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# COMPARING TRENDS IN GRADUATE ASSESSMENT: TRADITIONAL VS. ONLINE LEARNING

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## OBJECTIVES

- Discuss the growing demand for online education in many graduate programs.
- Evaluate how student learning may be impacted by different modes of instruction.
- Compare the effectiveness of assessment activities across different modes of instruction.
- Create strategies to help instructors effectively achieve desired student learning outcomes in both traditional and online classrooms.
- Develop best practices that can be applied to the assessment of graduate student learning in online delivery formats.

2

## LEWIS UNIVERSITY



- **Private, Catholic** (Lasallian) liberal arts institution comprised of 4 colleges and 1 school
  - Arts & Sciences, Business, Education, Nursing & Health Professions
  - School for Professional & Continuing Education
- **Mission**
  - Lewis University, guided by its Catholic and Lasallian heritage, provides to a diverse student population programs for a **liberal and professional education** grounded in the interaction of knowledge and fidelity in the search for truth.

3

## LEWIS UNIVERSITY'S MISSION

- Knowledge
- Fidelity
- Wisdom
- Justice
- Association



4

## DEPARTMENT OF ORGANIZATIONAL LEADERSHIP

- 3 Programs (BA, MA, Contemporary Leadership Minor)
- 5 full-time faculty
- Focus of our presentation on MAOL (graduate) assessment

5

## DEPARTMENT OF ORGANIZATIONAL LEADERSHIP

### MAOL Program

- Student Demographics
  - 250 students
  - 70%+ female
  - Average age 37 years
- Teaching formats
  - On ground
  - Online

### Course Curriculum and Concentrations

1. Organizational Management
2. Training and Development
3. Professional & Executive Coaching (ICF certified)
4. Non-Profit Management
5. Higher Education – Student Services

### Online and On ground Delivery

- Consistent SLOs, textbooks, course material and assignments

6

## ORGANIZATIONAL LEADERSHIP VISION



Undergraduate and graduate programs in the department of Organizational Leadership focus on enhancing professional and personal impact through leadership. Our B.A. and M.A. programs develop students' skills, talents, and knowledge, while maximizing their impact on positive organizational outcomes.

**Achieve More. Together.**

- Focus on Career Growth and Advancement: Applying life and work experience to the classroom, focusing on *career-related outcomes and advancement*
- Practical and Focused: Balancing *theory and practice*
- Develop Self and Others: Increasing *professional and personal* knowledge and impact
- Value-Based Decision Making and Leadership: Guiding our learning and decisions through *values and ethics*

## MAOL PROGRAM GOALS

### Program Goals

- Providing a strong core foundation of leadership skills and knowledge, grounded in theory, research, and practice, while affording students the ability to concentrate in specific areas.
- Facilitating student mastery of critical aspects of transformative, positive leadership (e.g., building support for change efforts; engaging employees; managing conflict).
- Building a strong Organizational Leadership community that connects current students, faculty, and alumni to bring leadership and positive change through individual and group efforts.

## MAOL – CORE COURSES

- Leadership: Theories, Practices and Context
- Assessing Leadership Skills
- Leading Change
- Ethics, Integrity and Social Responsibility
- Conflict Management
- Psychology of Motivation
- Workplace Research: Critical Thinking and Decision Making
- **Capstone Course: Leadership and the Future** ←

9

## MAOL STUDENT LEARNING OUTCOMES

Student Learning Outcomes	
1.	Summarize foundational leadership theories which emphasize the dynamic relationship between leaders and followers as well as the influence of the leadership environment.
2.	Evaluate models which apply to the practice of leadership in areas such as organizational change, conflict management and team building.
3.	Explore the role of ethics in leadership.
4.	Incorporate critical thinking and decision making skills to enhance leadership and organizational effectiveness.
5.	Evaluate the role of leadership as it relates to organizational culture, with consideration of issues related to individual and organizational differences.
6.	Use research to support decisions, especially related to organizational practices and improvement.

10

## ASSESSMENT TIMELINE

- January 2014
  - Assessment of SLO #1 and #4 (Final Exam from Leadership Theories Course)
  - Faculty debrief: updated instructions for Final Exam assignment
- March 2014
  - Assessment of SLO #3 and #5 (Interview with Ethical Leader in Community)
  - Faculty struggled as we discovered assignment was not a good match to measure these two SLOs
- Spring 2015 (N = 17 students) and Fall 2015 (N= 19 students)
  - Assessment of all 7 SLOs (Capstone Paper)
  - Faculty debrief, created video explaining the purpose of the Capstone, refined instructions and faculty calibration for grading
  - Faculty also agreed to reword SLOs to be more clear on assessment expectations; also update rubric

