

Planning Objective Report

Objective Report:

Objective ID: 1581

Objective Title: Course experiences of students in online courses will be aligned to those in campus-based courses

Unit Manager: Anderson, Robert

Planning Unit: 001152 - Edison Online

Obj. Status: Implementing

Obj. Purpose: Assessment Outcome

Unit Purpose:

In order to fulfill its purpose of creating a complete online degree program, Distance Learning is enhancing applications of instructional technologies and implementing new pedagogical approaches that increase the effectiveness of online learning. This will provide more effective programs to distance learning students.

Objective Description:

In order to ensure that online courses are offering outcomes comparable with traditional courses three metrics will be reviewed. Data on e-SIR results, course success rates, and common course general education assessments will be collected and analyzed. This information will be used to improve alignment of the course outcomes of campus-based and online courses.

Institutional Goals

A. Develop a shared understanding, application and accountability of learning-centered culture

Objective Types

No Objective Types to Display

Planning Priorities

No Planning Priorities to Display

Tasks

Due Date	Status	Priority	Task
02/10/2012	Complete	High	1A. Collect faculty eSir and Sir II results for the fall semester 2011.
02/10/2012	In Progress	High	1B. Comparability data will be compiled for mean eSir and Sir II results for the fall semester 2011.
06/08/2012	Incomplete	Low	1C. Collect faculty eSir and Sir II results for the spring semester 2012.
07/26/2012	Incomplete	Low	1D. Comparability data will be compiled for mean eSir and Sir II results for the spring semester 2012.
02/10/2012	Complete	High	2A. Collect course success rates for the fall semester 2011.
02/10/2012	Complete	High	2B. Comparability data will be compiled for mean course completion results for the fall semester 2011.
06/08/2012	Incomplete	Low	2C. Collect course success rates for the spring semester 2012.
07/26/2012	Incomplete	Low	2D. Comparability data will be compiled for mean course completion results for the spring semester 2012.
02/10/2012	Complete	High	3A. Collect common course general education assessments data for the fall semester 2011
02/10/2012	In Progress	High	3B. Comparability data will be compiled for common course general education assessments for the fall semester 2011
06/08/2012	Incomplete	Low	3C. Collect common course general education assessments data for the spring semester 2012
07/26/2012	Incomplete	Low	3D. Comparability data will be compiled for common course general education assessments for the spring semester 2012.

Assessment Measures

Date	Assessment Measure
10/10/2011	1. Faculty eSir Results - Fall 2011
10/10/2011	2. Course Success Rates
10/10/2011	3. Gen Ed Competency Assessment Results

Intended Results

Date	Intended Results
10/09/2011	1) By the end of the Spring 2012 term, data collected concerning faculty survey results of both online and campus-based courses will be correlated; these correlations (and absolute rates of success) will serve as baseline data for future analyses.
10/10/2011	2) By the end of the Spring 2012 term, data collected concerning course success of both online and campus-based courses will be correlated; these correlations (and absolute rates of success) will serve as baseline data for future analyses.
10/10/2011	3) By the end of the Spring 2012 term, data collected concerning common course general education assessments of both online and campus-based courses will be correlated; these correlations (and absolute rates of success) will serve as baseline data for future analyses.

Status Reports

Report Date	Status Report
2/27/2012	Data has been received from IR, and has been analyzed.
2/27/2012	Data has been collected from fall, 2011, and the analysis is completed.
2/17/2012	Initial data from the fall semester 2011 has been collected and 2 of the 3 comparability studies have been completed.
1/17/2012	Timeline has been updated to reflect implementation in the Spring 2012 semester.
1/15/2012	This objective has not yet been started, due to personnel changes. The department chair will be working with the new Director of Academic Review and Improvement, Edison Online, to implement this during the spring term.

Actual Results

Date	Actual Results
02/27/2012	Edison Online had lower completion rates for 36/60 of the subject codes (60%)
02/27/2012	Of the courses that had lower completion rates, the percentage difference between the on campus rate and Edison Online ranged from 1.17% to 56.25%
02/27/2012	Twenty-one of the thirty-six courses (58.3%) differed by less than 10% from the corresponding on campus subject.
02/27/2012	Four of the courses (31%) differed by more than 25% from the corresponding on campus subject.
02/27/2012	Business-related courses have more courses at the higher end of the scale (MAR, GEB, MAN) than other disciplines
02/27/2012	High enrollment courses not concentrated in any one area: REL (6.56%), PHY (7.00%), ECO (7.17%), DEP (8.10%), ENC (8.40%), MGF (8.40%), SLS (8.58%), MAC (9.71%), CGS (10.75%), HUN (12.98%), PSY (13.26%), GEB (23.03%), MAN (24.71%), STA (56.25%).
02/27/2012	Edison Online Completion Rates <ul style="list-style-type: none">• 3 of the 36 subject codes had less than 50% of the students receive a C or better (7%).• 29 of the 36 subject codes had between 50%-80% of the students receive a C or better (81%).• 4 of the 36 subjects had greater than 80% of the students receive a C or better (11%)
02/27/2012	Students in GEB1011 are meeting the learning outcomes at a comparable rate to the on campus classes.
02/27/2012	eSir scores show a general satisfaction with online classes.

