

# Running an Assessment MOOC: Reflection After 5 Years & 8,000+ Students

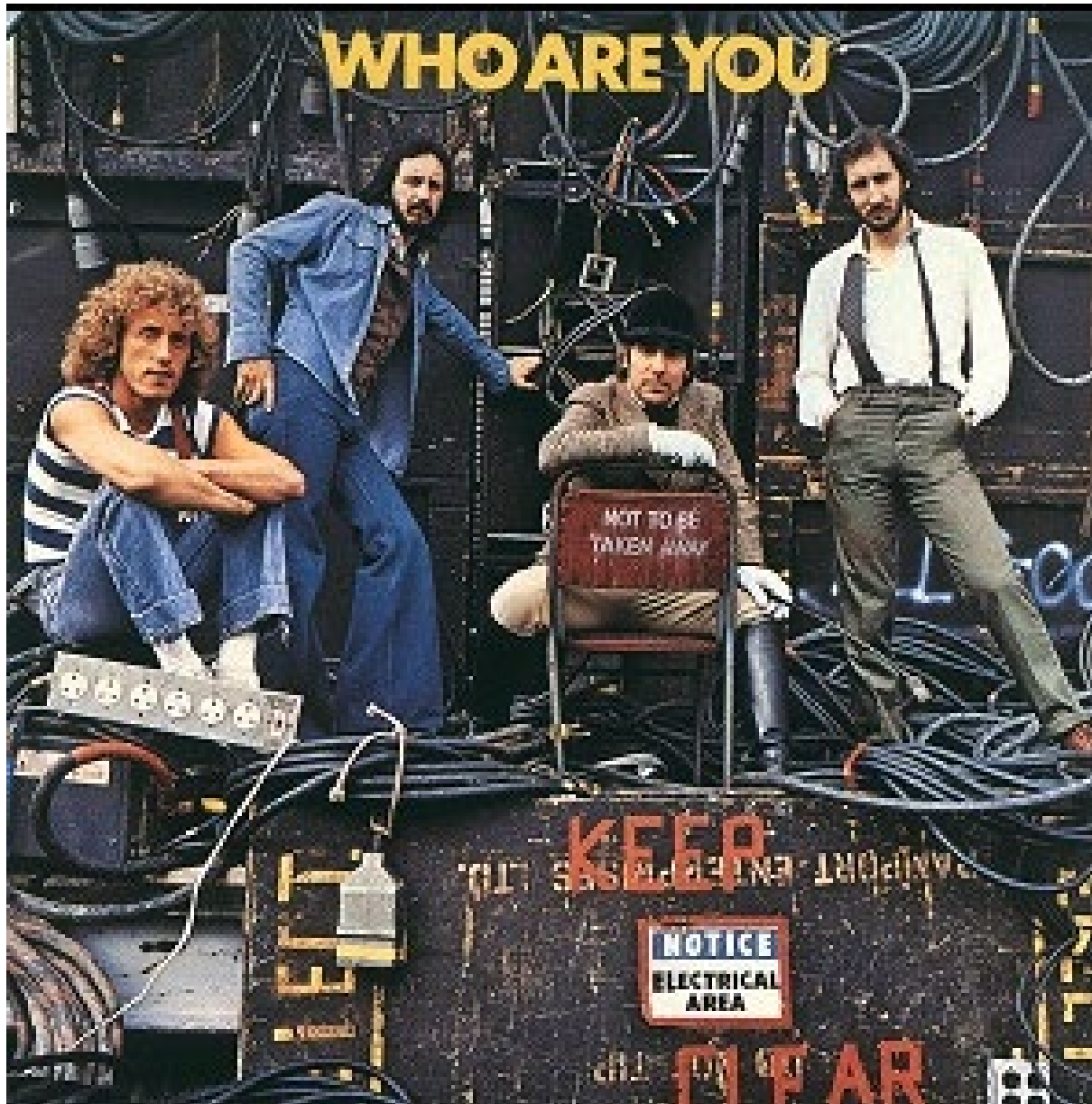
Joe Levy

Emily Langdon

Vince Nix



*STUDENT AFFAIRS*  
**ASSESSMENT  
LEADERS**



Put your role in chat:

- Administrator
- Assessment professional
- Faculty member
- Graduate student
- Staff member
- Other (chat in!)

