

An Examination of the Effect of Graduate Level Program and Course Modifications Necessitated by State and Federal Accreditation Bodies on Student Assessment of Learning and the Ability to Use What Was Learned beyond the Classroom

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Abstract

National University (NU) a private non-profit higher education institution with administrative headquarters in La Jolla, California was founded in 1971 and currently offers more than one hundred programs at over twenty campuses in California, one campus in Nevada, and online. NU graduates more teachers than any other university in California. NU's Teacher and Educational Administration programs conform to both state and national credentialing bodies requirements, however, course and program modifications undertaken to meet changing credentialing requirements can impact on original articulated learning outcomes.

This study examines the effects of a recent program modification necessitated by changes in California Teacher Credential requirements for the Level 1 Educational Administration Credential graduate program. Data from the student end-of-course-assessment-questionnaire, developed conjointly by the NU Provost and the NU Faculty Senate, were collected for the eight courses comprising the former program as well as the modified eight courses in the new program. Statistical analysis used to determine if statistically significant differences in student self-assessment of learning, and the assessment of their ability to use what learned beyond the course between the former and modified versions of each course, included ANOVA, Scheffe' and Factor Analysis.