Examining what drives learning in a College of Education's graduate and undergraduate programs; Assessment of all Academic Year 2020-2021 course offerings

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National University (NU), the second largest private university in California, is recognized as one of the outstanding institutions of higher education. NU's Sanford College of Education (SCOE) graduates more teachers than any other institution of higher education in the state and is the largest of the three Colleges comprising the university. NU has adopted a rather unique academic program in which students take a single course per month. This focused academic program approach results in higher levels of student learning and requires greater commitment to learning on the part of both students and instructors. At the end of each course, students are asked to complete a survey with Likert scale responses that consists of eight (8) questions pertaining to their self-assessment of learning and twelve (12) questions pertaining to their assessment of the effectiveness of the Instructor and teaching.

Beginning in Academic Year (AY) 2019-2020, NU developed a new Adjunct Academy unit that provides uniform training and support for Adjunct Faculty members who are assigned to teach courses. Prior to this time, individual full-time faculty members serving as Course Leads had the discretion to mentor adjuncts to how best teach their courses, however, any mentoring provided tended to greatly differ both in the scope and quality of the mentoring. Additional centralized administrative units were developed to systematically review and improve course offerings and provide training and resources for full-time faculty members.

The listed authors of this proposal were recently granted permission to assess all of the SCOE programs and their course offering for AY 2021-2022. This study first used ANOVA/Scheffe' to determine if statistically significant differences were found between student self-assessment of learning in the four (d) different SCOE Departments and then for each of the Programs within each Department. Factor-Analysis was then used to determine which aspects of the learning environment and Instructor actions most highly correlated to student learning in each of the SCOE academic degree programs.

Additional analysis includes student self-assessment of learning and assessment of Instructor effectiveness in SCOE courses taught in AY 2021-2022 vs. earlier AY 2009-2010 course. Finally, ANOVA/Scheffe' was used to determine if statistically significant differences were found between student self-assessment of learning and instructor effectiveness in SCOE courses taught by Adjunct faculty members in AY 2021-2022 vs. earlierSCOE AY 2009-2010 courses taught by Adjunct faculty.