# Agenda


History &  
Purpose

Student  
Profile

Course Data

Tips &  
Advice

Application/  
Q&A



# History & Purpose



2015

2016

Born out of PDF resource creation in 2015-2016

2017

First course was launched in spring 2017 with CSU

2020

Earn PLA credit in NLU EdD program for course badge

Five course sections have run so far – each in winter/spring

## Student Feedback:

Survey data

Help forum

Discussion boards

Emails

Live sessions

## Instructor Feedback:

Module reflection

Data review

Beef up Content

Assessment trends

New publications

Back-burner ideas

8 self-paced modules of...

8 discussion boards

7 quizzes

2 written assignments

Video lectures & personal takes

Required & further-learning readings

Optional small groups & live sessions



1. Assessment Foundations for Effective Practice
2. Assessment Planning
3. Coaching & Consulting
4. Aligning Assessment w/ Institutional Priorities
5. Critical Approaches & Mindsets
6. Using Data to Inform Decisions
7. Culture of Assessment
8. Connecting Concepts to Advance SA Assessment





# Student Profile Information

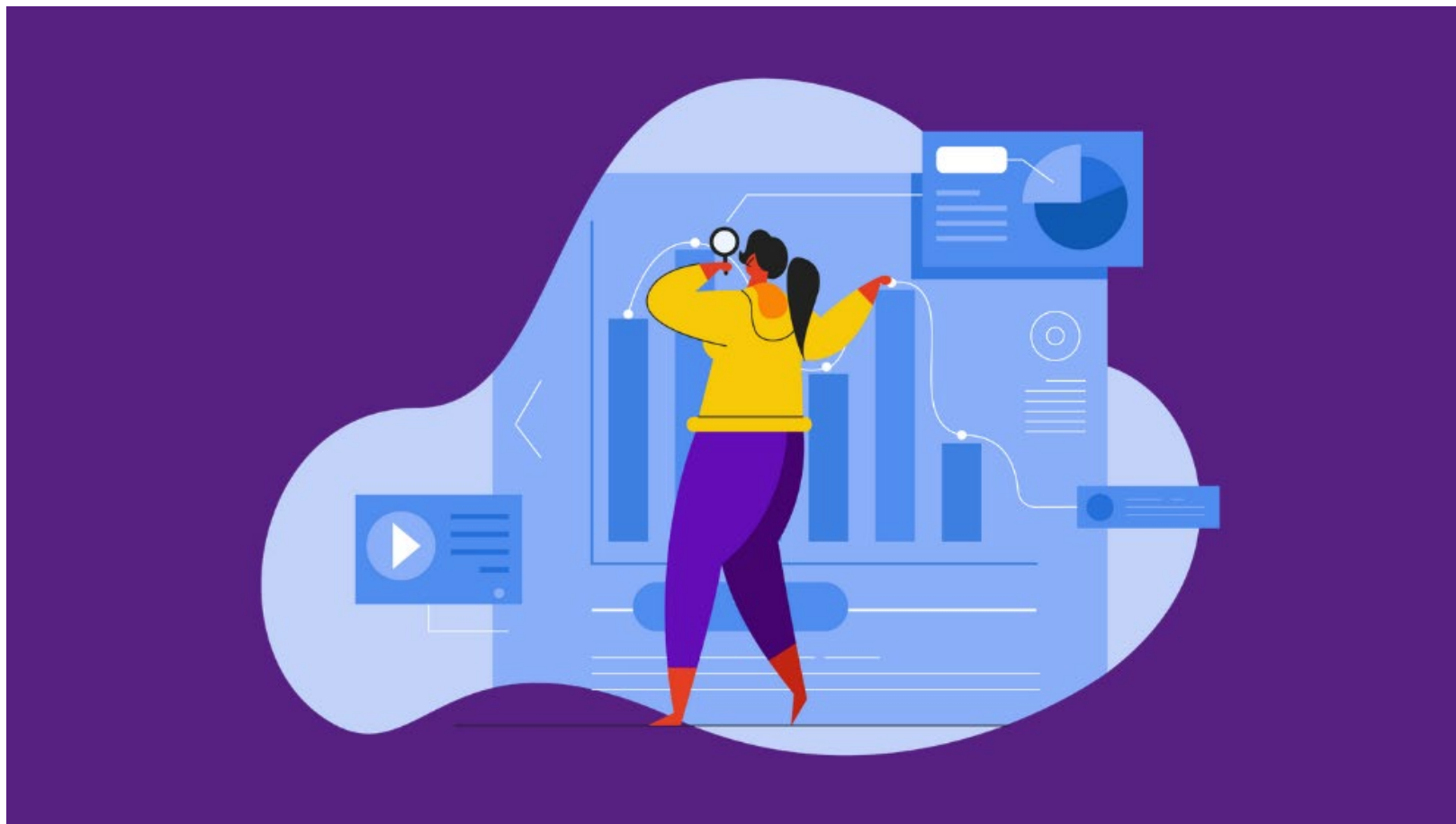
**Average 1000+ participants per course**