Use of Results

Date	Use of Results
02/27/2012	<p>COMPLETION RATES: The Director of Academic Review and Improvement will examine the courses in all given subject codes that have more than a 25% difference between the online completion rate and the on campus completion rate. Individual sections will be analyzed in terms of success/retention rates, course materials, learning activities/projects, and tests/quizzes; we will be paying particular attention to withdrawal rates. In addition, a survey will be sent to all students who were enrolled in these courses to gather additional data on course content, instructor effectiveness, and to attempt to identify any additional factors that may have impeded success in the course.</p> <p>This review will result in a written report that will be presented to the discipline area faculty members and the Dean of Edison On-line. The report will also contain suggested strategies for improvement. This review will be completed by the next term in which each identified course is taught.</p>
02/27/2012	<p>COMPLETION RATES: The Director of Academic Review and Improvement will examine high-enrollment courses that have completion rates between 50 and 70 percent. Individual sections will be analyzed in terms of success/retention rates, course materials, learning activities/projects, and tests/quizzes; we will be paying particular attention to withdrawal rates. In addition, a survey will be sent to all students who were enrolled in these courses to gather additional data on course content, instructor effectiveness, and to attempt to identify any additional factors that may have impeded success in the course.</p> <p>This review will result in a written report that will be presented to the discipline area faculty members and the Dean of Edison On-line. The report will also contain suggested strategies for improvement. This review will be completed by the next term in which each identified course is taught.</p>
02/27/2012	<p>DATA COLLECTION: In order to facilitate future evaluation and analysis of online courses the Director of Academic Review and Improvement will develop a database containing information on each course containing:</p> <p>section course success rates, eSir evaluations, course reviews, student comments received by Edison Online, course improvement strategies recommended, and course improvement strategies implemented.</p>

Gap Analysis

SWOT

Units Impacted

Date	Unit Code	Planning Unit	Unit Manager
10/10/2011	001152	Edison Online	Anderson, Robert

Associated Standards

Standard Number	Standard Description
3.3.1.1	educational programs, to include student learning outcomes

Associated Outcomes

Documents

File Name	File Size	Date Modified
Analysis of Data for Edison Online.pdf	291.726 KB	2/27/2012
BSC_1005_SIRII_eSIR_Comparison.xlsx	11.513 KB	3/14/2012
Course Statistics_Fall2011.pdf	318.477 KB	2/27/2012
Course Statistics_Fall2011_Differences.pdf	176.571 KB	2/27/2012
Course Statistics_Fall2011_EOL_CorHigher.pdf	177.721 KB	2/27/2012
EOLeSIRfall11.pdf	33.594 KB	2/20/2012
GEB 1011 All Summary Tables 201110 02022012.pdf	139.179 KB	2/20/2012
GEB_1011_SIRII_eSIR_Comparison.xlsx	14.996 KB	3/14/2012
MAC_1105_SIRII_eSIR_Comparison.xlsx	12.697 KB	3/14/2012
MAN_2021_SIRII_eSIR_Comparison.xlsx	14.903 KB	3/14/2012

MAC 1105-StudentSatisfaction Fall 2011

	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
enrollment					
14	4.2	4.07	4.3	4.1	3.87
10	4.21	4.41	4.53	4.54	3.56
5	4.04	3.67	4	4.12	3.64
6	4.63	3.98	4.5	4.37	4.27
11	4.44	4.32	4.49	4.54	3.8
11	4.49	4.21	4.37	4.39	3.76
8	3.46	3.33	3.59	3.53	3.02
65					
Mean: Online Sections	4.21	4.00	4.25	4.23	3.70
34	34.00	3.92	4.14	3.37	2.67
29	4.41	4.6	4.26	4.28	3.1
30	3.91	3.71	3.54	4.01	3.52
35	4.65	4.64	4.65	4.4	3.59
30	4.69	4.81	4.77	4.61	3.69
34	4.47	4.45	4.46	4.37	3.65
30	4.17	4.09	4.13	4.25	3.53
30	3.7	3.68	3.73	4.04	3.38
30	4.52	4.54	4.66	4.57	4.04
39	4.33	4.14	4.54	4.27	3.4
30	4.21	4.16	4.28	4.33	3.7
30	4.56	4.57	4.66	4.65	4.04
29	4.34	4.4	4.48	4.47	3.7
0	4.79	4.86	4.71	4.75	3.84
29	4.71	4.79	4.63	4.7	4.06
30	4.78	4.75	4.8	4.62	3.81
30	4.12	3.72	3.9	3.47	3.15
32	4.12	4.12	4.3	3.88	3.31

32	3.91	3.79	3.96	3.82	2.86
34	4.25	3.81	4.48	4.33	3.66
33	4.26	4.06	4.49	4.22	3.91
34	4.22	3.75	4.08	4.04	3.44
36	4.85	4.81	4.85	4.57	3.83
35	4.74	4.74	4.7	4.66	3.82
35	4.81	4.86	4.79	4.66	4.07
36	4.33	4.47	4.31	4.26	3.68
35	3.6	3.49	4.4	3.54	3
35	3.57	3.35	3.68	3.27	2.98
34	3.78	3.57	3.94	3.94	2.91
35	3.72	3.4	3.88	3.78	2.75
35	3.63	3.51	3.89	3.8	3.42
28	4.11	4.02	4.44	4.43	3.79
30	4.69	4.71	4.41	4.41	3.77
28	4.6	4.6	4.48	4.47	3.88
35	4.48	4.44	4.58	4.34	3.52
35	3.81	3.64	3.55	3.66	2.8
32	4.34	4.3	4.31	4.23	3.39
34	4.32	4.27	4.37	4.26	3.61
35	4.42	4.53	4.67	4.07	3.78
16	3.35	3.82	3.71	3.37	2.98
21	2.83	3.67	2.94	3.3	2.65
29	2.83	2.94	2.53	3	2.08
31	3.19	3.38	3.04	3.38	2.7
29	3.43	3.25	*	3.21	2.49
31	3.97	3.95	3.59	3.64	3.11
27	4.31	4.37	4.36	4.32	3.65
30	4.4	4.36	4.16	4.11	3.63
26	4.65	4.64	4.63	4.63	4.07
30	4.77	4.82	4.47	4.54	3.98
31	4.4	4.52	3.92	4.41	3.66
26	4.39	4.48	4.3	4.26	3.72
23	4.84	4.83	4.86	4.69	3.66

