

Assessing Learning in a Graduate Degree School Psychology Program

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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 unique academic program in which students take a single course per month, however, some research and practicum course are longer in duration. 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.

This study is a "deep dive" into the dynamics of a graduate School Psychology program to examine student learning across the variables of Course Types (consisting of Introductory, Core, Assessment, Research/Thesis, Practicum, and Internship Seminar courses) and Course Duration (four-week vs. eight-week durations). The database for the study consists of the student end-of-course surveys from all School Psychology courses from Academic Year (AY) 2020-2021. During AY 2020-2021, National University, reacting to the COVID-19 Pandemic, suspended almost all onsite instruction, and shifted to online courses offerings. However, hybrid and onsite instruction was only permitted for the first two assessment courses. Candidates were allowed to work at K-12 campuses during the closures but did not attend onsite practicum classes. All practicum courses were held online. The first two assessment courses afford a third variable in the study, that of Instruction Mode; onsite/hybrid vs. online teaching modality for assessment courses.

ANOVA/Scheffe' were used to determine if statistically significant differences existed in the level of student self-assessment of learning in the three course variables, while Factor-Analysis was used to determine which aspects of learning and teaching most highly correlated to student self-assessment of learning in each of the course Variables.