**71% female; 65% 25-44yrs; 59% w/ Masters**

**45% identify as “Beginners”, 48% “Intermediate”**

**70% report assessment is less than half of job**

# POLL





**Public, 4-year schools over 10,000 (38%)**

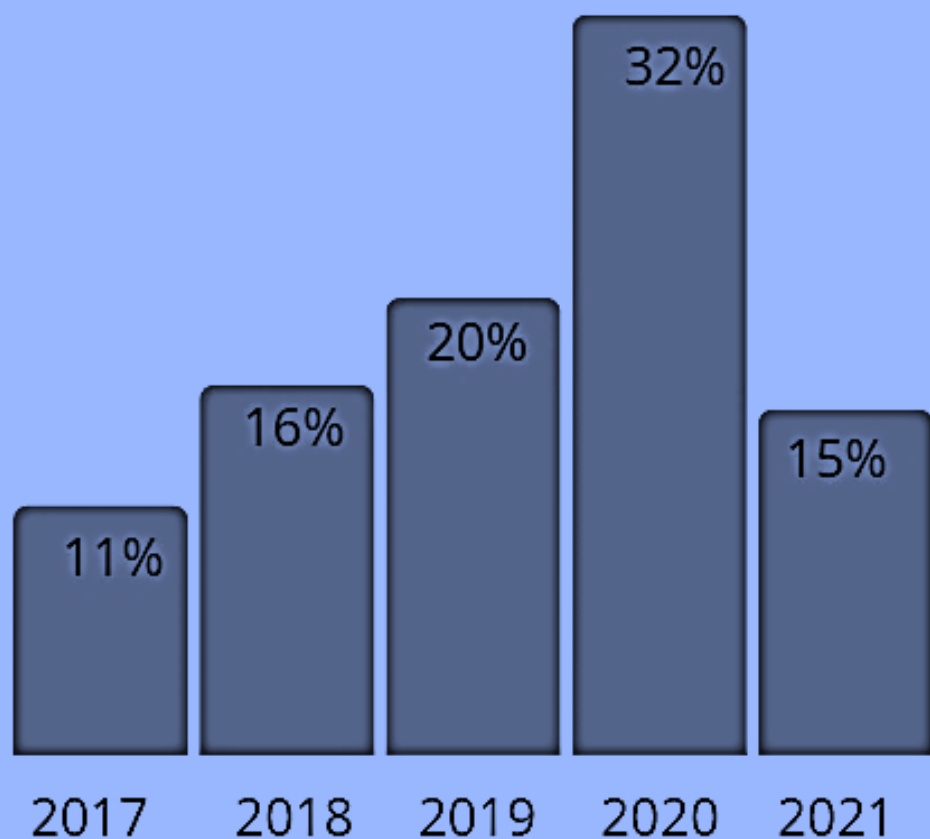
**Private 4-year schools under 10,000 (19%)**

**Community Colleges under 10,000 (11%)**

Course completers  
have a near identical  
profile to the overall  
participate population!