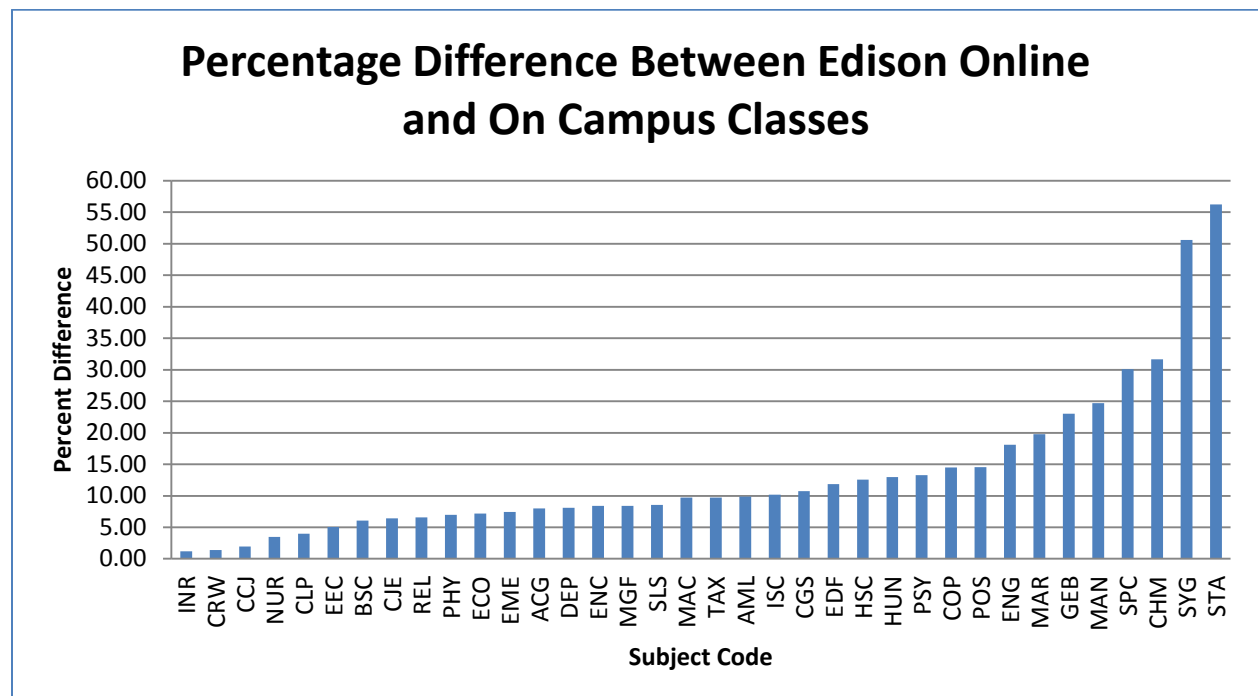
Mean:	1587					
Traditional						
Sections	4.77	4.18	4.22	4.13	3.45	

Analysis of Data for Edison Online

Edison Online Compared to Overall Camus Rates

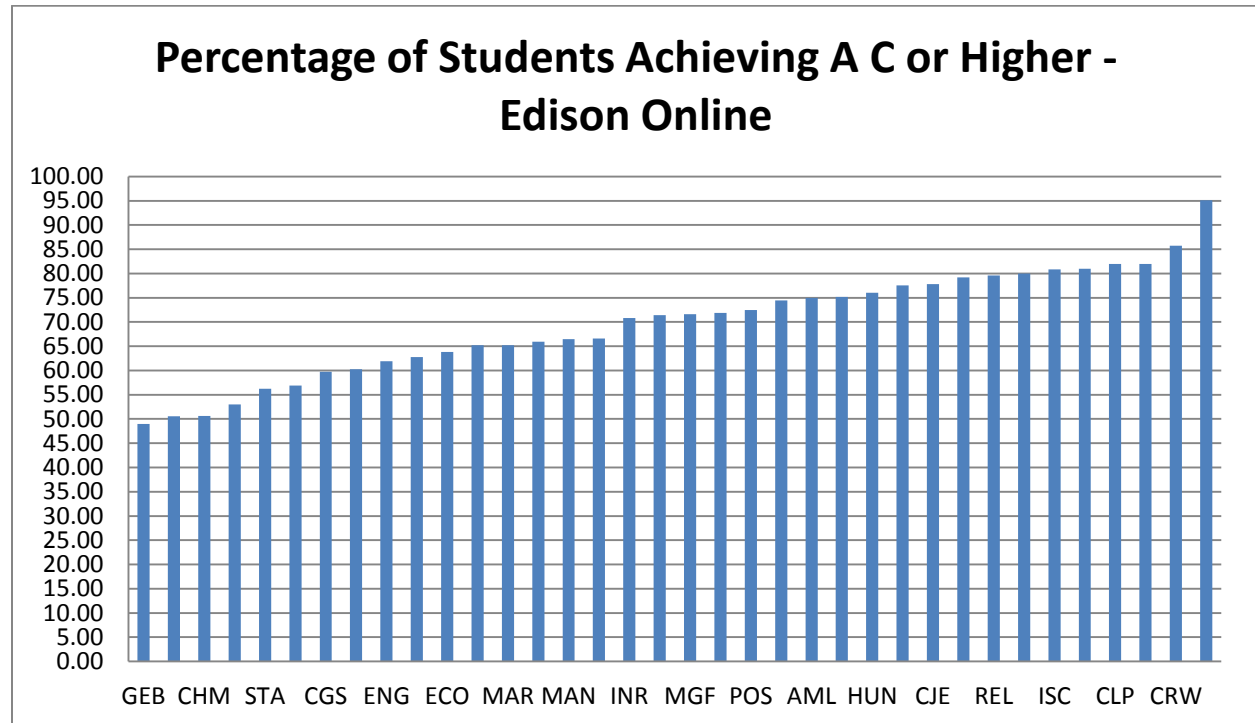
Data from sixty five different course types were compared according to subject codes. The results showed the following:

