Examination Of What Drives Learning In National University's Sanford College of Education

Javier Serrano, Ph.D. – Office of the Provost

Sidney R. Castle, Ph.D. – Dept of Adv Grad Degrees

Almost A Decade Of Change

- **National University became the National University System through acquisitions which have included the following affiliates:**
  - *City of Seattle University*
  - *John F Kennedy University*
  - *North Central University*
  - *Spectrum Pacific Learning*
  - *WestMed College*
  - *NatPoly School of Oceaneering*

Almost A Decade Of Change

- National University's Board of Trustees in 2015 moved to change the School of Education into the Sanford College of Education.

- During this same period, they also consolidated other existing schools so that National University then consisted of three Colleges
  - *College of Letters and Science*
  - *Collego of Professional Studies*
  - *Sanford College of Education*

Almost A Decade Of Change

During the period of restructuring, National University, administration also created specialized administrative units to provide mentoring and support services to faculty and academic programs, one of which is:

- The *Center for Innovation in Learning* (CIL) that provides several support services to faculty including Teaching and Learning, Faculty Textbooks, Open Educational Resources, Instructional Design, Multimedia Design and Production, Online Faculty Concierge, and System Administration.

Almost A Decade Of Change

Another important specialized administrative unit providing mentoring support services to faculty and academic programs is:

- The *Adjunct Academy* that provided centralized adjunct onboarding mentoring, and evaluation. The responsibilities and expectations for online adjunct faculty included the week before the course starts, weekly expectations, and the week after the course ends. The onboarding process consisted of training and orientation for online adjunct faculty and enhanced teaching and learning strategies. The mentoring program for new adjunct faculty consisted of an online mentoring program for new faculty in which they have a Faculty Mentor enrolled in the first online course they teach. The evaluation plan for adjunct faculty consisted of peer course reviews, end-of-course surveys, ongoing professional development participation, and annual evaluations.

NU's Academic Program

National University 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 five-point 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.

Student Percepton Of Learning

Question

- A1 My ability to write about this subject has improved.
- A2 The required speaking assignment(s) improved my oral communication skills
- A3 I gained significant knowledge about this subject.
- A4 My ability to think critically about topics in this class has improved.
- A5 If research was required, my ability to do research has improved.
- A6 Discussions contributed to my learning.
- A7 I can apply what I learned in this course beyond the classroom.
- A8 I can apply what I learned in this course to my job or career goals.

Student Percepton Of Instruction

Question

- **B1**   Instructor was well organized.
- **B2**   The instructor encouraged student interaction.
- **B3**   Instructor responded promptly to emails and other questions.
- **B4**   Method of assigning grades was clear.
- **B5**   The instructor gave clear explanations.
- **B6**   Instructor was receptive to questions.
- **B7**   The instructor was an active participant in this class.
- **B8**   Instructor encouraged students to think independently.
- **B9**   Instructor was available for assistance.
- **B10**   Instructor provided timely feedback on my work.
- **B11**   I received useful comments on my work.
- **B12**   The instructor was an effective teacher.

Study Databases

All SOE courses taught during Academic Year 2014 – a period prior the restructuring of National University

- AY2014 Student End-of-Course Survey did not include Department identifiers
- Was later modified but three key questions are common to the AY2014 and current survey instrument
  - *I gained significant knowledge about this subject*
  - *I can apply what I learned in this course to my job or career goals*
  - *The instructor was an effective teacher*

All SCOE courses taught during Academic Year 2021

- Courses taught after the NU resturing
- The most current data available

Who Taught AY2014 SOE Courses?

