



Assessment to Promote and Sustain Online Programs

Dr. Denise Moseley
February 23, 2009

Give the People What They Want...

- Universities are aggressively competing for enrollment numbers
- Students have more and more opportunities for online learning
- Necessary to “get on board” or be “left behind”

Is Online Better?

- Not better...*different!*
- So the “hook” to an online program has to offer something “*different*”
- Decision was made to weave National Board Standards throughout the program
- Culminating portfolio similar in format

Approval First...

- The online program for the Master of Education had to first be approved by the state
- Originally been offered face-to-face so a degree plan and courses already existed
- Students would enter in a cohort with a two year commitment
- Course rotation pre-determined and enrollment capped at 16
- Began offering the online degree in Fall 2006

Decisions to make...

with convenience in mind!

- How to Admit Students?
 - *Unconditionally admitted*
 - *Application*
 - *GRE or MAT test*
 - *Transcripts*
 - *Teaching certificate (if applicable)*
 - *Letter of Interest (for more personal contact)*
- How to Register Students?
 - *Because of cohort, register them myself*

More Decisions...

- What about Financial Aid?
 - *Business office agreed to hold the schedules of my students until all fees were paid*
- What about Campus Connect?
 - *Allow students to access their financial accounts and check on their schedules*
- What about Student E-Mail Accounts?
 - *Give students a choice about which email to use*
- What about Blackboard?
 - *Would require VERY EXPLICIT instructions*
- What about LiveText?
 - *Would require MORE EXPLICIT instructions*

Still More Decisions...

- How will the program be assessed?
 - *Assessment points throughout the program*
 - *Based on NCATE's required "key assessments" table*
- How will students exit the program?
 - *Exit Portfolio aligned to Core Propositions of National Board*
 - *Artifacts with Rationales*
 - *Score according to a rubric*
 - *Evaluate by a committee of SAU professors*

Beginning numbers were good...

- Fall 2006
 - ✓ *18 students in the cohort*
 - ✓ *Dropped to 12 after 2nd semester*
- Spring 2007
 - ✓ *13 students in the cohort*
 - ✓ *Quickly dropped to 7 after 1st semester*
- Changes after Year 1
 - ✓ *Lots of interest if not for the required cohort*
 - ✓ *Changed to free entry with a “plan of study”*
 - ✓ *Numbers rapidly increased*

Year 2: Focus on Sustaining...

- Worked to refine the web site
 - ✓ *Official documents*
 - ❖ *Handbook for the program*
 - ❖ *Handbook for the portfolio*
 - ❖ *Plan of study*
 - ❖ *Sample rotations*
- Worked to improve communication
 - ✓ *Added a Blackboard “course” for the online program*
 - ❖ *Use as announcement and communication center*
- More work in LiveText
- Students began to panic about the exit portfolio

Face-to-face at last...

- An offer to come to campus to help them become more comfortable with LiveText
- Nine students drove in to the meeting
- Lots of questions answered
- Dinner together
- Enjoyed each other!

Student Evaluation of Program...

- First graduating class included 10 of the original 12 candidates
- Given the opportunity to:
 - *Suggest how to improve the registration process*
 - *Voice their opinions about the curriculum and the variety of courses that*
 - *were offered*
 - *Comment on the delivery of instruction and make suggestions for how it can be strengthened*
 - *Give ideas for improving collaboration with “classmates” as well as ideas for recruitment*

Program Candidates and Completers...

Academic Semester	# of NEW Candidates Entering the Program	# of COMPLETERS
Fall 2006	12	---
Spring 2007	7	---
Summer 2007	10	---
Fall 2007	7	---
Spring 2008	3	10
Summer 2008	22	3
Fall 2008	21	1
Spring 2009	13	4

Year 3: Focus on Program Promotion and Improvement...

- Recruiting
 - ✓ *Faculty Meetings*
 - ✓ *Brochures*
 - ✓ *“Housecalls”*
- Really thinking about:
 - *How it’s going...*
 - *How to improve it...*
 - *Adding additional tracks...*
- Adjuncts with specialized expertise
- SPA Report

Assessment Table

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	Licensure assessment, or other content-based assessment	Course Grade	EDUC 6003: <i>Educational Research</i>
2	Content-based assessment	Course Grade	S ED 6213/E ED 6013: <i>Elem/Sec Curriculum</i>
3	Assessment of candidate ability to plan instruction	Lesson Plans	EDUC 6153: <i>Balanced Literacy</i>
4	Assessment of internship, practicum, or other clinical experience	NBPTS Exit Portfolio	Completion of Program
5	Assessment of candidate effect on student learning	Work Sample	EDUC 5033: <i>Classroom Assessment</i>
6	ALTERNATE assessment for Assessment #5	NBPTS Writing Prompts	EDUC 5033: <i>Classroom Assessment</i>

Assessment Alignment to Standards

Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

2.1 NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #Alternate
2.2 They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #Alternate
2.3 They are able to use diverse instructional strategies to teach for understanding.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #Alternate

More than one pair of eyes...

- Student Work Sample
 - ✓ *Handout of Scoring Criteria*
 - ✓ *Handout of Assessment Data*
- Program Evaluation
 - ✓ *Handout of Student Feedback*

Changes to come...

- Addition of portfolio course
- Additions of FERPA and Authorship forms
- Adapting course work based on student surveys
- Textbook choices
 - *Bookstore*
 - *Online*
 - *E-books*



Your questions and suggestions?