- Edison Online had lower completion rates for 36/60 of the subject codes (60%)
- Of the courses that had lower completion rates, the percentage difference between the on campus rate and Edison Online ranged from 1.17% to 56.25%
- Twenty-one of the thirty-six courses (58.3%) differed by less than 10% from the corresponding on campus subject.
- Four of the courses (31%) differed by more than 25% from the corresponding on campus subject.
- Business-related courses have more courses at the higher end of the scale (MAR, GEB, MAN) than other disciplines.
- High enrollment courses not concentrated in any one area: REL (6.56%), PHY (7.00%), ECO (7.17%), DEP (8.10%), ENC (8.40%), MGF (8.40%), SLS (8.58%), MAC (9.71%), CGS (10.75%), HUN (12.98%), PSY (13.26%), GEB (23.03%), MAN (24.71%), STA (56.25%).



Edison Online Completion Rates

- 3 of the 36 subject codes had less than 50% of the students receive a C or better (7%).
- 29 of the 36 subject codes had between 50%-80% of the students receive a C or better (81%).
- 4 of the 36 subjects had greater than 80% of the students receive a C or better (11%).



Recommendations

- Examine the courses in a given subject code that have more than a 25% difference between the online completion rate and the on campus completion rate.
- Examine the high enrollment courses that are between 50 and 70 percent completion.

Items to Examine

- Break down success rates by professor. See if there is an anomaly with one or more professors. If so, examine the online course.
- Examine the course materials if a subject code is experiencing a significant difference in completion rates from the on campus statistics.
- Send a survey to students who were enrolled in classes with low rates. Try to determine if it was content related, professor related, or just a circumstance of time.

BSC 1005-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
	8	4.18	3.98	4.05	4	3.4
	5	4.2	3.84	3.86	3.84	3.32
	13					
Mean: Online Sections		4.19	3.91	3.96	3.92	3.36
	28	3.93	4.08	4.01	3.6	3.07
	20	4.36	4.31	4.14	3.76	3.2
	28	4.54	4.58	4.43	4.14	3.63
	29	4.63	4.71	4.79	4.65	4.45
	30	4.42	4.25	4.63	4.32	3.87
	29	4.41	4.44	4.61	4.51	3.87
	0	3.69	3.77	3.77	3.62	3.23
	19	4.27	4.38	4.53	4.24	3.71
	0	4.82	4.8	4.92	4.58	4.08
	35	3.81	3.72	3.9	3.79	3.36
	34	4.56	4.43	4.6	4.16	3.53
	35	4.15	4.21	4.34	3.92	3.53
	55	3.71	3.87	4.09	3.33	3.07
	33	4.23	4.37	4.14	3.94	3.15
	34	3.64	3.62	3.71	3.11	2.54
	33	4.5	4.43	4.7	4.52	3.92
	31	4.02	3.92	4.11	3.8	3.24
	34	4.19	4.03	4.17	4.02	3.14
	34	4.3	4.12	4.2	3.81	3.59
	541					
Mean: Traditional Sections		4.22	4.21	4.30	3.99	3.48

Comparison of On Campus and Edison Online Student Completion Rates

ACG

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	53.00%	61.00%	58.33%	60.10%	95.00%	60.19%
Difference		-8.00%	-5.33%	-7.10%	-42.00%	-7.19%

AMH

Course Grade	All Main Campuses Except Edison						
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Offsite Collier
C or Better	69.86%	60.00%	75.78%	66.96%	77.42%	59.37%	88.37%
Difference		9.86%	-5.92%	2.90%	-7.56%	10.49%	-28.37%

AML

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	75.00%	92.00%	84.62%			96.15%
Difference		-17.00%	-9.62%	75.00%	75.00%	-21.15%

BSC

Course Grade	All Main Campuses Except Edison							
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Offsite Charlotte	Offsite Lee
C or Better	65.92%	72.00%	84.62%	88.22%	68.18%	72.46%	10.96%	100.00%
Difference		-6.08%	-18.70%	-22.30%	-2.26%	-6.54%	61.04%	-15.38%

Comparison of On Campus and Edison Online Student Completion Rates

BUL

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	76.00%	71.00%	100.00%	55.56%	68.18%	70.00%
Difference		5.00%	-24.00%	20.44%	7.82%	6.00%

CCJ

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	80.00%	81.93%	79.03%	76.74%		84.72%
Difference		-1.93%	0.97%	3.26%	80.00%	-4.72%

CGS

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	59.75%	70.50%	69.66%	71.82%	73.47%	70.05%
Difference		-10.75%	-9.91%	-12.07%	-13.72%	-10.30%

CHM

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	50.60%	82.27%	84.11%	88.21%		80.43%
Difference		-31.67%	-33.51%	-37.61%	50.60%	-29.83%

Comparison of On Campus and Edison Online Student Completion Rates

CJC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	80.00%	67.12%	84.00%	70.59%		51.61%
Difference		12.88%	-4.00%	9.41%	80.00%	28.39%

CJE

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	77.78%	84.18%	88.00%	79.31%	88.64%	84.13%
Difference		-6.40%	-10.22%	-1.53%	-10.86%	-6.35%

CJJ

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	100.00%	88.16%	92.59%	68.42%		96.67%
Difference		11.84%	7.41%	31.58%	100.00%	3.33%

CJL

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	94.44%	78.15%	81.82%	70.00%		79.55%
Difference		16.29%	12.62%	24.44%	94.44%	14.89%

Comparison of On Campus and Edison Online Student Completion Rates

CLP

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	82.00%	86.00%				86.00%
Difference		-4.00%	82.00%	82.00%	82.00%	-4.00%