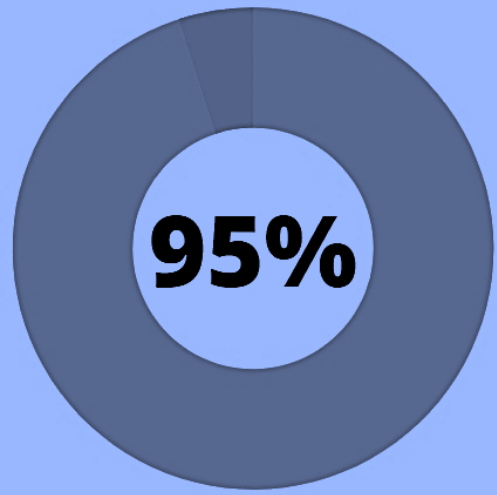


# Course Data

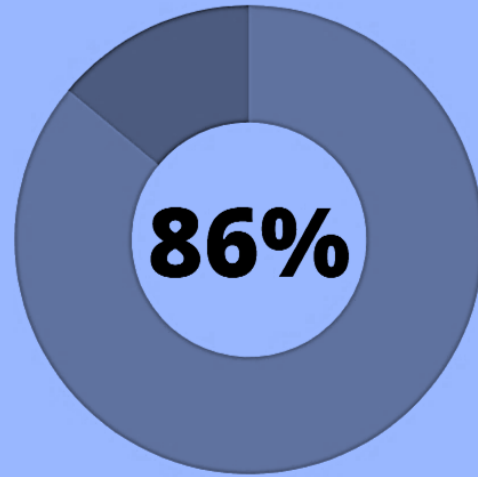


## **Students complete course at high rates!**

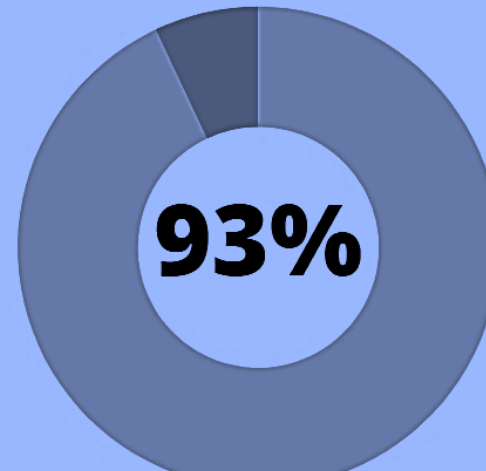
*Average completion rate for MOOCs (paid and free) typically ranges from 3-15%.*



**Students agreed  
course materials had  
a positive impact.**



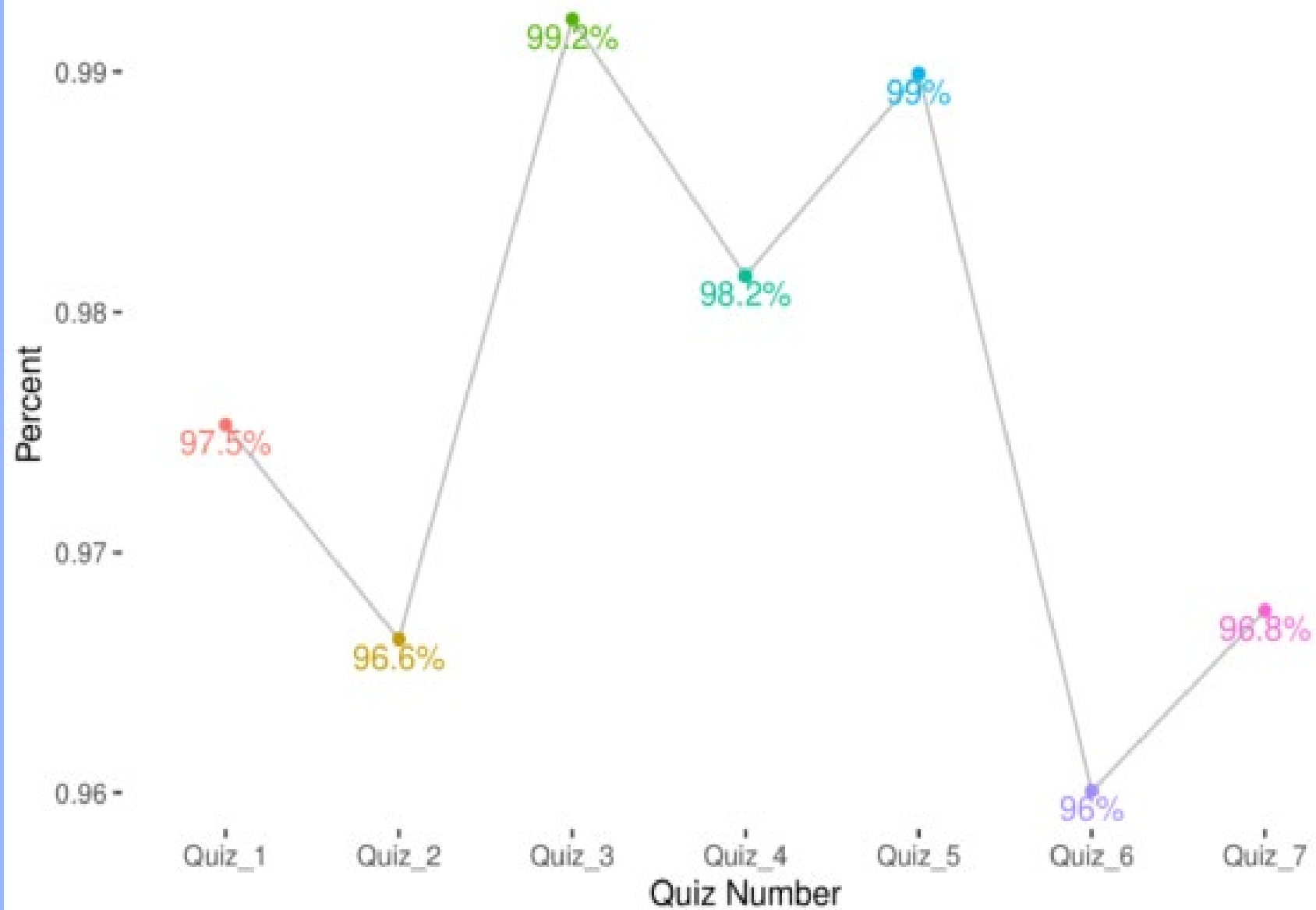
**Students agreed  
course activities had a  
positive impact.**



