

## Single Offering Tab How-to's

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#### **What is a single offering analysis?**

A single offering analysis is a review and comparison of all evaluation information obtained from one specific course offering. This information includes data on student enrollment, student achievement, and student and instructor feedback about strengths, opportunities, and plans for revision. These are all available in a single report. A single offering analysis will help you identify which features of a course were effective and which features could be improved.

#### **How do I conduct a single offering analysis?**

After selecting a course to review, follow these steps to conduct a single offering analysis:

1. [Review student enrollment information.](#)
2. [Review student achievement information.](#)
3. [Compare Student Critique of Training and instructor feedback.](#)
4. [Develop a revision strategy.](#)

#### **1. Review student enrollment information.**

Student enrollment provides some insight into who is or is not passing a course and why. This information is helpful in determining if there is a problem area in a course, but it does not indicate specifically what the problem is. For instance, a high number of students not passing a course may indicate an opportunity for improvement. Also, a high number of Academic Review Boards may indicate that students are having difficulties with the course. From this analysis, enter strengths, opportunities, and plans for revision.

There are nine classifications of student enrollment:

- **Starting enrollment** is the number of students enrolled in a course on the first day of class.
- **Number of Non-grads, Academic** is the number of students who fail to complete a course due to their inability to meet the curriculum's educational requirements

Source: CeTARS Help Homepage, available at [http://wwwnt.cnet.navy.mil/cetars/help\\_home.htm](http://wwwnt.cnet.navy.mil/cetars/help_home.htm).

- **Number of Non-grads, Non-academic** is the number of students who fail to complete a course due to factors not related to their academic performance

Source: CeTARS Help Homepage, available at [http://wwwnt.cnet.navy.mil/cetars/help\\_home.htm](http://wwwnt.cnet.navy.mil/cetars/help_home.htm).

- **Number of Non-grads, Disenrolled** is the number of students administratively removed from training for a variety of reasons, such as cancellation of a class or course, a student's inability to meet prerequisites, or withdrawal by parent command (CeTARS Help Homepage, available at [http://wwwnt.cnet.navy.mil/cetars/help\\_home.htm](http://wwwnt.cnet.navy.mil/cetars/help_home.htm)).

- **Graduates** are the number of students who have successfully completed a course of instruction.

Source: CeTARS Help Homepage, available at [http://wwwnt.cnet.navy.mil/cetars/help\\_home.htm](http://wwwnt.cnet.navy.mil/cetars/help_home.htm)

- **Number of Academic Review Boards (ARBs)** is the number of ARBs whose members evaluate a student's progress through a course and recommend a specific action when the student is having difficulty achieving the course objectives

Source: CeTARS Help Homepage, available at [http://wwwnt.cnet.navy.mil/cetars/help\\_home.htm](http://wwwnt.cnet.navy.mil/cetars/help_home.htm).

- **Average Final Grade** is an average score of all student final grades at the end of a course.

## 2. Review student achievement information.

Review the percentage of students passing each terminal and enabling objective. The test identification number and percentage of passing students are listed for each objective. Reviewing this data can help you pinpoint particular parts of the course that were strong and parts of the course that may need to be revised. If there is a low percentage of passing students for a terminal objective, then each of the corresponding enabling objectives should be considered for revision, even if they have a high percentage of passing students.

Also, review reasons for students passing the objectives. Reflect on instructional strategies, class activities, and events that helped students pass these objectives. Finally, review reasons for students not passing objectives. This information may be found in the student critique of training and the instructor feedback. From this analysis, enter strengths, opportunities, and plans for revision.

## 3. Compare Student Critique of Training and instructor feedback.

Items on the Student Critique and items on the instructor feedback form are available in a chart for you to compare. Each student item has been placed next to its corresponding instructor item(s) to make comparisons easier. Also included in the chart are the instructor rating, average student rating, and an S (strength) or an O (opportunity) for each student critique item. Note similarities and differences between students and instructor. Items that were rated low by both instructor and students or items that have a discrepancy between instructor and students are areas that should be considered for revision. Also, note similarities between student and instructor plans for revision. From this comparison, enter strengths, opportunities, and plans for revision.

## 4. Develop a revision strategy.

After examining student enrollment, student achievement, and student critique and instructor feedback comparisons, you should be able to pinpoint areas that are strengths or opportunities for improvement. Look for frequent positive comments, high ratings, or high student achievement as areas of the course that worked well and should be repeated. Specify plans for revision in areas of the course with frequent negative comments, low ratings, or low student achievement.

Previously entered strengths, opportunities, and plans for revision within this tab are a good starting point in making your revision strategy. Determine the frequency and emphasis placed on the suggested plans. More frequent and greater emphasized suggestions should take priority over other comments.