COP

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	65.22%	79.73%				79.73%
Difference		-14.51%	65.22%	65.22%	65.22%	-14.51%

CRW

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	85.71%	87.10%	84.21%			91.67%
Difference		-1.39%	1.50%	85.71%	85.71%	-5.96%

DEP

Course Grade	All Main Campuses Except Edison						
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Off-Site Lee
C or Better	71.90%	80.00%	81.55%	86.46%	86.44%	78.02%	100.00%
Difference		-8.10%	-9.65%	-14.56%	-14.54%	-6.12%	-28.10%

Comparison of On Campus and Edison Online Student Completion Rates

DSC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	92.59%					
Difference		92.59%	92.59%	92.59%	92.59%	92.59%

ECO

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	63.83%	71.00%	79.03%	70.00%	87.50%	68.21%
Difference		-7.17%	-15.20%	-6.17%	-23.67%	-4.38%

EDF

Course Grade	All Main Campuses Except Edison							
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Off-Site Collier	Off-Site Lee
C or Better	75.16%	87.00%	78.13%	83.56%	66.67%	88.07%	91.18%	100.00%
Difference		-11.84%	-2.97%	-8.40%	8.49%	-12.91%	-16.02%	-24.84%

EEC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	80.95%	86.00%	65.00%		86.67%	95.12%
Difference		-5.05%	15.95%	80.95%	-5.72%	-14.17%

Comparison of On Campus and Edison Online Student Completion Rates

EME

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	77.55%	85.00%		71.43%		88.64%
Difference		-7.45%	77.55%	6.12%	77.55%	-11.09%

ENC

Course Grade	All Main Campuses Except Edison								
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Off-Site Charlotte	Off-Site Collier	Off-Site Lee
C or Better	66.60%	75.00%	76.71%	82.59%	58.68%	71.39%	58.08%	94.44%	98.74%
Difference		-8.40%	-10.11%	-15.99%	7.92%	-4.79%	8.52%	-27.84%	-32.14%

ENG

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	61.90%	80.00%				80.30%
Difference		-18.10%	61.90%	61.90%	61.90%	-18.40%

ENL

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	91.30%	76.00%				76.19%
Difference		15.30%	91.30%	91.30%	91.30%	15.11%

Comparison of On Campus and Edison Online Student Completion Rates

ESE

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	85.07%					
Difference		85.07%	85.07%	85.07%	85.07%	85.07%

FFP

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	86.94%	69.00%				81.73%
Difference		17.94%				5.21%

FIN

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	90.32%	72.00%	95.24%			67.92%
Difference		18.32%	-4.92%			22.40%

FRE

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	75.00%	61.00%	95.24%			88.00%
Difference		14.00%	-20.24%			-13.00%

Comparison of On Campus and Edison Online Student Completion Rates

GEB

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	48.97%	72.00%	83.67%	75.86%		66.05%
Difference		-23.03%	-34.70%	-26.89%		-17.08%

HSC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	71.43%	84.00%				83.67%
Difference		-12.57%				-12.24%

HUM

Course Grade	All Main Campuses Except Edison						
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Offsite Charlotte
C or Better	77.75%	77.00%	80.41%	84.82%	76.71%	73.17%	95.00%
Difference		0.75%	-2.66%	-7.07%	1.04%	4.58%	-18.00%

HUN

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	76.02%	89.00%	92.19%	84.78%		90.30%
Difference		-12.98%	-16.17%	-8.76%		-14.28%

Comparison of On Campus and Edison Online Student Completion Rates

HUS

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	77.08%	64.00%				63.64%
Difference		13.08%				13.44%

INR

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	70.83%	72.00%	84.62%	55.17%		80.00%
Difference		-1.17%	-13.79%	15.66%	70.83%	-9.17%

ISC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	80.82%	91.00%	79.14%	90.74%	87.88%	94.56%
Difference		-10.18%	1.68%	-9.92%	-7.06%	-13.74%

ISM

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	85.33%					
Difference		85.33%	85.33%	85.33%	85.33%	85.33%

Comparison of On Campus and Edison Online Student Completion Rates

LIS

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	59.57%					
Difference		59.57%	59.57%	59.57%	59.57%	59.57%

MAC

Course Grade	All Main Campuses Except Edison								
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Offsite Charlotte	Offsite Collier	Offsite Lee
C or Better	60.29%	70.00%	70.11%	76.88%	70.69%	60.93%	98.13%	88.50%	95.65%
Difference		-9.71%	-9.82%	-16.59%	-10.40%	-0.64%	-28.13%	-18.39%	-18.77%

MAN

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	66.43%	85.00%	70.11%	76.88%	70.69%	60.93%
Difference		-18.57%	-3.68%	-10.45%	-4.26%	5.50%

MAR

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	65.22%	85.00%				85.00%
Difference		-19.78%				-19.78%

Comparison of On Campus and Edison Online Student Completion Rates

MAT

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	68.71%	59.00%	56.18%	61.93%	46.73%	59.31%
Difference		9.71%	12.53%	6.78%	21.98%	9.40%

MGF

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	71.60%	80.00%	76.47%	86.36%	73.68%	78.37%
Difference		-8.40%	-4.87%	-14.76%	-2.08%	-6.77%

NUR

Course Grade	All Main Campuses Except Edison								
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Off-Site Charlotte*	Off-Site Collier*	Off-Site Lee*
C or Better	95.11%	98.58%	98.17%	98.45%		98.26%	99.30%	100.00%	98.96%
Difference		-3.47%	-3.06%	-3.34%	95.11%	-3.15%	-4.19%	-4.89%	-3.85%

* C_S

OCB

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	82.00%	70.00%				69.72%
Difference		12.00%	82.00%	82.00%	82.00%	12.28%

Comparison of On Campus and Edison Online Student Completion Rates

OCE

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	92.74%	76.00%				75.54%
Difference		16.74%	92.74%	92.74%	92.74%	17.20%