**Students rated course  
quality 4 or 5 out of 5.**



### Average Grade Per Quiz



# Assignment 3

	total_paper_grade	Outcomes	Method	Relationship	Complete	References	Flow
min	0.00	0.00	0.000	0.000	0.000	0.000	0.000
max	30.00	5.00	5.000	5.000	5.000	5.000	5.000
range	30.00	5.00	5.000	5.000	5.000	5.000	5.000
median	28.00	5.00	5.000	5.000	5.000	3.000	5.000
mean	25.59	3.58	4.050	4.771	4.804	3.514	4.879
mode	28.00	5.00	5.000	5.000	5.000	3.000	5.000

# Assignment 5

	total_paper_grade	Connection	Critical	Complete	References	Flow
min	0.00	0.000	0.00	0.000	0.000	0.000
max	25.00	5.000	5.00	5.000	5.000	5.000
range	25.00	5.000	5.00	5.000	5.000	5.000
median	23.00	5.000	5.00	5.000	3.000	5.000
mean	22.60	4.425	4.79	4.890	3.634	4.890
mode	23.00	5.000	5.00	5.000	3.000	5.000

# Assessing for Affective Learning: Griffith University Affective Learning Scale (GUALS)

Figure 3: GUALS-score rating categories.

1	2	3	4	5	6	7
No evidence of affective learning	'Receiving'	'Responding'	'Valuing'	'Organisation' ←————→ 'Characterisation'		

Figure 2.  
The Affective Learning Domain.

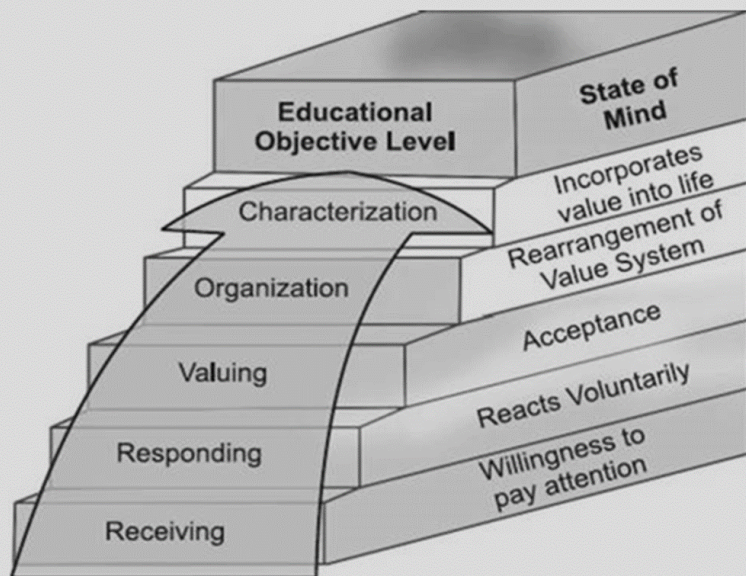


Image from open-source textbook at [https://ebrary.net/2967/management/basic\\_levels\\_learning\\_domains\\_learning](https://ebrary.net/2967/management/basic_levels_learning_domains_learning)

Figure 3 from:

Nix, J. V., Shelton, V. K., & Song, L. M. (in press). Implementing affective learning outcomes through a meaning-centered curriculum. In Kapur, E. & Blessinger, P. (Eds.), *ICT and innovation in teaching learning methods in higher education*. Emerald.

Figure 2 from:

Nix, J. V., Song, L. M., & Lindbeck, R. (2021). Affective learning outcomes assessment as a path to online dialogic student development. *Journal of Organizational Psychology*, 21(4).