AY2014 Courses Taught by Faculty Type

- 18%
- 3%
- 79%

Legend:
- Adjunct
- Associate
- Full-Time
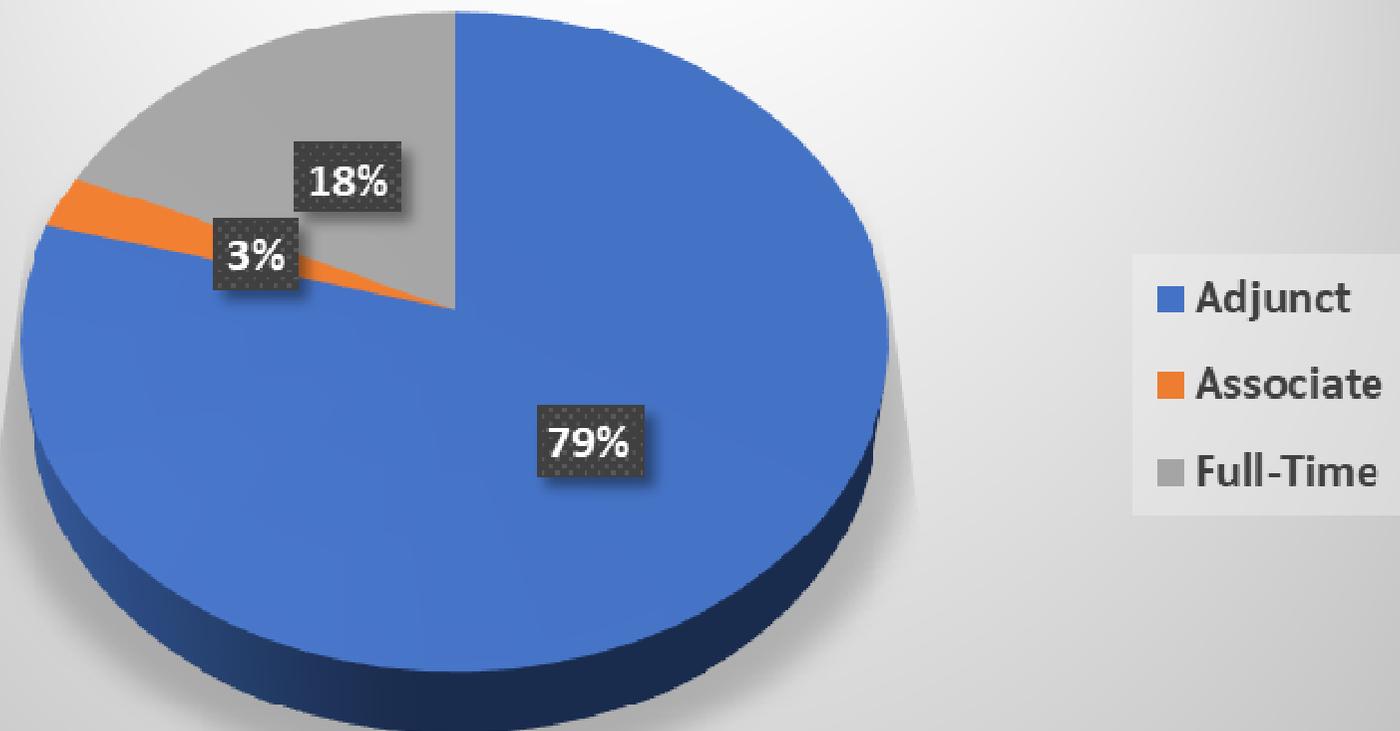
Who Teaches SCOE Courses?