PAD

Course Grade	All Main Campuses Except Edison						
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Offsite Collier
C or Better	92.74%	89.00%				83.78%	100.00%
Difference		3.74%	92.74%	92.74%	92.74%	8.96%	-7.26%

PHI

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	74.75%	73.00%	65.03%	77.94%	80.00%	72.76%
Difference		1.75%	9.72%	-3.19%	-5.25%	1.99%

PHY

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	82.00%	89.00%	100.00%	89.29%		86.29%
Difference		-7.00%	-18.00%	-7.29%	82.00%	-4.29%

Comparison of On Campus and Edison Online Student Completion Rates

POS

Course Grade	All Main Campuses Except Edison						Offsite Lee
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	
C or Better	72.44%	87.00%	80.00%	87.72%		84.58%	100.00%
Difference		-14.56%	-7.56%	-15.28%	72.44%	-12.14%	-27.56%

PSY

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	62.74%	76.00%	87.67%	79.59%	73.68%	72.69%
Difference		-13.26%	-24.93%	-16.85%	-10.94%	-9.95%

REL

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	79.59%	86.15%	75.00%	93.10%	95.24%	83.82%
Difference		-6.56%	4.59%	-13.51%	-15.65%	-4.23%

RMI

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	79.17%					
Difference		79.17%	79.17%	79.17%	79.17%	79.17%

Comparison of On Campus and Edison Online Student Completion Rates

RTE

Course Grade	All Main Campuses Except Edison						Off-site Lee
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	
C or Better	96.97%	95.73%				96.08%	94.83%
Difference		1.24%	96.97%	96.97%	96.97%	0.89%	2.14%

SLS

Course Grade	All Main Campuses Except Edison							
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee	Off-Site Charlotte	Off-Site Lee
C or Better	74.42%	83.00%	80.00%	87.93%	76.47%	80.10%	100.00%	98.15%
Difference		-8.58%	-5.58%	-13.51%	-2.05%	-5.68%	-25.58%	-23.73%

* C_S

SPC

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	56.92%	87.00%	86.96%	81.97%	87.23%	88.93%
Difference		-30.08%	-30.04%	-25.05%	-30.31%	-32.01%

SPN

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	82.76%	74.00%	88.89%	75.38%	52.94%	66.84%
Difference		8.76%	-6.13%	7.38%	29.82%	15.92%

Comparison of On Campus and Edison Online Student Completion Rates

STA

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	56.25%	72.00%	81.54%	75.56%	70.83%	68.62%
Difference		-15.75%	-25.29%	-19.31%	-14.58%	-12.37%

SYG

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	50.57%	80.78%	91.23%	95.65%		76.75%
Difference		-30.21%	-40.66%	-45.08%	50.57%	-26.18%

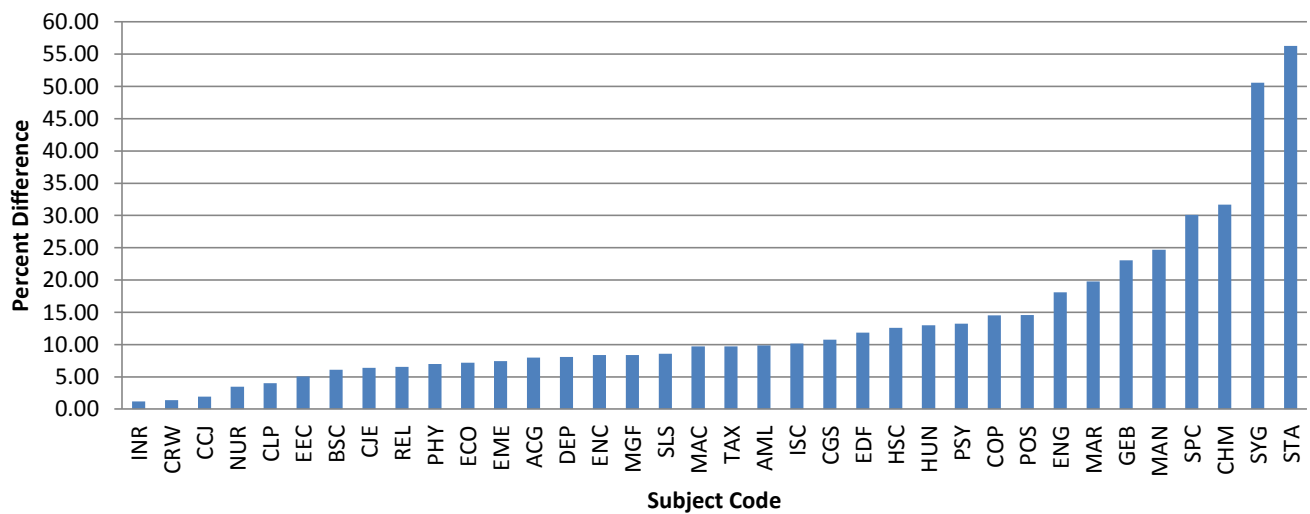
TAX

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	79.17%	88.89%				88.89%
Difference		-9.72%	79.17%	79.17%	79.17%	-9.72%