# Attitudinal Effect on Affective Learning Outcomes Attainment as assessed with the GUALS

## Attitudes

- **K: Knowledge**
- **V: Value-expressive**
- **U: Utilitarian**
- **E: Ego-defensive**

### Kruskal-Wallis Test: Attitudes vs GUALS-score

#### Descriptive Statistics

Group	N	Median	Mean Rank	Z-Value
K	42	5	146.1	0.31
V	142	5	144.4	0.38
U	90	5	146.3	0.53
E	10	3	66.8	-2.97
Overall	284		142.5	

#### Test

Null hypothesis

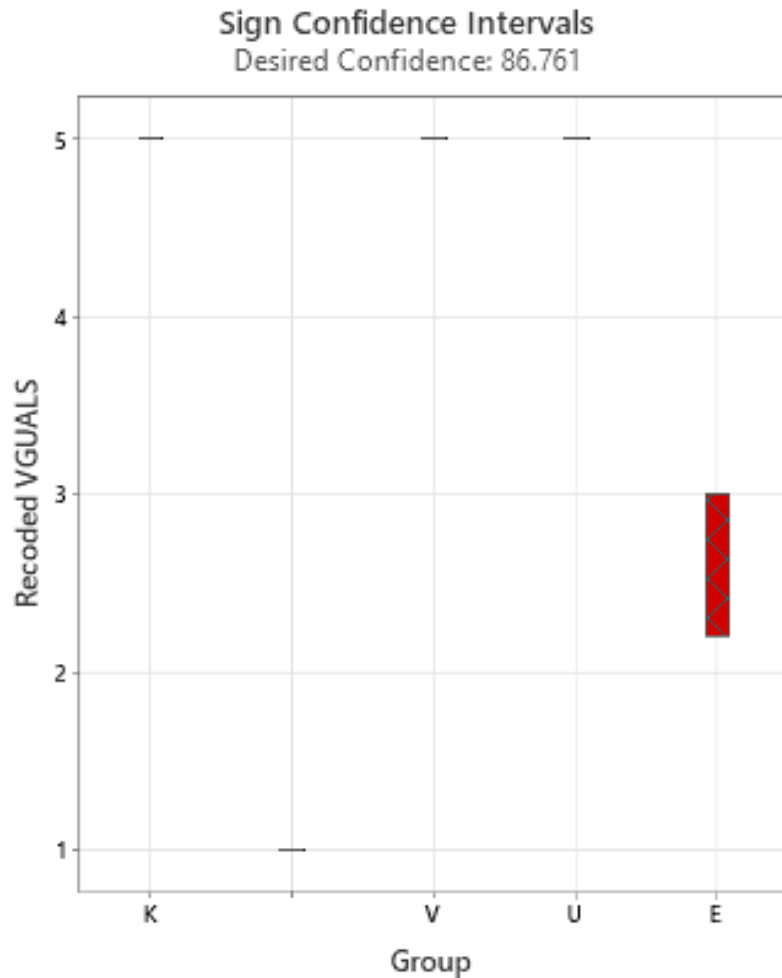
$H_0$ : All medians are equal

Alternative hypothesis  $H_1$ : At least one median is different

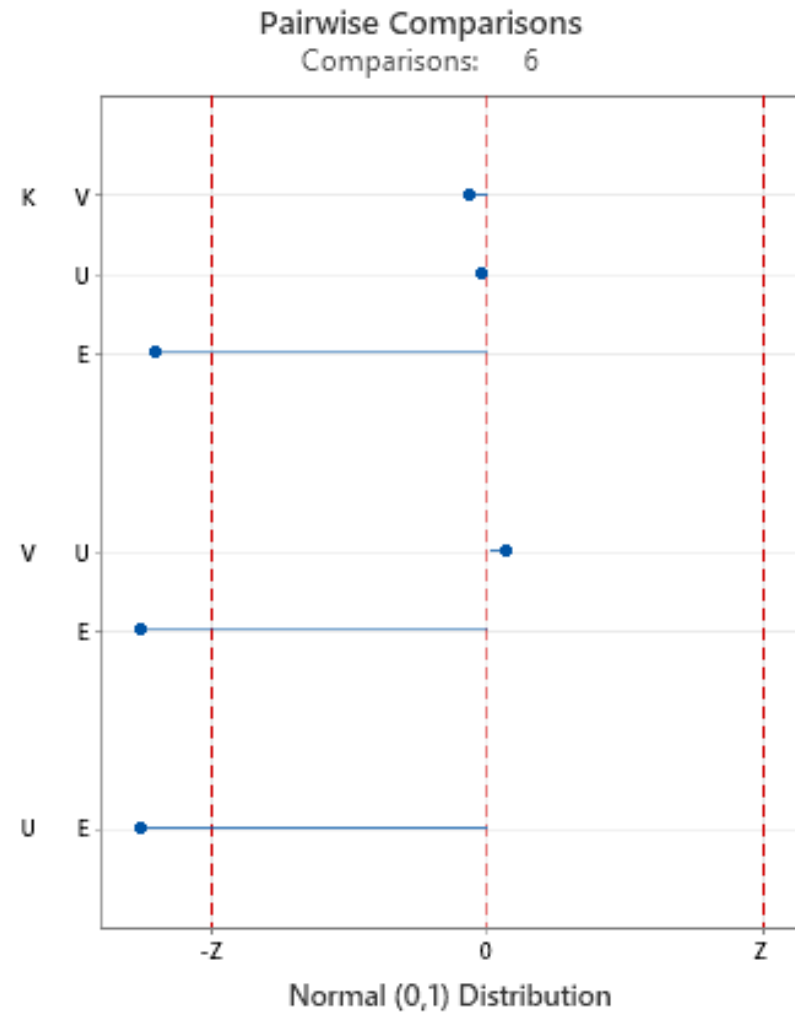
Method	DF	H-Value	P-Value
Not adjusted for ties	3	8.84	0.031
Adjusted for ties	3	9.25	0.026