AY2021 Courses Taugth by Faculty Type

- 5%
- 1%
- 94%

Legend:
- Adjunct
- Associate
- Full-Time
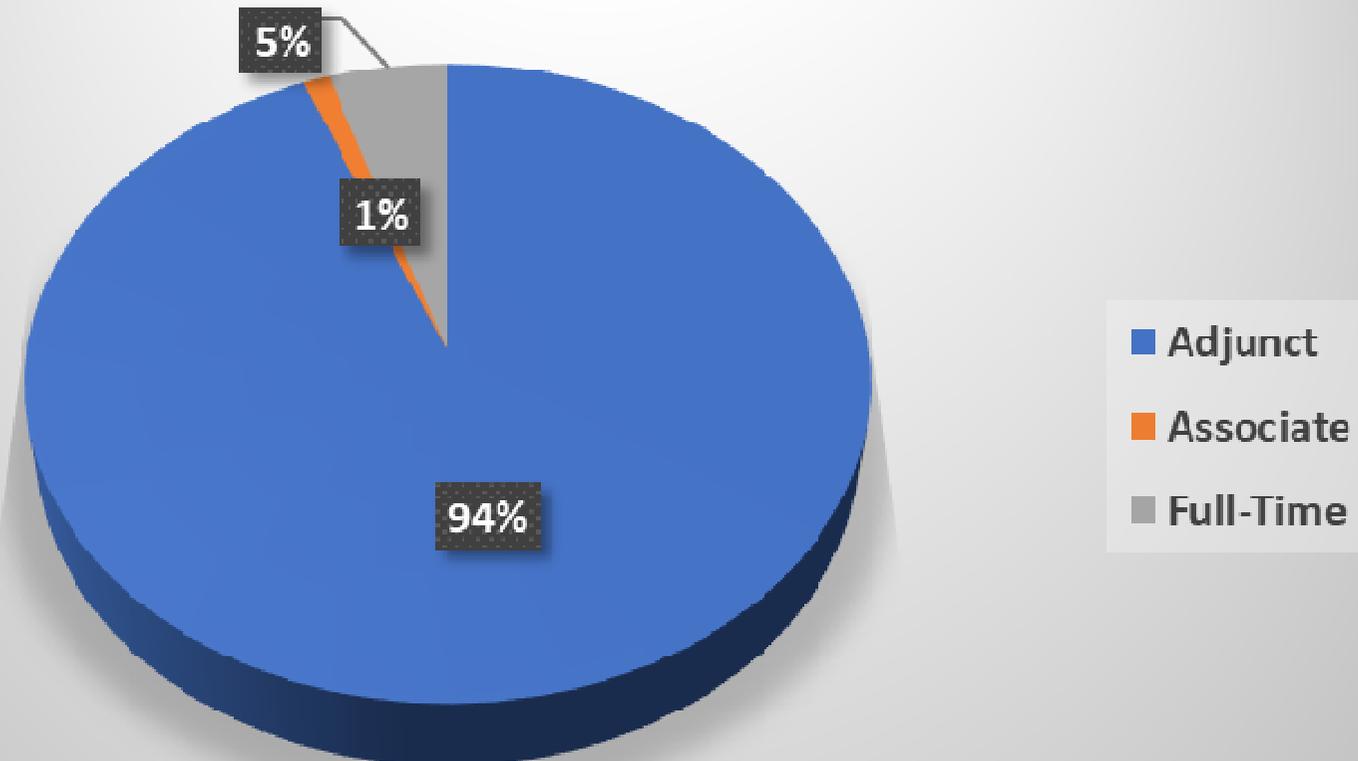
Gained Significant Knowledge – Adjunct Instructors
ANOVA: F=7.873, 1/3066 df, P<.01 (6.85), Approaching P<.005 (8.18)
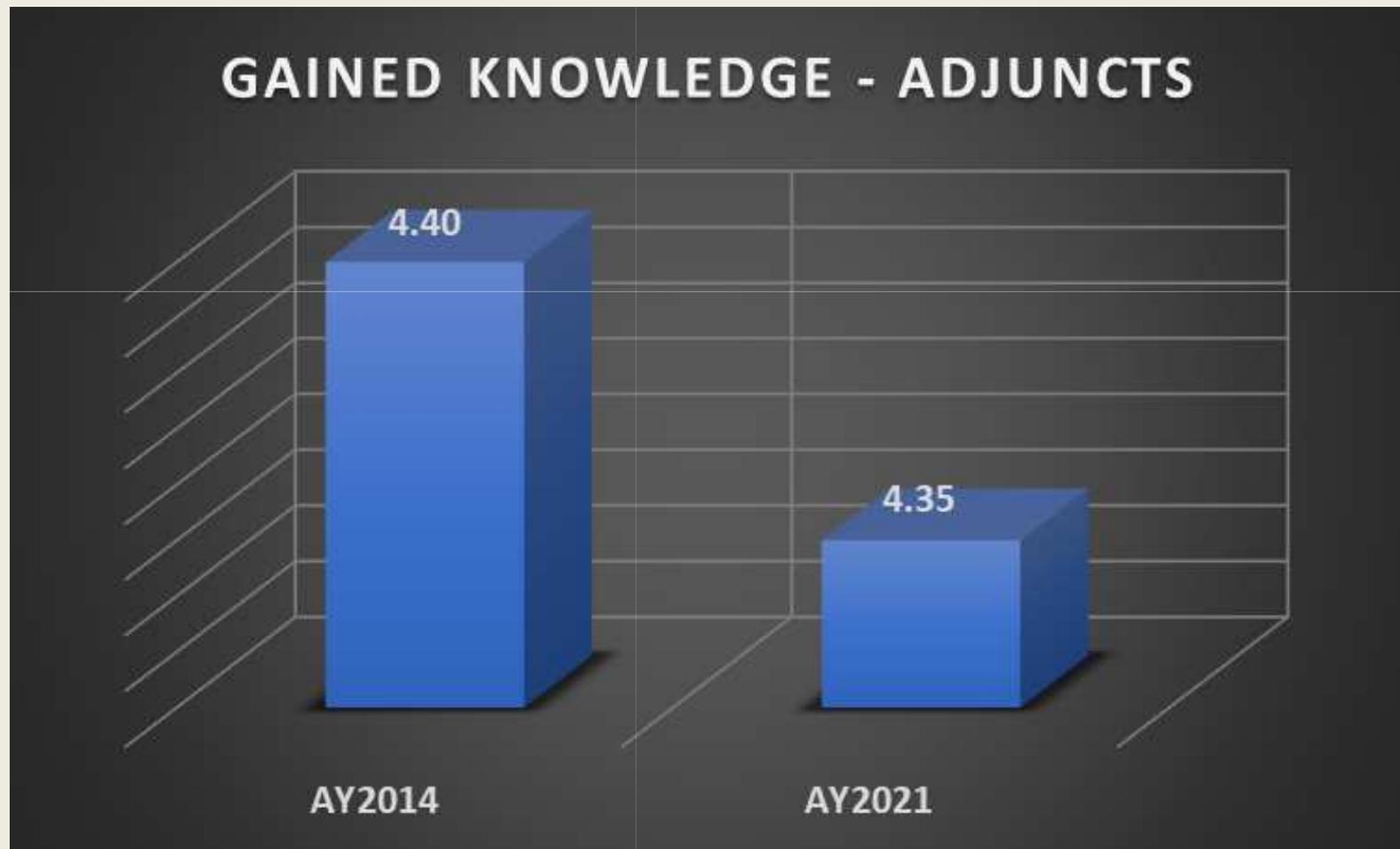
Can Apply What Learned – Adjunct Instructors
