679	0.455
14	12	0.207	23	0.434	0.227
15**	41	0.707	44	0.83	0.123
16**	25	0.431	29	0.547	0.116
17	10	0.172	36	0.679	0.507
18	13	0.224	30	0.566	0.342
19**	35	0.603	40	0.755	0.152
20	15	0.259	34	0.642	0.383
21	11	0.19	21	0.396	0.206
22	37	0.638	46	0.868	0.23
23	9	0.155	39	0.736	0.581
24	19	0.328	37	0.7	0.372
25**	12	0.207	7	0.132	-0.075
26	19	0.328	37	0.7	0.372
27	20	0.345	46	0.868	0.523
28	28	0.483	49	0.924	0.441
29	19	0.328	29	0.547	0.219
30	20	0.345	40	0.755	0.41
31	10	0.172	25	0.472	0.3
32	15	0.259	33	0.623	0.364
33	28	0.483	50	0.943	0.46
34	29	0.5	40	0.755	0.255
35**	22	0.379	30	0.566	0.187
36	34	0.586	52	0.981	0.395
37	11	0.19	26	0.491	0.301
38**	15	0.259	20	0.377	0.118
39	18	0.31	36	0.679	0.369
40	13	0.224	27	0.509	0.285
41	14	0.241	23	0.434	0.193

Item no.	# Correct (Lower Group)	Prob. Correct (Lower Group)	# Correct (Upper Group)	Prob. Correct (Upper Group)	Discrimination Index (D)
42**	7	0.121	12	0.226	0.105
43**	32	0.551	33	0.623	0.072
44	23	0.397	38	0.717	0.32
45**	12	0.207	8	0.151	-0.056
46	16	0.276	29	0.547	0.271
47**	43	0.741	31	0.585	-0.156
48	10	0.172	28	0.528	0.356
49	8	0.138	24	0.452	0.314
50	35	0.603	43	0.811	0.208

N (all) = 204; N(Lower Group) = 58; N(Upper Group) = 53

Note: Item discrimination = Prob.(Upper Group) - Prob.(Lower Group)

D >= .40 Satisfactory

.30 <= D <= .39 Functional

.20 <= D <= .29 Marginal (requiring revision)

\*\* D <= .19 Eliminate or re-write

Interpretations of D index from Crocker & Algina (1986)

Table 22

*Test Score Means by CRN and by Campus (Fall 2010)*

<i>CRN</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Min</i>	<i>Max</i>
10196	22	24.09	5.74	14	38
10198	21	24.28	5.43	16	36
10204	16	25.31	2.6	20	29
10296	13	26.08	4.96	19	36
10297	36	20.89	4.7	14	33
10844	17	32	6.47	22	45
11592	23	24.26	5.44	15	37
12105	18	25.44	4.58	18	32
12207	13	26.92	4.42	20	34
12926	11	26.73	3.38	20	33
13583	14	27.64	6.99	15	40
<i>Campus</i>					
Collier	59	22.2	5.23	14	37
Edison Online	68	28.15	5.86	15	45
Lee	77	24.71	4.82	14	38

*N = 204*

Table 23

*ANOVA Summary Table with CRN as the Class and Test Score as the Outcome*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
CRN	10	1678.2	167.82	6.33	<.001
Error	193	5115.22	26.5		
Total	203	6793.43			

n = 204

Table 24

*Summaries of Significant Pairwise Comparisons between CRN's*

Pair-wise Comparisons CRN's	Differences Among Mean Test Scores	Confidence Limits
10844 -12105	6.556	0.883-12.228
10844-10204	6.688	0.846-12.529
10844-10198	7.714	2.242-13.186
10844-11592	7.739	2.375-13.103
10844-10196	7.909	2.493-13.325
10844-10297	11.11	6.176-16.047
13583-10297	6.754	1.471-12.037
12207-10297	6.034	0.607-11.461
12926-10297	5.838	0.060-11.616

Table 25

*ANOVA Summary Table with Campus as the Class and Test Score as the Outcome*

Source	df	Type II Sums of Squares	Mean Square	F	Pr > f
Campus	2	1137.62	568.81	20.2	<.001
Error	201	5655.8	28.13		
Total	203	6793.43			

n = 204

Table 26

*Summaries of Significant Pairwise Comparisons between Campuses*

Pair-wise Comparisons Campuses	Differences Among Mean Test Scores	Confidence Limits
EOL-LEE	3.433	1.348-5.517
EOL-COL	5.944	3.715-8.172
LEE-COL	2.511	0.337-4.6781

## **GEB 1011 Study Data Analysis Meeting Minutes**

March 2, 2012, 1:30-2:15 p.m.

In attendance: Kevin Coughlin, Doug Nay, Eileen DeLuca

1. Kevin reviewed the fall 2010 and fall 2011 results and summaries for the GEB 1011 exam which is a course level assessment of overall AS Business Administration program goals.
2. In general, students scored poorly on Items related to the “comparative and absolute advantage.”
3. In general, students scored well on items related to “styles of leadership” objective.
3. On the items related to the “economic advantage” objective, student scores were consistently high.
4. The scores for students across all campuses in Edison Online sections are higher than the face-to-face courses.
5. On the average, the scores for students across all outcomes in Collier are lower than all other campuses.
6. Dr. Nay and Dean Coughlin discussed the possible reasons for the lower scores on the Collier Campus and the higher scores in Edison Online.
7. One of the possible reasons the group came up with for the difference was the possible difference in the test administration.
8. Another possible reason discussed was the different staffing patterns on campuses (example full-time to adjunct ratios).
9. Dean Coughlin and Dr. Nay discussed how the results of the studies could be used to inform a 2012-2013 unit plan to augment the full-time faculty pattern on Collier Campus.
10. Dean Coughlin and Dr. Nay reviewed the item discrimination results. Dean Coughlin explained which items seemed to be the most reliable. They talked about possible revisions to exam items to provide an appropriate amount of items for measuring each objective. Dean Coughlin suggested the test should have less items related to “styles of leadership” and more items related to “comparative and absolute advantage.”
11. Dean Coughlin and Dr. Nay talked about the advantages and disadvantages of using true/false items as a measure of the achievement of an objective.
12. Dean Coughlin and Dr. Nay compared the fall 2011 results to the stated goal of 50% of students would score a 70% or better on the exam. They noted that students had not currently achieved that goal.

13. Dean Coughlin and Dr. Nay discussed further studies that could be conducted that could inform instruction and test revision. With a revised exam, the IRPE office could not compare overall mean performance, they would be able analyze results to see if performance on the exam affected the differences in performance among campuses.

Minutes submitted by Eileen DeLuca