

## **Program Performance Review: Culmination Meeting Memo Instructional Design and Technology, M.S.**

The 2012-2013 Program Performance Review (PPR) process for the Master's program in Instructional Design and Technology Program concluded with a culmination meeting on August 29, 2014.

During the meeting, the program was commended for the significant progress made since the last PPR, which includes:

1. The program has attained a national reputation, ranking in the top three programs of 2012 by one source.
2. The program incorporates several innovative features including Boot-Up Camp, Midpoint Symposium and Cohort Co-Captains that foster alumni-student interaction and student-program interaction.
3. The program has developed practical capstone project as culminating experience linked to student outcomes.
4. The program is the first interdisciplinary program on campus, bringing together faculty from multiple disciplines.
5. The program is dedicated to stay engaged with emerging technology, innovative pedagogy, and other disciplinary trends to avoid becoming stagnant.

The major recommendations and concerns raised through the PPR process were discussed. Suggestions on how to address them were provided:

1. Hire 1-2 full-time faculty members, pending sufficient enrollment growth:
  - a. The program is recommended to seek out opportunities to recruit more students, and consider additional hiring when enrollment is sufficient.
  - b. The Dean pointed out that the program only generates 1 FTEF right now, and needs to expand to 2 cohorts a year before hiring 1 full-time faculty member. The Dean will work with the program to seek ways to expand the program, and to support its administrative needs (e.g. staffing).
  - c. The program is suggested to develop a 5 year projection to plan out growth.
2. Add multimedia components in course delivery:
  - a. The program already has added videoconferencing and other technological components into courses; It also has worked with OASIS to incorporate new technology (e.g. softchalk modules).
  - b. The program asked the university to support video posting, storage and management, as it is challenging to maintain speed and manage large volume of video.
3. Release time or funds to support faculty professional development (e.g. attending conferences, membership dues):
  - a. The Dean suggested that the program should look into the online funds received –
    - i. “distance fee” – to support both full-time and part-time faculty. The Dean will
    - ii. work with the program director to check the original intent of the funds and
    - iii. to see how the funds could be spent.

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- b. The university will work to provide added support to interdisciplinary programs.
- 4. Adopt an authentication plan to ensure student receiving the degree is the person who has done the coursework:
  - a. The program has relied on the fact that the faculty know the students personally through personal and online interactions – writing styles, personality, etc..
  - b. The program has not found an authentication software that addresses the nature of the final project. Such tools may be considered for the future.
- 5. Create a community advisory board:
  - a. The program is suggested to tap into its active alumni association to form an advisory board.
  - b. The Dean will help the program to work with Advancement to access alumni contact information.
- 6. Consider affiliating with an academic department to gain access to resources to support program expansion:
  - a. Given that the faculty body is very small, which makes it difficult to manage all the tasks a typical department has, the Dean suggested that affiliating with a department would help free faculty to pursue their research/scholarly interest. It could also help alleviate the pressure to hire support staff.
  - b. The program would like to maintain the unique identity of the program to perspective students, and is concerned that affiliating with a department would have negative effect. This will be a process of discussion for the program to consider.
  - c. It is also suggested that the transition from a program to a department will depend upon enrollment.
- 7. Contribute to the university's effort to support online education:
  - a. It is suggested that the program could consider providing training to faculty and staff, engaging alumni that work on campus to help disseminate the expertise, and implementing student internships on campus.
  - b. It is suggested that the program help the university drive the importance of online assessment, and think about “scale” when moving forward.