ANOVA: F=11.629, 1/3066 df, P<.001 (11.38)
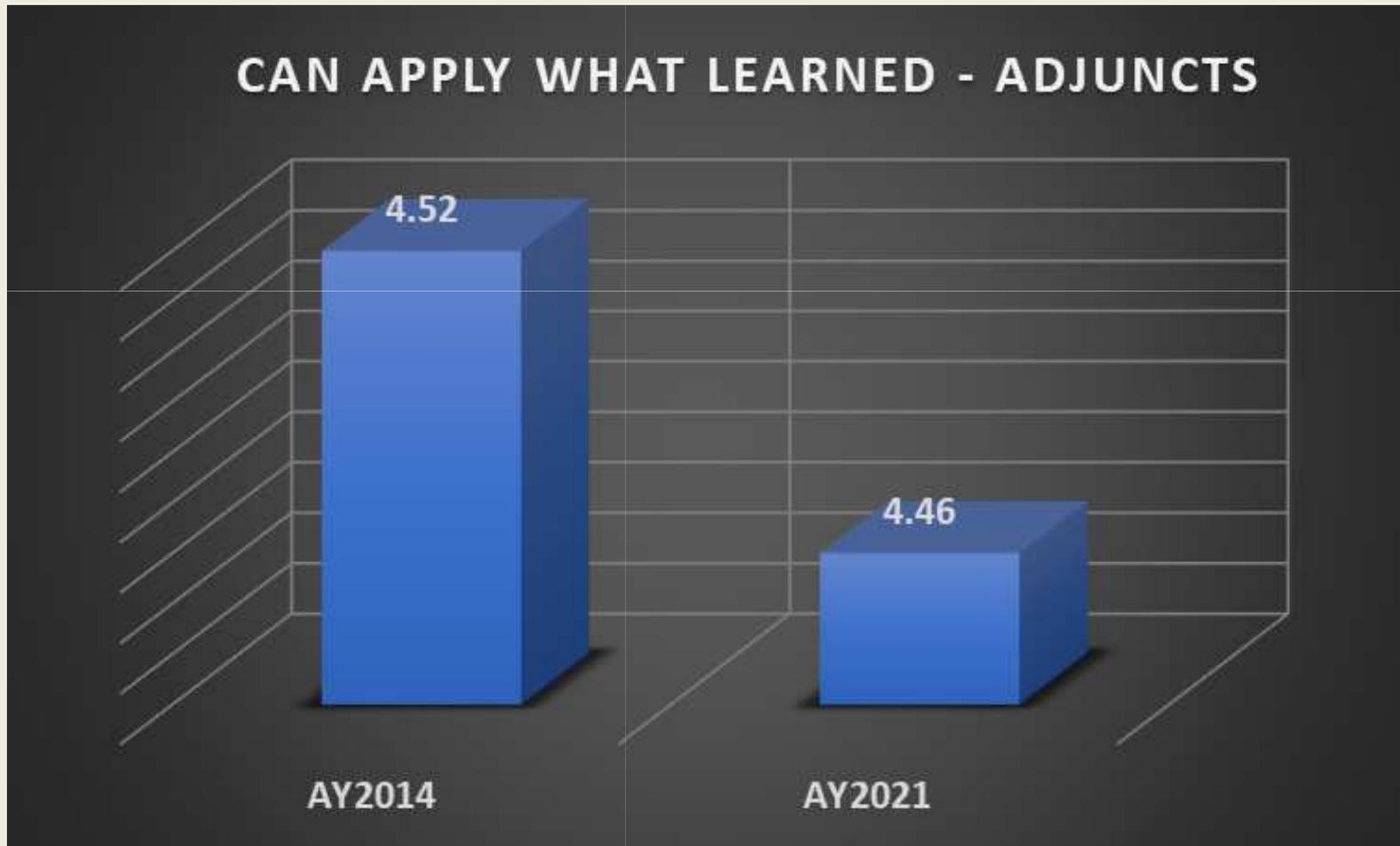
Best measure of how successful were the centralized adjunct onboarding, mentoring, and evaluation efforts!
ANOVA: F=167.341, 1/3066 df, P<.001 (11.38)
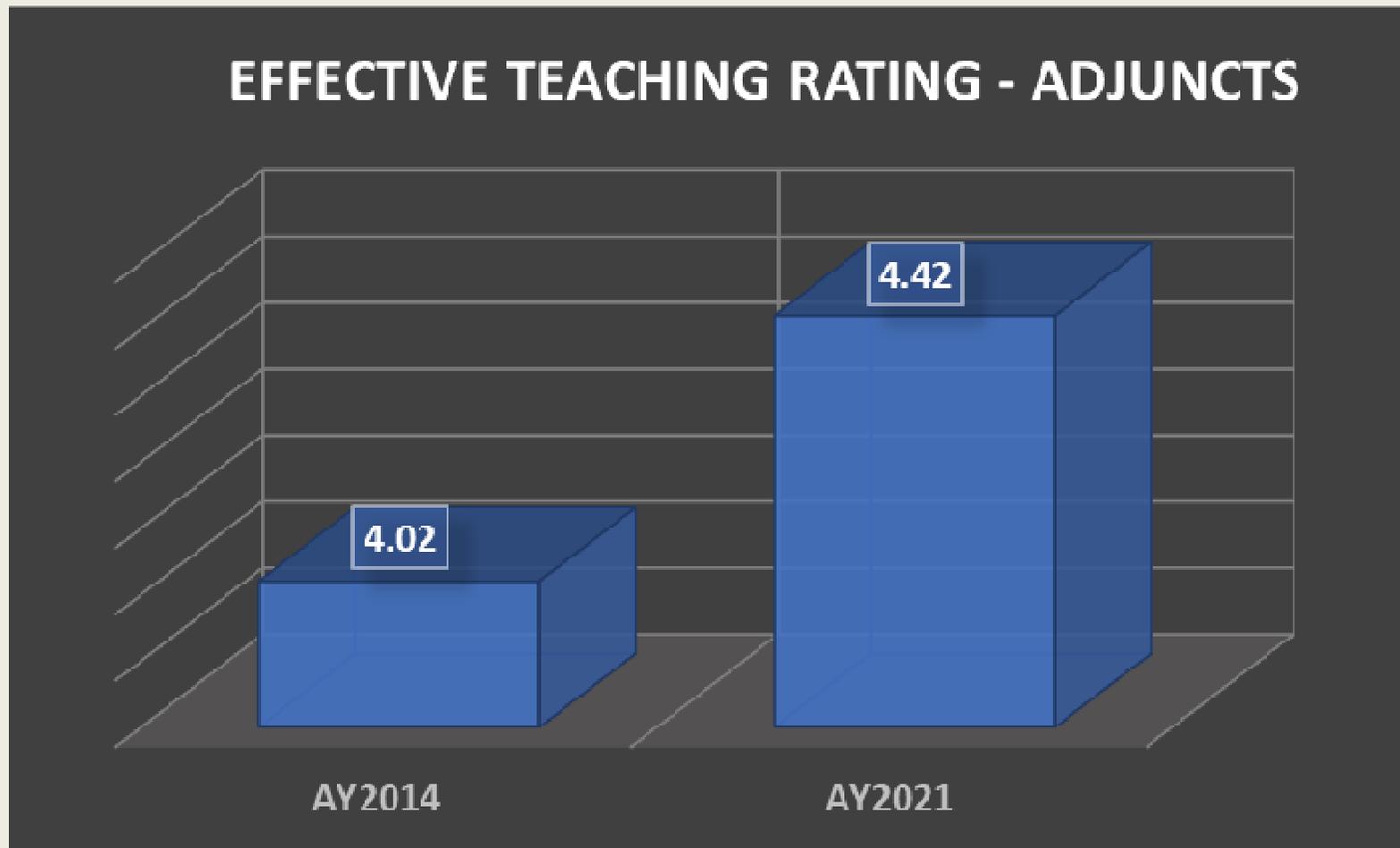
AY2021 Gained Significant Knowledge - DEPT
ANOVA: F=1.284, 3/1620 df, P>.05 (2.68)

