MSIDT PROGRAM PERFORMANCE REVIEW –FACULTY TEAM RESPONSE
FALL, 2013

Recommendations for Quality Improvement

These recommendations and suggestions are in accordance with the requirements of UPS 410.200 (Program Performance Review), and are based upon review of program documents, course syllabi, student work (individual and group), interviews, and site visit information. Most recommendations and suggestions were presented to the MS-IDT leadership and faculty team at the completion of the site visit. The PPR team was impressed with the commitment and professionalism of the faculty as well as with the quality and commitment of the students and community partners with whom we met on the day of the visit.

I. Program Mission, Goals and Environment

1. The current director has initiated many changes to improve and strengthen the program, such as Epsilen portfolios, Cohort Co-Captains, and a program-specific alumni association. The director is assigned 3 hours of release time during Fall and Spring semesters.
    - Given the program's three-semester all-year round structure, the Director should be compensated for summer work.

    Unfortunately compensation for the Director ended when she began FERP status and no other arrangements were made for summer work and thus the work was done on a volunteer/uncompensated basis. Under a new Director with a regular assignment, summer compensation would again be expected to be provided as it had been since the inception of the program almost 12 years ago since this is an all-year round program..

2. In addition to leading the program, the Director is responsible for developing community partnerships; linking with key businesses in the community to identify current practices and needs; liaising with CSUF support departments, such as OASIS; maintaining currency regarding industry needs and emerging technologies; interviewing all candidates; advising all students in the program; planning and running the Boot-up Camp and the mid-program in-person face-to-face sessions; and implementing new pedagogies, such as the current move to competency-based education.   The Director also developed research projects to both evaluate the program and disseminate innovations via podium presentations and publications. The Director has the help of one part-time staff (only 8 hrs. weekly) who responds to website inquires (almost 5000 to date), phone calls, emails, faculty contracts, CMS course scheduling, textbook requisitions, applicant files, interviews, orientations and commencement events and maintains student records and those of applicants and performs other tasks as needed.

- The Director has given generously of her time, but uncompensated time should not be an expectation. The College of Education should investigate the relationship between the work of the Director and the assigned time granted this position to see if the assigned time is adequate. Due to the unique nature of this degree (which is **not** an Education concentration), the program has been housed since 2001 under the Dean's office since the inception as designed by the Vice-President of Academic Affairs and accredited as such by WASC. In addition, all Deans and chairs under both the College of Human Development and Community Service and the College of Education have recognized and supported the representation of MSIDT in the Council of Chairs to maintain its visibility and innovative curriculum and unique corporate/business and higher education student and alumni. MSIDT is also represented on the Curriculum, Technology and Commencement committees under both the College of Human Development and Community Service and the College of Education.
- Due to the unique nature of the program, the multiple responsibilities and current assigned time of MSIDT developed and approved by WASC with almost all the features/components of a department has definitely been an issue and expansion of cohorts would require additional assigned time as well as administrative support.
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- Given the program's three-semester all-year round structure, the Director should be compensated for summer work.
  Unfortunately compensation for the Director ended when she began FERP status and no other arrangements were made by the Dean's office for summer work and thus the work was done on a volunteer/uncompensated basis. Under a new Director with a regular assignment, summer compensation would again be provided. Compensation would also need to be reevaluated upon future expansion with additional cohorts as well as administrative support which is only 8 hours/week at this time.

II. Documentation of Student Academic Achievement/Assessment of Student Learning Outcomes

- Based on review of the syllabus and interaction with students as well as the faculty teaching MS-IDT 510 (Research Practices), the PPR team notes the assumption that students have had statistics (and remember the information if taken in the past), thus spends only three weeks on this area. It is not clear if this length of review is sufficient for students to engage in statistical analyses appropriate to the graduate level. It might be valuable to include an assessment of a student's knowledge of statistics prior to their entering the program and have an online tutorial available for students who have taken a course in statistics several years in the past and, for those students who have not had an undergraduate or graduate course in statistics, to require them to complete such a course.