# Post-hoc Mann-Whitney U for Main Effect: Attitudes vs GUALS-Score

Multiple Comparisons Chart



Family Alpha: 0.2  
Bonferroni Individual Alpha: 0.033



[Bonferroni Z-value]: 2.128

# Emotional Effect on Affective Learning Outcomes Attainment as assessed with the GUALS

## Emotions

- **CN: Contentment**
- **S: Satisfaction**
- **J: Joy**
- **H: Happiness**
- **AW: Anxiety-worry**

### Kruskal-Wallis Test: Emotions vs GUALS-score

#### Descriptive Statistics

Group	N	Median	Mean Rank	Z-Value
CN	119	5	191.6	5.01
S	82	3	113.5	-5.18
J	45	3	132.3	-2.08
H	60	5	171.2	1.19
AW	10	5	174.9	0.58
Overall	316		158.5	

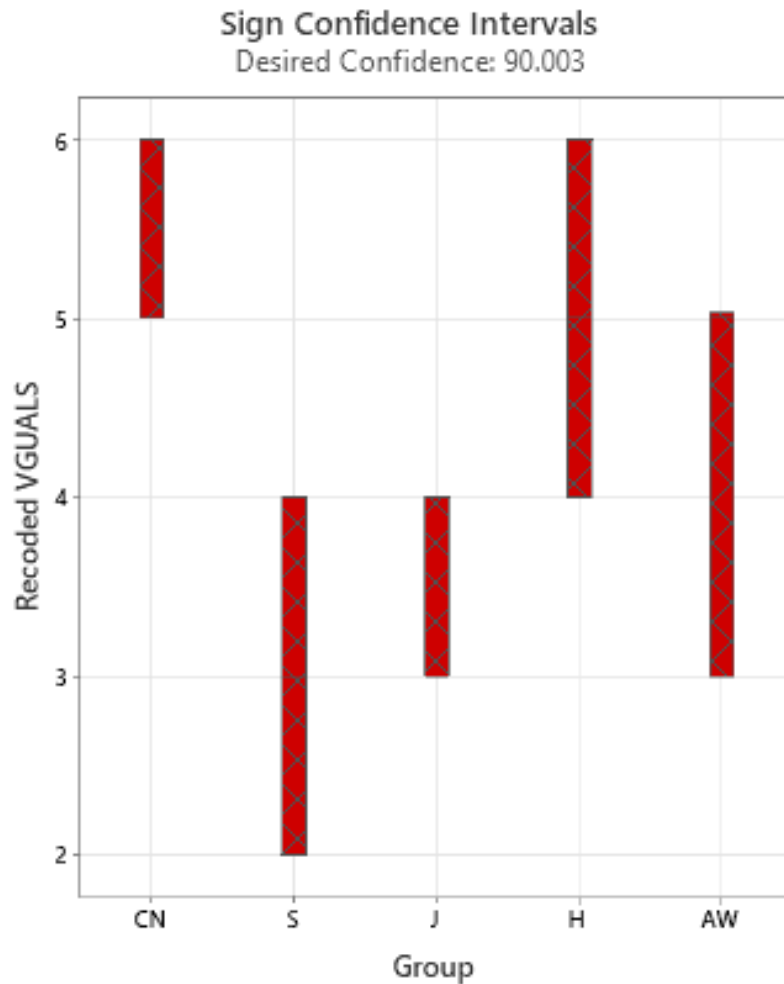
#### Test

Null hypothesis  $H_0$ : All medians are equal  
Alternative hypothesis  $H_1$ : At least one median is different