AY2021 GAINED KNOWLEDGE - DEPT

ASPEC	EDAL	SPEC ED	TEACHER ED
4.35	4.45	4.35	4.34
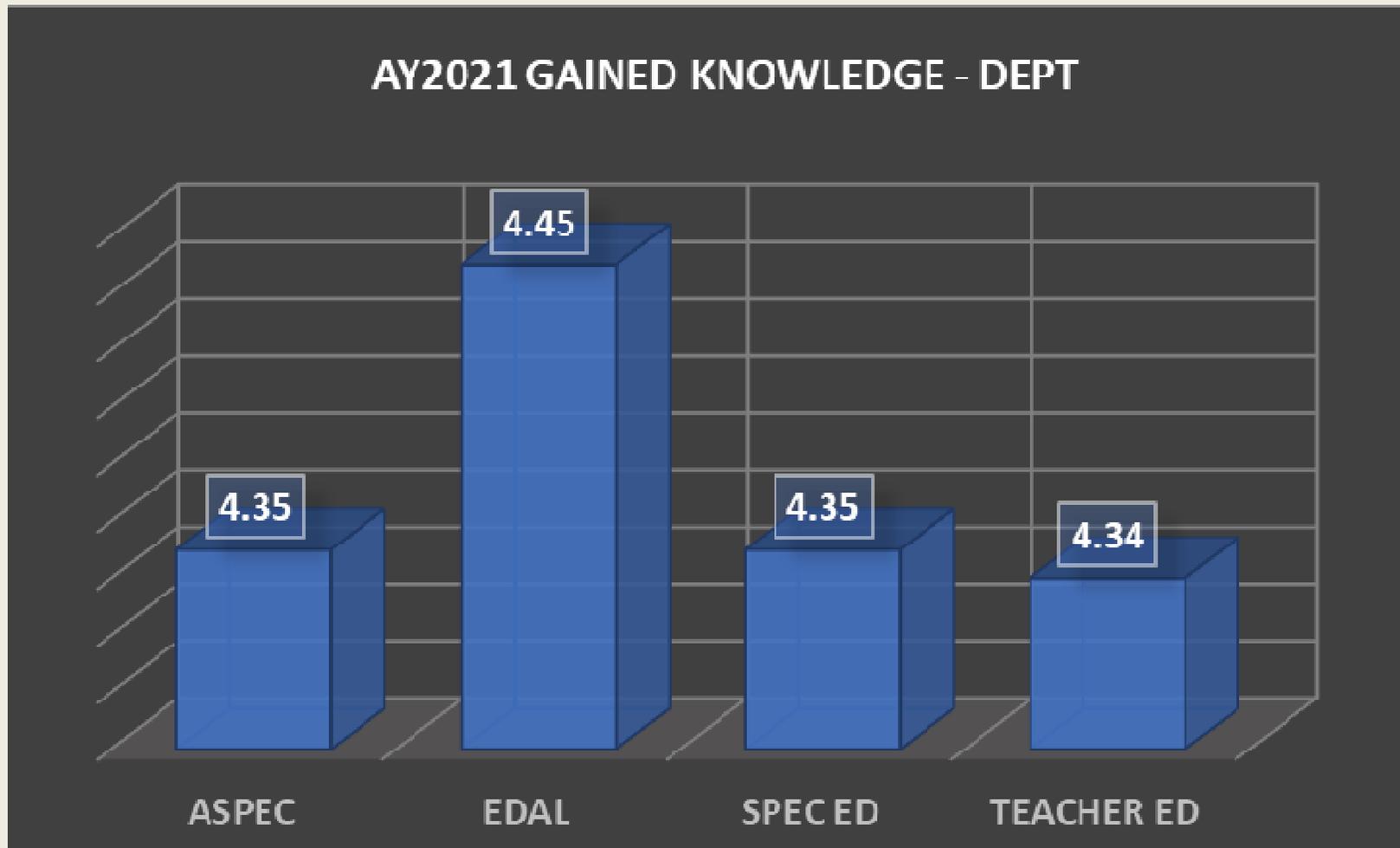
AY2021 Able To Apply What Learned - DEPT
ANOVA: F=0.997, 3/1620 df, P>.05 (2.68)