An online tutorial is being developed during AY 2013-14 to supplement the already rigorous activities in IDT 510 as well as the implementation of a new text- Making Sense of Statistics: A Conceptual Overview(Fifth Edition)Fred Pyrczak   ISBN 1-884585-88-4; © 2010 THIS IS NOT APA

- Additionally, students and alumni identified the need for a more rigorous review of statistics when working on the final project.
  Statistics are not needed for the final project since it is not a research study and only an understanding of the use of research to support the theoretical underpinnings of the project components. However, additional work in statistics will be incorporated into IDT 510 as of Fall, 2013, with the introduction of an additional text -Making Sense of Statistics: A Conceptual Overview(Fifth Edition);Fred Pyrczak   ISBN 1-884585-88-4; © 2010

- The MS-IDT program has recognized the need to expand the use of media for teaching in all courses and to add new media formats, such as mobile learning. Epsilen online portfolios are currently being piloted and faculty are researching the use of video conferencing (e.g., Adobe Connect). The PPR team applauds these efforts and recommends adding more multimedia to course delivery (versus online portfolios).   Gratuitous use of media for the sake of simply integrating media is not our intent. Rather, careful use of diverse forms of media (audio, video, animation and graphics) matched to both content and pedagogy, is our recommendation. The team observes that these enhancements would contribute to the efficacy of the instruction provided to students. But equally important, when used well they would serve as best practice in technology-facilitated instruction—a key component of the discipline in which MS-IDT students are engaged. Faculty should take advantage of CSU resources such as QOLT (Quality Online Learning and Teaching) (see, for example, https://sites.google.com/site/csulmssproject/qolt-home) as well as the eCatalist project (see http://ecatalst.org/our-services/qolt) to investigate ways to improve their online course material presentation.
- The Program Coordination Faculty Team/Advisory Council, under the direction of the Program Director, is viewing each course in the program at monthly meetings to align their presentation format and review media and other online presentation modes. The courses will be improved on an ongoing basis for continued quality improvement..
  The MSIDT program has had an extensive use of multimedia implementation in the courses as can be seen in the Multimedia Curriculum map (Appendix A). Faculty receive the latest software each year as needed in their classes and especially the latest authoring software as recommended by our alumni as used in the profession and required of the entering cohorts for use in IDT 505, IDT 520, IDT 530, IDT 545 and their final project-as appropriate to its goals. In the past two years, faculty have received site licenses for VoiceThread and Camtasia. During the past 9-10 years, monthly meetings have had a separate Scholarly/Research focus, but as of fall, 2013, monthly meetings will have a separate Emerging Technology review and software introduction focus. Faculty have regularly

attended and made presentations at technology focused conferences since   as can be seen in Appendix B- Community Research and Scholarly Production. An MSIDT faculty received the Best-in-Track award at a recent SLOANC conference from among over 100 presentations. Because of the work and reputation of the MSIDT faculty as working together in a team collaborative environment around a scholarly agenda and also incorporating innovative technology, the MSIDT team was approached in July, 2013, to do specialized research with Mark Lee, editor of the Journal of Online Learning and Teaching (JOLT) under MERLOT at the Chancellors Office around the topic of social media.