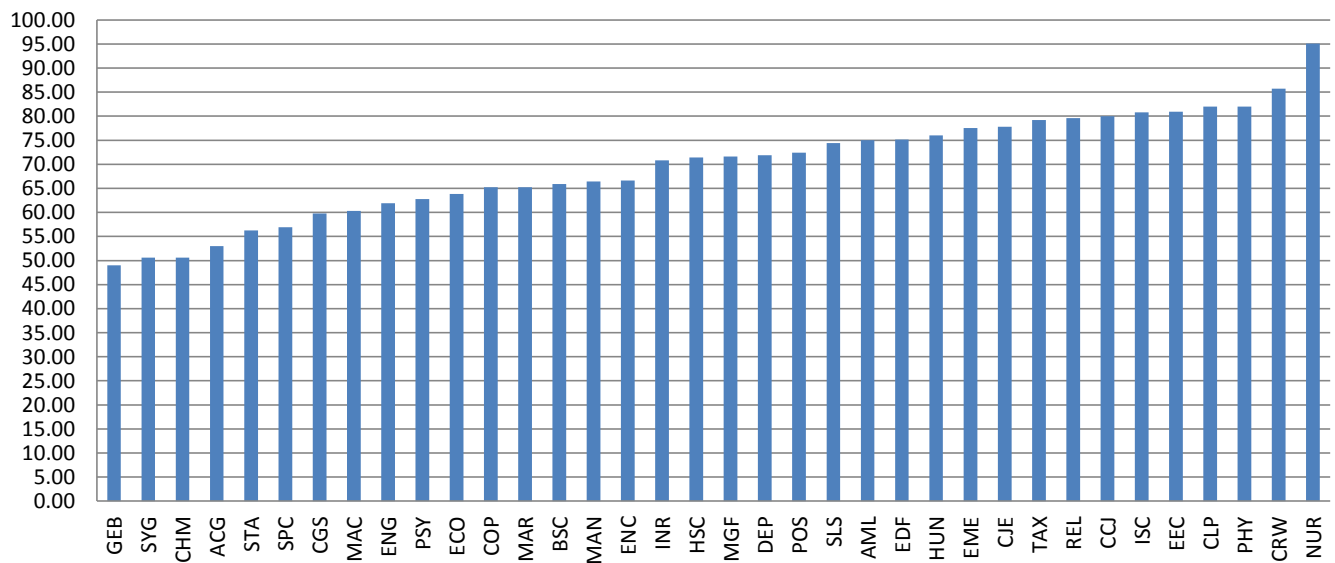
WOH

Course Grade	All Main Campuses Except Edison					
	Edison Online	Online	Charlotte	Collier	Hendry/Glades	Lee
C or Better	77.73%	75.62%	72.17%	80.00%	81.82%	75.86%
Difference		2.11%	5.56%	-2.27%	-4.09%	1.87%

Percentage Difference Between Edison Online and On Campus Classes



Percentage of Students Achieving A C or Higher - Edison Online



STUDENT INSTRUCTIONAL REPORT II[®]

Enrollment	Admin. Date	Report No.	Batch No.
7040	08/11 To 12/11		

Edison State College
Institutional Report

eSIR

Assessing Courses and Instruction

Responses are reported as AVERAGES
of the total number of classes, which is: 315*

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
1. The instructor's explanation of the course requirements		1	47	31	11	5	4	4.15
2. The instructor's preparedness for this course		1	50	30	11	4	4	4.2
3. The instructor's use of supplemental resources (e.g., links to other websites, audio, video)		3	47	28	12	5	4	4.13
4. The instructor's organization of course material into logical components		1	48	29	12	5	4	4.12
5. The instructor's summaries of important material		2	46	28	13	5	5	4.07

Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.13

B. Communication <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
6. The instructor's use of media (e.g., slide presentations, streaming video, audio clips)		8	44	25	12	4	5	4.08
7. The instructor's verbal and nonverbal communication with students		3	45	25	13	5	8	3.97
8. The instructor's use of examples or illustrations to clarify course material		6	41	26	14	6	6	3.94
9. The instructor's use of challenging questions and problems	1	2	45	30	13	3	4	4.11
10. The instructor's responses to diverse learning styles	1	7	41	25	14	5	7	3.95
11. The instructor's encouragement of student-to-student interaction	1	6	44	25	12	5	6	4.02

Overall mean for COMMUNICATION is: 4.01

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
12. The instructor's responses to student questions	1	2	50	24	9	6	7	4.08
13. The timeliness of the instructor's responses	1	2	50	25	11	5	6	4.1
14. The respect for students shown by the instructor		3	56	24	8	3	5	4.27
15. The concern for student progress shown by the instructor	1	2	50	23	10	5	7	4.06
16. The individual assistance given to students by the instructor	1	6	47	22	11	5	7	4.02

Overall mean for FACULTY/STUDENT INTERACTION is: 4.11

+ This mean is higher than the comparative mean. See page 4.
- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (*), see 'Number of Students Responding,' page 4.

STUDENT INSTRUCTIONAL REPORT II

D. Assignments, Exams, and Grading <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
17. The information given to students about grading	1	1	53	26	10	4	5	4.18
18. The effectiveness of exams in measuring learning		4	46	27	12	4	5	4.1
19. The effectiveness of assignments in contributing to learning	1		50	28	12	4	4	4.16
20. The exam coverage of important aspects of the course	1	4	48	27	11	4	4	4.16
21. The instructor's comments on assignments and exams	1	3	47	24	12	5	7	4.02

Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 4.12

E. Instructional Methods and Materials <i>Rate the effectiveness of each practice used as it contributed to your learning</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
22. Individually assigned term papers or projects	2	13	38	29	11	3	3	***
23. Problems or questions assigned by the instructor for group discussions	1	14	39	26	12	3	3	***
24. Laboratory exercises	2	53	20	12	7	2	2	***
25. Projects in which students work together in teams	2	49	22	14	7	2	3	***
26. Case studies, simulations or role playing	3	43	26	15	8	2	3	***
27. Journals or logs required of students	3	48	23	14	7	2	2	***
28. Chat rooms or threaded discussions	2	14	37	26	13	4	4	***
29. Face to face meeting(s) with the instructor	3	55	20	12	5	2	3	***