AY2021 CAN APPLY WHAT LEARNED - DEPT

ASPEC 4.48 · EDAL 4.51 · SPEC ED 4.43 · TEACHER ED 4.45
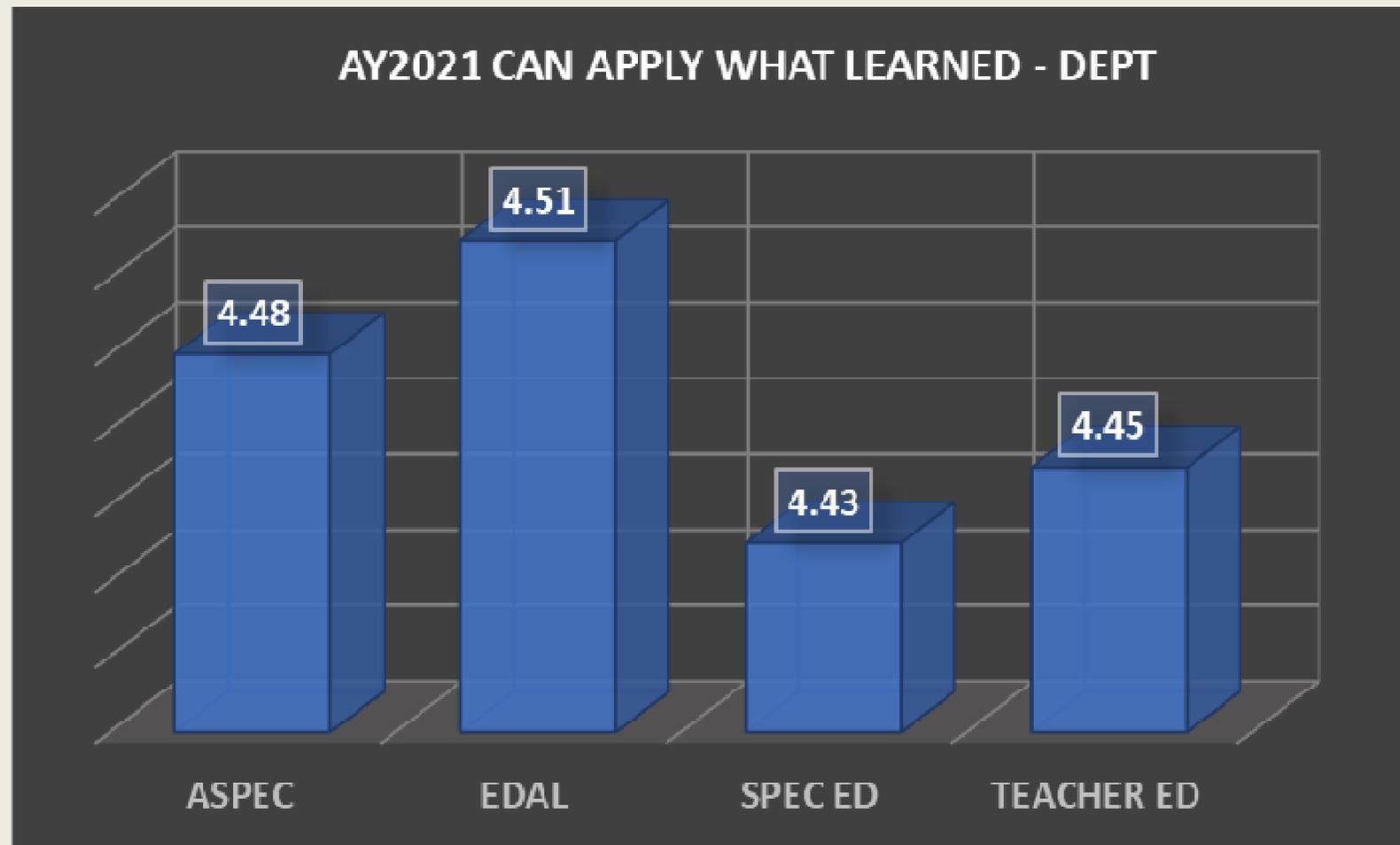
AY2021 Effective Teaching - DEPT
ANOVA: F=3.150, 3/1620 df, P<.05 (2.68), Approaching P<.01 (3.95)