- Instructional Systems Design is arguably based on the ADDIE Model. This five-phase, systematic process necessarily involves Analysis, Design, Development, Implementation and Evaluation. The MS-IDT program courses, faculty and students, each illustrated the curricular emphasis on the design and development phases of the model. This emphasis is well-placed, given the fact that most graduates will immediately find themselves designing and developing technology-based instruction and training. That said, the review team recommends expanding the curriculum to include a more deliberate focus on both analysis and evaluation:
    - **Analysis:** Based on course syllabi reviews and discussions with instructors, the curricular focus on analysis is largely limited to learner analysis. While critical, students should also develop familiarity with task analysis (including cognitive task analysis) and subject matter/content analysis. Additionally, the instructional design field currently emphasizes performance analysis as an initial step when addressing any performance problem. Understanding the range of influences on human performance is a critical step in determining (a) whether instruction is an appropriate solutions; and (2) advocating for a full solution that achieves predictive results.
    - **Evaluation:** Conversations with faculty and students, as well as a review of syllabi, suggests an opportunity to expand the curriculum specific to the evaluation phase of ADDIE to include theory and model beyond Kirkpatrick's Four Levels of Evaluation. Graduates should understand that Kirkpatrick is one of many approaches to evaluating results from training efforts in the workplace—and one that has been increasingly criticized for its limitations in recent years. While it remains relevant and is perhaps the most frequently employed evaluation model, incorporation of additional models to illustrate the range of approaches is recommended.
    - While every degree program must make difficult decisions to balance discipline-specific content and available course hours, the committee believes that these content adjustments could be incorporated into the existing curriculum without too much additional time allocation.
    - See comments below that incorporate the recommendations listed here.

- Students interviewed by the committee regularly referred to what we conclude is a core text in the program, Alessi & Trollip's *Multimedia for Learning: Methods and Development* (3rd edition). Students praised the practical nature of this text, and the applied content it contains. While the committee recognizes these attributes as positive, we also note that the book has not been revised since 2001. Given the changing landscape of technology-based instruction—with regard to the brain and its processing of information, development processes, and the delivery technologies—we recommend reconsideration of this text for something more contemporary. Our recommendation is predicated on the recognition that this is not the only text used in the program, and that courses incorporate a range of more contemporary readings (i.e., journals, chapters, etc.). The recommendation is made based out of concern, given the clear emphasis this text receives by students, graduates and instructors alike.

- As the faculty who teach the key courses IDT 520 and IDT 530 specifically pointed out during the review,, one of the things that makes the Alessi and Trollip text very useful is that it is completely agnostic as far as software tools. In other words, there is no mention of things such as Flash, Camtasia, Captivate, etc. Instead, it focuses on fundamental design principles that apply just as well today as they did in 2001. This type of work in this field is much more valuable than books that focus on the latest technology, because these will quickly become outdated due to the ways such tools and processes rapidly evolve. But even if those tools evolve, or if new ideas such as mobile come into the picture, the principles in the A&T text remain 100% rock solid and just as applicable to those technologies as any other. In other words, despite all of the rapid advancements in software tools and hardware tools, there aren't really any new advancements in user interface design and planning of which we are aware. If anything, the latest trends in interface design actually support the ideas in the A&T text. The most recent trends are the new "flat" design brought into existence by Microsoft "Metro" or Windows 8, which focuses on simplified interface elements and form over function. So far, we have not seen another text that covers the content in A&T as well as that text. We have looked at a number of them, but most of them seem to suffer from excess focus on the latest technology tools rather than basic and fundamental design and planning principles.

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  In addition, we recently added a new philosophy underpinning to our theoretical framework and with direct instruction in the classes which has just been published by Dr. Peter Honebein within the past year and it is called "eclectic instructional design".

  > *Eclectic instructional design is when a designer blends ideas from multiple learning theories to construct a learning experience that works better than a course designed from only one theoretical influence. Eclectic instructional designers are those who do not get hung up on any one theory for their designs. They consider learning theories and their associated methods more as a toolbox rather than dogma. With this perspective, they design instruction that works better.*

- Currently, faculty authenticate student work by comparing to application materials (i.e., personal statements), work done in Boot-up Camp (students are physically present), using question banks, and limiting time allotted for testing. One faculty required students to use a

local proctor (i.e., university testing center). The PPR team recommends the adoption of an authentication plan to ensure that the student who is receiving the degree is, in fact, the person who has done the course work.

We have used a multimodal assessment plan (see Appendix C) throughout the history of this program which does satisfy authentication issues and will continue to do so until the university adopts a standardized protocol or secures a site license with fee arrangements for all online programs. The reference to a "local proctor "was under a specialized assistive student learning situation.