Means are not reported (*) SUPPLEMENTARY INSTRUCTIONAL METHODS.**

F. Course Outcomes <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More than other courses	4 More than other courses	3 Same as other courses	2 Less than most courses	1 Much Less than most courses	Mean
30. My learning in this course was...		1	21	25	38	9	6	3.46
31. My progress toward achieving the course objectives was...	1	1	22	24	40	7	5	3.51
32. My interest in the course's subject area increased...	1	1	23	25	33	8	8	3.47
33. This course helped me think independently about the subject matter...	1	1	26	27	34	5	5	3.63
34. This course actively involved me in what I was learning...	2	1	26	25	33	6	5	3.62

Overall mean for COURSE OUTCOMES is: 3.54

G. Student Effort and Involvement <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More than other courses	4 More than other courses	3 Same as other courses	2 Less than most courses	1 Much Less than most courses	Mean
35. The effort I put into this course was...	1		28	28	37	4	1	3.78
36. The amount of time I spent on this course was...	1		28	28	36	5	1	3.76
37. I was academically challenged by this course...	1	1	26	27	37	5	3	3.69

Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.74

+ This mean is higher than the comparative mean. See page 4.
- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (*), see 'Number of Students Responding.' page 4.

ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Work Load, and Pace <i>Mark the response that is closest to your view.</i>	Omit	Very difficult	Somewhat difficult	About right	Somewhat elementary	Very elementary
38. For my preparation and ability, the level of difficulty of this course was...	1	11	30	53	3	1
	Omit	Much heavier	Heavier	About the same	Lighter	Much lighter
39. The workload for this course in relation to other distance education courses of equal credit was...	1	12	23	60	3	
	Omit	Very fast	Somewhat fast	Just about right	Somewhat slow	Very slow
40. For me, the pace at which the material was presented during the term was...	2	8	21	66	1	1
Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.						

I. Overall Evaluation <i>Mark the response that is closest to your view.</i>	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
41. Rate the overall effectiveness of instruction in this course as it contributed to your learning (set aside your feelings about the course content):	2	28	37	20	7	6	3.76
OVERALL EVALUATION mean is: 3.76							

J. Student Information <i>Mark the response that is closest to your view.</i>	Omit	A major/minor requirement			A college requirement		An elective	Other
42. Which one of the following best describes this course for you?	1	49			33		13	3
43. What is your class level?		Omit	Freshman/1st year	Sophomore/2nd year	Junior/3rd year	Senior/4th year	Graduate student	Other
		1	17	39	21	11	2	8
44. How many credits have you completed in distance education courses?		Omit	Less than 6	7 - 12	13 - 24	More than 24		
		2	27	22	19	28		
45. What is your age?		Omit	16 - 22	23 - 30	31 - 40	Over 40		
		2	31	26	22	18		
46. What is your sex/gender?		Omit	Female			Male		
		3	69			28		

K. Supplementary Questions	Omit	NA	5	4	3	2	1
47.							
48.							
49.							
50.							
51.							
52.							
53.							
54.							
55.							
56.							

+ This mean is higher than the comparative mean. See page 4.
 - This mean is lower than the comparative mean. See page 4.

For explanation of flagging (*), see 'Number of Students Responding.' page 4.

INTERPRETING SIR II

The Sir II is designed to:

- * Identify areas of strength and/or areas for improvement.
- * Provide information on new teaching methods or techniques used in class.
- * Provide feedback from students about their courses.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10 students are enrolled), or when fewer than two-thirds of the students enrolled in the class actually respond. For this reason, a Class Report will not be produced when fewer than five students responded, that is, fewer than five completed answer sheets were received for a class.

The degree of accuracy for each item mean increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in SIR Report NO. 3.) To call attention to possible reliability concerns, a report will be flagged (*) for one or more of the following.

* The number responding will be flagged when: 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the Instructor's Cover Sheet).

* An item mean will not be reported when: 50 percent or more of the students did not respond, or marked an item 'Not Applicable', or fewer than five students responded to an item.

* An overall mean is not reported when one or more item means are not reported.

PRELIMINARY COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two year and four year colleges and universities from 1999-2005 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for more than 117,000 classes from 116 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for approximately 66,400 classes from 57 institutions. These means will be updated periodically. An institution is identified by type -- two-year or four-year -- On the Processing Request form that is returned with the questionnaires for scoring. Either two-year or four-year comparative data are used based on that identification. Mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. The Comparative Data Guides for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of classes (e.g., lecture discussion, lab, and for several different subject areas). A copy of the appropriate Guide can be downloaded from the SIR II website at www.ets.org/sirII

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data - e.g., an Institutional Summary, departmental summaries, program summaries - are available to any user institution. Forms for ordering these reports are included in the Institutional Coordinator's Manual

Understanding Mean Ratings

Ratings can vary by class size and discipline. The Comparative Data Guides provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the Guide and to the SIR II Guidelines for further information. Since student ratings typically tend to be favorable, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above average on a 5-point scale, it may be average or even slightly below average in comparison to other means for items in SIR II.

What Makes a Score Difference Significant?

The mean scores on all of the items and scales in this report have been compared against the scores obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the scores have been compared against the score values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a score is sufficiently reliable and is below the 10th percentile or above the 90th percentile, it will be flagged in the report as follows:

- + This class mean is reliably at or above the 90th percentile.
- This class mean is reliably at or below the 10th percentile.

Scores above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the 'true scores' (i.e., the scores that would be obtained if there were no measurement error) fall within these ranges. If a score is flagged with a +, there is less than one chance in 20 that the true score is below the 90th percentile; if a score is flagged with a -, there is less than one chance in 20 that the 'true score' is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Because measurement error varies from class to class, instructors and administrators are recommended to use the comparative data guide at www.ets.org/sirII for making their own appropriate comparison. In particular, measurement error tends to be larger when the number of respondents is low and when disagreement among the respondents is high.

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57206-12723-SIRP1-4ELX 7/24/95

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>	N	Mean	Standard Deviation	Min	Max
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-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

		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
enrollment	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