AY2021 EFFECTIVE TEACHING - DEPT

Department	Score
ASPEC	4.32
EDAL	4.36
SPEC ED	4.44
TEACHER ED	4.44
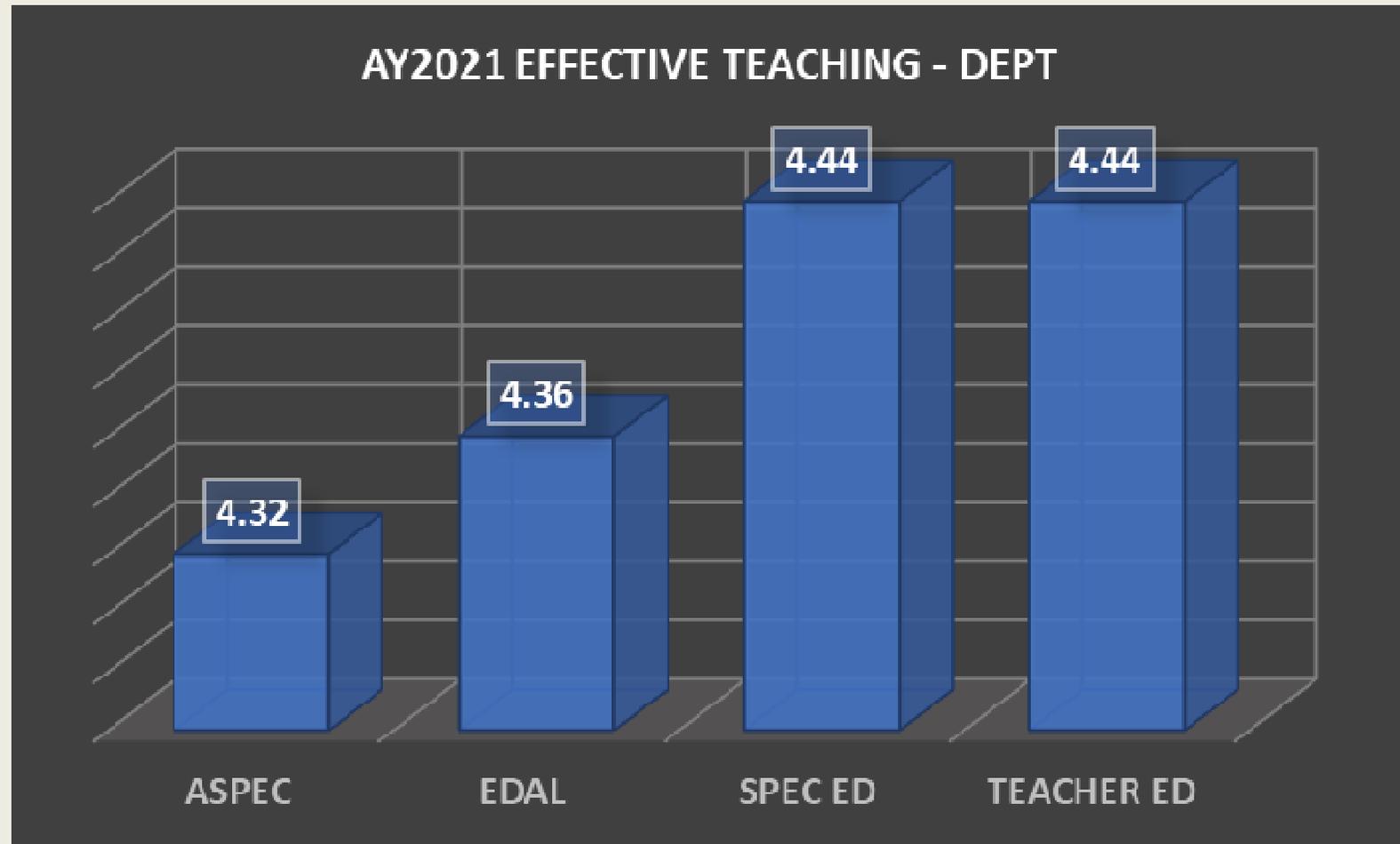
AY2021 EFFECTIVE TEACHING – DEPT
SCHEFFE POST-HOC ANALYSIS
TEACHER ED vs ASPEC P<.01 / SPEC ED vs ASPEC Approach P<.05

Scheffe Table

	ASPEC	EDAL	SPEC ED
ASPEC			
EDAL	0.17		
SPEC ED	2.40	0.57	
TEACHER ED	4.15	0.80	0.00

National University's Sanford College of Education Moving Forward

- The National University System acquired North Central University i[n] January 2019

- North Central University merged into National University effective November 1st, 2022

  - National University's academic model of a course per month is essentially "one to many" meaning one instructor interacting with multiple students in a course.