III. Faculty

1. The program currently does not have full-time faculty, but uses faculty from other departments and adjunct faculty on a part-time basis. A goal of the program is to admit two cohorts each year, but that might become challenging in light of the resources available to the program. If the program does move to admitting two cohorts, the MS-IDT Program should consider hiring 1-2 full-time faculty who would, if possible, be tenure-track, and have instructional system design expertise. The team also recommends diversifying the lecturer pool with individuals who are not graduates of the program. Continue to foster and implement protocols for faculty currency and participation in emerging trends in online instruction and faculty involvement in online instruction."

    The MSIDT program does maintain a small list of potential lecturers who are not graduates of the program. The idea of hiring FT faculty would be dependent on program growth and special consideration for interdisciplinary faculty who are highly skilled in technology, understand adult learning theory and workplace/corporate and higher education professional needs to match the majority of the students in the program.

2. The program's curriculum is taught by tenured or tenure-track faculty from the departments of Human Services, Educational Leadership, Special Education, Elementary and Bilingual Education, with assigned time to teach courses of their expertise.   Additional part-time instructors are professionals from the business community with expertise in technology, curriculum development, and instructional design. Aside from teaching, CSUF faculty do not receive additional compensation or release time to participate in MS-IDT activities (i.e., meetings, retreats, website updates, learning new technology to maintain currency). Thus CSUF faculty and adjunct instructors alike meet these commitments in addition to activities required by their department of record.   During interviews with faculty, we noted the following needs:

    - Increased time to meet as a group to continue to develop the program and courses and maintain recency with technology and teaching methods. Mandating this without providing additional compensation (release time or monies) will increase faculty stress.
    - Faculty receive the latest software each year as needed in their classes and especially the latest authoring software as recommended by our alumni which is

used in the profession and required of the entering cohorts for use in IDT 505, IDT 520, IDT 530, IDT 545 and their final project-as appropriate to its goals. In the past two years, faculty have received site licenses for VoiceThread and Camtasia. During the past 9-10 years, monthly meetings have had a separate Scholarly/Research focus, but as of fall, 2013, monthly meetings have had a separate Emerging Technology review and software introduction focus. Faculty have regularly attended and made presentations at technology focused conferences since   as can be seen in Appendix B- Scholarly Production. Compensation for any additional or separate technology focused meetings/retreats would have to be determined.

- Due to new Web 2.0 tools and the need to maintain currency with emerging trends, sufficient hardware, such as laptop memory, should be available for faculty.
- Laptop memory was paid for by MSIDT for a tenure-track faculty member in a department when the chair would not support the upgrade. In addition, all the MSIDT team members received a netbook for use in their courses and for regular communication with students. The team also experimented with early web-conferencing software many years before there was a standard protocol on campus.The program was also asked to pilot Proctor U two years ago when it was being evaluated for limited university implementation.
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- An increased emphasis on project management. Currently students work on individual projects, but faculty note students are likely to work in teams in the workplace.
- Actually there is a program learning outcome for the past couple years around "**project management**" which is weaved into almost every course as well as a part of the final project. Students have **always** worked in teams on joint projects in the majority of the courses since the inception of the program around the "**collaboration**" learning outcome..

3. The MS-IDT Program should consider providing additional release time or professional development funds for faculty teaching in the program to enable them to a) stay current on technology and b) stay current on modes of delivery of on-line education.   As a focus of the program is technology, faculty should have frequently updated hardware and access to current and emerging software
Faculty receive the latest software each year as needed in their classes and especially the latest authoring software as recommended by our alumni which is used in the profession and required of the entering cohorts for use in IDT 505, IDT 520, IDT 530, IDT 545 and their final project-as appropriate to its goals. In the past two years, faculty have received site licenses for VoiceThread and Camtasia. During the past 9-10 years, when faculty have presented together at regional conferences, those were supported by MSIDT. National conferences are usually supplemented by MSIDT as available since the Dean's office doesn't

provide any travel support for the program in general which is a problem when we want to incorporate our talented and knowledgeable part-time faculty who work in the corporate/business sector. The Director has had to request supplemental funds from previous VPAAs when appropriate.