Method	DF	H-Value	P-Value
Not adjusted for ties	4	40.68	0.000
Adjusted for ties	4	41.96	0.000

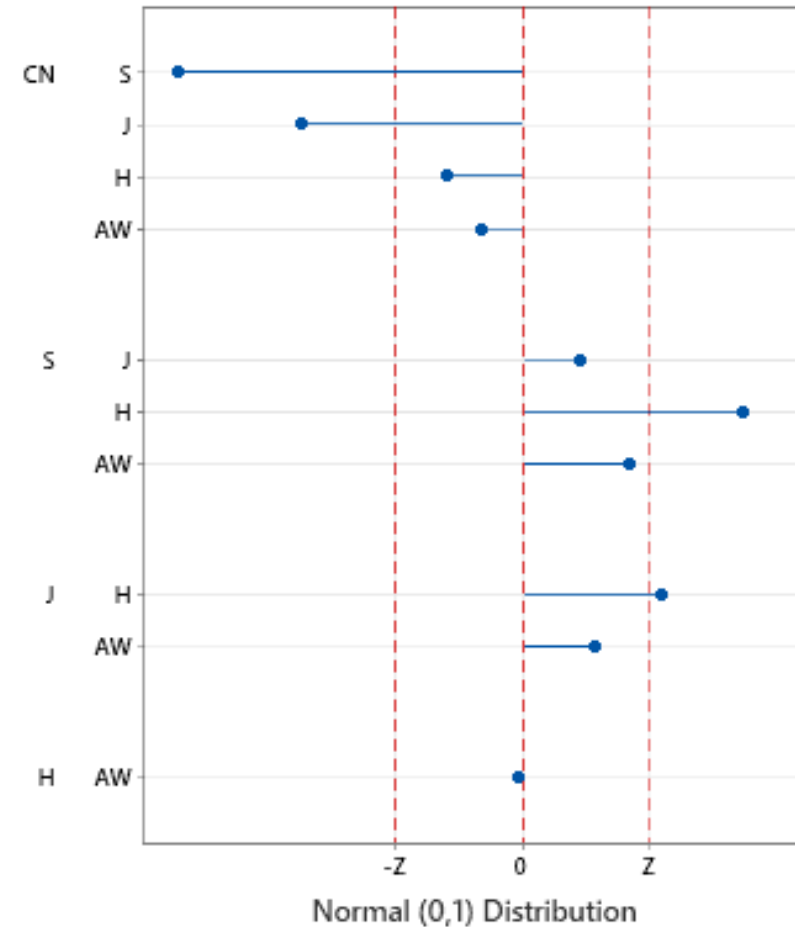
# Post-hoc Mann-Whitney U for Main Effect: Emotions vs GUALS-Score

## Multiple Comparisons Chart



Family Alpha: 0.2  
Bonferroni Individual Alpha: 0.02

## Pairwise Comparisons Comparisons: 10



[Bonferroni Z-value]: 2.326



# Tips & Advice





- Learn about student affairs, assessment, or both
- Topical learning or refresh on specific content
- Learning about and accessing resources
- Networking with 1000s of other interested people

A group of people are seated around a table in a meeting. The image is overlaid with three horizontal text boxes. The background is a warm, golden-brown color.

Use the course as structured PD

Promote to your team, division, or colleagues

Don't be afraid to encourage AA folks & faculty!

# DIY Professional Development

**Consider what infrastructure you can create:**

- **Series of blogs**
- **Series of webinars**
- **Assessment toolkits**
- **Summer book club**

**Focus on WHO, WHAT, WHEN, WHERE, and WHY**

POLL



**Don't just stand there!**

**Do something!**

Application / Q&A

# Jamboard for Application

<https://tinyurl.com/3f9u34nf>

Thanks to our partners!



## Next Course Info

Next course run is February 7 – April 3, 2022

Enrollment will be open mid-December. Give your contact info here for enrollment notification:

<https://forms.gle/dsPQ3rKNaVt9p5Ss6>

Stay tuned for more details!



Thoughts

Comments

Questions



# Contact Info

Joe Levy | [jlevy2@nl.edu](mailto:jlevy2@nl.edu)

Emily Langdon | [elangdon@ucmerced.edu](mailto:elangdon@ucmerced.edu)

Vince Nix | [jnix2@lamar.edu](mailto:jnix2@lamar.edu)