  - In contrast, North Central University's academic model is essentially "one to one" meaning that an instructor interacts separately with each student and an instructor may be assigned several students, each in a different course, and/or at differen[t] points within their course

-

National University's Sanford College of Education Moving Forward

National University's Chancellor and Board of Trustees decided to incorporate North Central University's fifty-six (56) advanced degree programs as a new department within the Sanford College of Education rather than establishing them as a separate college within the newly expanded National University

- *Nineteen (19) Education Specialist (Ed.S.) degrees*
- *Eighteen (18) Doctor of Education (Ed.D.) degrees*
  - *Plus one (1) existing SCOE Ed.D. "one to many" model degree program*
- *Nineteen (19) Doctor of Philosophy (Ph.D.) degrees*

The newly expanded Sanford College of Education is now larger than most other universities in the State of California

Dept of Advanced Graduate Studies' Degrees

Department of Advanced Graduate Studies (Brianna Parsons, Chair)

Administrative Assistant (VACANT)

Education Specialist (EdS)
(Lisa St. Louis, APD)

Bruce Barnhardt, Laurie Bedford, Maggie Broderick*, Dale Crowe, Leslie Curda, Quincey Daniels*, Patti Davis, Scott Ebbrecht*, Cary Gillenwater*, Barb Hall, Julian Horton, Brandy Kamm*, Amy Lyn*, Michele Marvel*, Maria Orlando*, Tom Pucci*, Mel Shaw*, Joanna Vance, Gary Walker-Roberts

EdS Curriculum & Teaching
EdS Early Childhood Education
EdS e-Learning
EdS ELL
EdS General Education
EdS Global Training & Development
EdS International Ed
EdS International Ed & Globalization
EdS Instructional Leadership
EdS Leadership in Higher Ed
EdS Learning Analytics in Higher Ed Specialization
EdS Learning Analytics in K-12 Ed Specialization
EdS Organizational Leadership Specialization
EdS School Safety, Security. & ER Mgmt Specialization
EdS Social Emotional Learning
EdS Special Education Specialization
EdS Sport and Athletic Mgmt Specialization
EdS Trauma Informed Ed Practices Specialization
EdS Ed Leadership

Doctor of Education (Ed.D.)
(Deborah Nelson, APD)
(Teri Marcos, APD)

Ann Armstrong, Bruce Barnhardt*, Laurie Bedford, Linda Bloomberg*, Sidney Castle, Dale Crowe*, Linda Cummins*, Leslie Curda, Quincey Daniels*, Patti Davis, Scott Ebbrecht*, Robert George, Cary Gillenwater*, Mike Hollis, Julian Horton*, Brandy Kamm*, Edward Kim, Carrie Lloyd, Amy Lyn*, Michele Marvel*, Deb Nelson, Maria Orlando*, Tom Pucci*, Mel Shaw*, Mike Shriner, Jennifer Summerville*, Joanna Vance, Gary Walker-Roberts, Julia Watkins

EdD Curriculum & Teaching Specialization
EdD e-Learning Specialization
EdD Early Childhood Education Specialization
EdD ELL Specialization
EdD General Ed Specialization
EdD Instructional Leadership Specialization
EdD International Ed and Globalization Specialization
EdD Leadership in Higher Ed Specialization
EdD Learning Analytics in Higher Ed Specialization
EdD Learning Analytics in K-12 Ed Specialization
EdD Organizational Innovation
EdD Organizational Leadership Specialization
EdD School Safety, Security. & ER Mgmt Specialization
EdD Social Emotional Learning
EdD Special Education Specialization
EdD Sport and Athletic Mgmt Specialization
EdD Trauma Informed Ed Practices Specialization
EdD Ed Leadership
EdD Instructional Design

Doctor of Philosophy (Ph.D.)
(Linda Cummins, APD)

Ann Armstrong, Bruce Barnhardt*, Laurie Bedford, Dale Crowe*, Linda Cummins*, Leslie Curda, Quincey Daniels*, Patti Davis, Scott Ebbrecht*, Robert George, Cary Gillenwater*, Mike Hollis, Julian Horton*, Edward Kim, Carrie Lloyd, Michele Marvel*, Deb Nelson, Maria Orlando*, Tom Pucci*, Mel Shaw*, Mike Shriner, Jennifer Summerville*, Joanna Vance, Gary Walker-Roberts, Julia Watkins

PhD Education
PhD Curriculum & Teaching Specialization
PhD e-Learning Specialization
PhD Early Childhood Education Specialization
PhD ELL Specialization
PhD General Ed Specialization
PhD Instructional Leadership Specialization
PhD International Ed and Globalization Specialization
PhD Leadership in Higher Ed Specialization
PhD Learning Analytics in Higher Ed Specialization
PhD Learning Analytics in K-12 Ed Specialization
PhD Organizational Leadership Specialization
PhD School Safety, Security. & ER Mgmt Specialization
PhD Social Emotional Learning
PhD Special Education Specialization
PhD Sport and Athletic Mgmt Specialization
PhD Trauma Informed Ed Practices Specialization
PhD Ed Leadership
PhD Instructional Design

Examination Of What Drives Learning In National University's Sanford College of Education

---

Questions and/or Comments?

Javier Serrano, Ph.D. – Office of the Provost

Sidney R. Castle, Ph.D. – Dept of Adv Grad Degrees