



**EDUCATIONAL
LEADERSHIP**

Student outcomes in face-to-face and online programs: Are there differences?

Dr. Ann M. Millacci
Associate Professor

Director, Educational Leadership Distance Learning Program

25th Annual Conference on Distance Teaching and Learning
August 6, 2009





Purpose of the Study

This study compares student outcomes from a master's degree program offered face-to-face and online. Data were collected and compared to determine any differences based on the delivery method of the program. Preliminary results show no significant differences.

*** Results presented reflect a preliminary review of the data and are not final.**





Methodology

- Data from three sources were analyzed
 - Reflection Papers
 - Exit Interviews
 - Praxis II Test Scores





Reflection Papers

**EDUCATIONAL
LEADERSHIP**

- Students write a reflective paper about their professional and personal growth in the program as a part of their final program portfolio.

Content analysis was completed





Exit Interview

An interview between two members of the faculty and the student at the end of their program.

Content analysis was completed





Praxis II Test

- An assessment used as one of the criteria for principal licensure.
- Test is taken by students close to, or at the end of, their program.

Scores from Spring 04 – Spring 09 were compared





Reflection Papers - Key Themes

- Obtained necessary skills to be a successful administrator
- Built confidence
- Understand the role of an administrator
- Understand different leadership styles
- Realize personal leadership style





Reflection Papers - Key Themes

- Importance of reflection
- Communication
- Collaboration
- Field experiences were meaningful
- Online students – discussion boards





**EDUCATIONAL
LEADERSHIP**

Exit Interviews – Key Themes

1. Describe your growth as an educational leader through the program.
 - Developed an administrator mindset
 - Importance of collaboration
 - Developed confidence
 - Able to see the “big picture”
 - Understands own leadership style





Exit Interviews – Key Themes

2. State your professional goals/plans for the future

- Seek an administrative position – Assistant Principal or Principal
- Continue teaching for a few more years
- Pursue a doctoral degree





Exit Interviews – Key Themes

3. Strengths of the program

- Campus students noted the summer academy, the professors, the curriculum and the relationship building (development of a network of colleagues)
- Online students noted the overall online program design, flexibility, discussion boards, cohort model facilitators and the professors





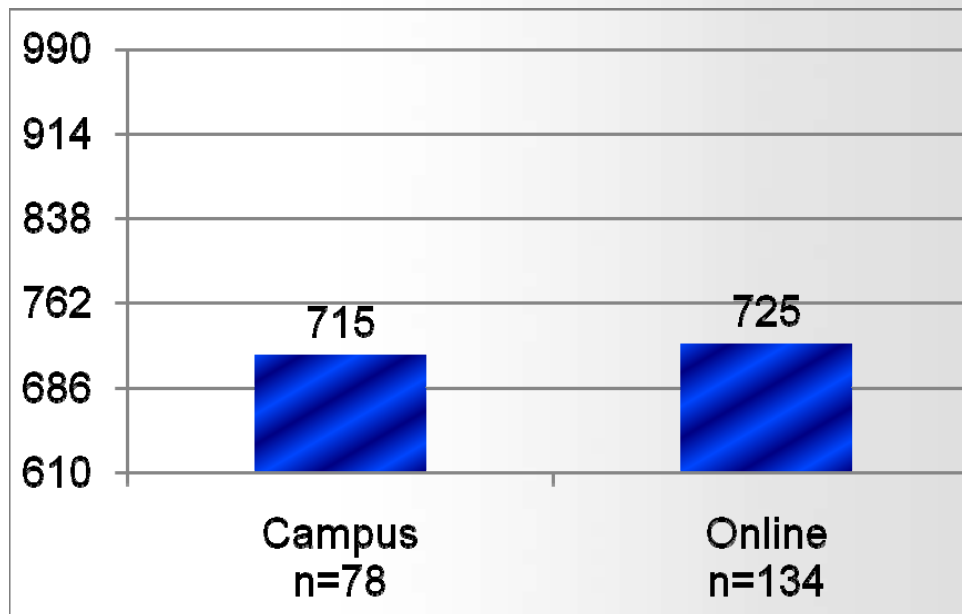
Exit Interviews – Key Themes

4. Recommendations for program improvement
 - Few recommendations were noted from either group
 - A small number of campus students noted the need for more communication for the program
 - A few online students mentioned timely feedback as a concern





Praxis II Test Scores



* Passing Score - 610

Range of Scores	Campus	Online
	610 – 820	610 - 850





**EDUCATIONAL
LEADERSHIP**

Preliminary Results

- Similar items were identified in reflective papers and in exit interviews
- Similar test scores were reported
- Delivery-specific differences were noted
- Overall, no significant differences were found