## ASSESSMENT TIMELINE CONTINUED

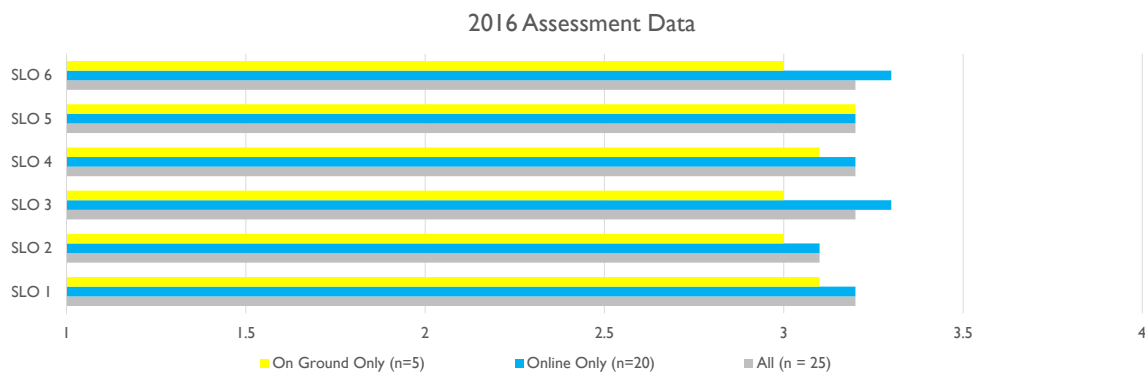
- Spring 2016 (N= 25 students)
    - Assessment of all 6 SLOs (Capstone Paper)
    - Faculty debrief about Capstone assignment, grading and rubrics
  - Spring 2017 (N = 18 students)
    - Assessment of all 6 SLOs (Capstone Paper)
    - Action planning and next steps
- } Focus of today's presentation

## ASSESSMENT PROCESS

- Each SLO assessed using rubric (in addition to course grade)
- Two full-time faculty assessed **each** student assignment
  - \* (Note: Having two raters per assignment lead to future dialog about grading calibration and inter-rater reliability)
- Two scores (from two raters) were averaged for each SLO
- Assessment goal = 80% or more of students would achieve a target rating of 3 or higher on the rubric (4-point rubric)

13

## THE DATA



14

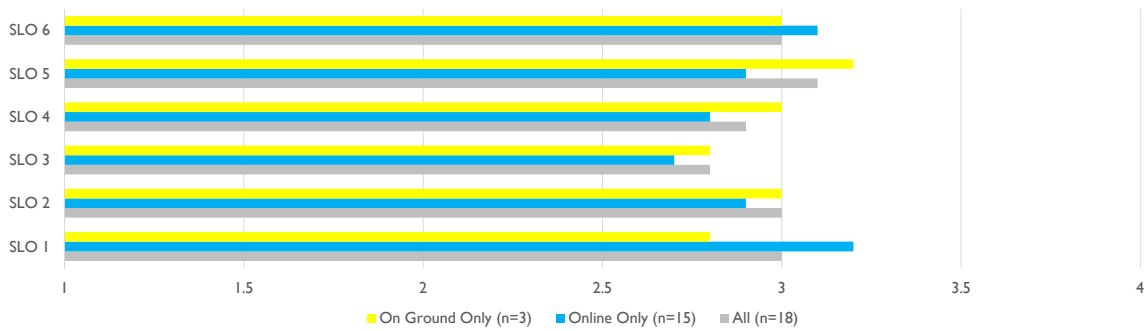
## 2016 ASSESSMENT RESULTS – MET TARGET

Program Level Student Learning Outcomes	1 Student Knowledge is Not Demonstrated	2 Basic Knowledge is Demonstrated but without Application “Know Not Apply”	3 Basic Knowledge is Demonstrated and Applied “Know and Apply”	4 Exceptional Demonstration of Knowledge and Application	% Scoring 3 or 4 Goal = 80% of students will score “3” or higher
SLO 1		2/25	11/25	12/25	92%
SLO 2		3/25	11/25	11/25	88%
SLO 3		1/25	10/25	14/25	96%
SLO 4		4/25	8/25	13/25	84%
SLO 5		1/25	10/25	14/25	96%
SLO 6		1/25	13/25	11/25	96%

15

## THE DATA

2017 Assessment Data



16



## 2017 ASSESSMENT RESULTS – MET TARGET

Program Level Student Learning Outcomes	1 Student Knowledge is Not Demonstrated	2 Basic Knowledge is Demonstrated but without Application “Know Not Apply”	3 Basic Knowledge is Demonstrated and Applied “Know and Apply”	4 Exceptional Demonstration of Knowledge and Application	% Scoring 3 or 4 Goal = 80% of students will score “3” or higher
SLO 1		1/18	10/18	7/18	94%
SLO 2		2/18	13/18	3/18	89%
SLO 3	1/18	1/18	15/18	1/18	89%
SLO 4		2/18	11/18	5/18	89%
SLO 5		1/18	12/18	5/18	94%
SLO 6		1/18	10/18	7/18	94%

17

## WHAT WAS LEARNED

- Little variance between online and on ground assessment results.
- Structure of online courses provide a great deal of consistency with face to face instruction.
- Learning from past action plans:
  1. created online tools such as video instructions and
  2. redesign of project requirements that brought about increased student learning.
- Possible limitations:
  - Vast majority of class is self-directed – does instructor guidance make much impact?
  - Sample sizes very small.

18

## QUESTIONS & OPEN DISCUSSION

