Example DE Program Effectiveness Report

Name of Program: Distance Program, MS

1. <u>Data Sources</u>:

    (1) Student course evaluation results will be compared between the asynchronous and face-to-face sections of the 690 course. Students take this course as a sort of culminating experience. Though we will review all items on the SCEs, the items of most interest are the following: *This course helped me learn concepts or skills as stated in course objectives* and *Feedback in this course helped me learn.* The following items specific to the online sections will also be reviewed: *I felt like part of the class (not isolated, alone, or cut off)* and *The instructor recognized the unique needs of distance learners and planned accordingly.*

    (2) In addition to reviewing SCE results, we will also compare program learning outcome (PLO) assessment results between students in the Distance Program MS and the Face-To-Face MS (also in our department). These programs follow a similar curriculum and have several learning outcomes in common. Specifically, we will compare assessment results for the *Develop theoretically sound research plans* PLO. Students in both MS degrees take a course taught in both modalities wherein they develop their own research plan. The rubric for this assignment includes a category for theoretically sound research and the outcome is defined at the same performance levels--*Needs Improvement* (1) to *Exceeds Expectations* (5).

2. <u>Findings</u>:

    (1)

Item	DE	FTF
This course helped me learn concepts or skills as stated in course objectives (4-point scale)	3.84	3.89
Feedback in this course helped me learn (6-point scale)	5.34	5.15
I felt like part of the class (not isolated, alone, or cut off) (5-point scale)	3.75	--
The instructor recognized the unique needs of distance learners and planned accordingly (5-point scale)	4.56	--

    (2) Rubric scores on the *Theoretically sound research plans* rubric criterion were disaggregated by program/mode of delivery. The average criterion score for the FTF MS students was 4.79 and the average for the DE MS students was 4.74.

3. <u>Implications</u>: Across sources of data, there does not appear to be meaningful differences between outcomes of students in the DE program versus comparators. All scores/results are relatively high (positive) and indicate students in the DE program are achieving outcomes in at the same level as their FTF peers. There are two things to note: (1) DE students reported more helpful feedback than students

in the FTF sections of the 690 course. Though the FTF is not concerningly low, it indicates to us that we should reiterate with all faculty the importance of providing meaningful feedback to students. (2) On a 5-point scale, the SCE item pertaining to feeling like DE students were a part of their online course earned a 3.75 average. This is not ideal, and we would like to see this number above 4 in the future. We plan to implement a resource page on the department website for faculty who teach course sections via technology. This resource page will include strategies for class engagement and creating an effective community of learning.