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IV. Student/Alumni Support

1. Several students spoke of how difficult it was to learn new software at a distance. Perhaps tutorials or webinars (i.e., Adobe Connect) in which students could work along with the faculty and troubleshoot issues (share screens) would be of benefit.
Student s are given extra support through tutorials at IconLogic-which links to the key text in IDT 505 and which introduces the new authoring software at the beginning of the program. They are also provided additional support through Lynda.com as well as support through their alumni mentors assigned at the beginning of their program. Adobe Connect is also used as appropriate for specialized learning needs.

2. Alumni identified difficulty contacting graduates due to University interpretation of HIPPA regulations. Perhaps students could voluntarily "opt in" to the alumni group by giving the group an e-mail address.
This is an ongoing problem with the CSUF Alumni Association in their working relationship with any of their chapters- such as the MSIDT Alumni Chapter. Numerous attempts have been made during the past few years to rectify that situation and to no avail. Thus, the alumni association does provide their information to incoming and current students at the annual Boot-Up Camp and Midpoint Symposiums and students can "opt-in" as they so desire..

V. Long-term Plans

1. An identified goal is to increase the number of cohorts to two per year. Data from 2007-2013 indicate 64-79% of applicants are accepted into the program each year under a rigorous application process, thus the current pool of qualified applicants would need to be expanded to run two cohorts.   A second goal is year is to add certificate programs for executives/professionals and a 9-unit Mobile Learning certificate program through University Extended Education.   This would require faculty time to develop courses and additional faculty to teach the courses (three courses for each program).   Both goals require additional support staff.   In addition, the program does not have the resources and monies for development, advertisement, and promotion, and maintaining an additional cohort and new programs. The lack of funding for promotional materials is not unique to the MS-IDT, but is something that constrains all of the state-supported online programs at CSUF.

- If the MS-IDT program does move to admitting two cohorts, the program should consider hiring 1-2 full-time faculty who would, if possible, be tenure-track, and have instructional system design expertise.
- It is recommended that the University use existing promotional avenues such as the <u>OC Register</u> weekly section on the campus and the Calstateonline website to promote the programs.
- The Administration should also consider setting aside a budget for promotion of such programs.

Actually we typically have about 25% more applicants each year than we can accept. And we **did h**ave two cohorts about 3 years ago; however the unexpected national financial crisis at that time impacted the cohort numbers after the first term segment and we folded them into one large cohort. We also worked for almost three years on developing a cohort in Vietnam based at **SEAMEO** (Southeast Asian Ministers of Education Organization) in Ho Chi Minh city but there were numerous political , financial and technological challenges which resulted in the program never being implemented there….The "lessons learned" were captured in a WASC Academic Resources Conference presentation last year on the "reality vs. naivety" of developing an i internationally based site degree..

It is important to note that the program operates in **TERM SEGMENTS** as an all-year round program, thus 5 term segments of 6 units each for a 30 unit MS degree program. This schedule is often problematic for university faculty who are working in other departments and needing to receive release time to teach in MSIDT (with compensation to their department for that assignment/time).

Overall, though, all of these recommendations require a separate budget allocation for not only additional assigned time for the Director but also appropriate administrative support beyond the current limited 8 hours/week. These recommendations <u>can't</u> be supported under the current limited revenue streams of the miscellaneous course fees or our Chancellor's Office Executive Orders for online course fees (EO 818-2002) or two orientations of the Boot-up Camp or Midpoint Symposium (EO 857-2003) secured through a separate assessment with Student Financial Services. Because of the limited revenue stream the Director has needed to secure funds in earlier years from the VPAA for print and media advertisements. The majority of the students find the program online or through referrals from current or past students/graduates. Additional opportunities for promotion/advertisement can possibly be made through professional associations such as ASTD (*American Society for Training and Development*) and ISPI *(International Society for Performance Improvement*).

As one can imagine as a new field of business need/training/educational competence continues to evolve, there is corresponding interest for quality doctoral programs. We have been asked numerous times to start a doctoral program, however, under the current limited

legislative approval, our only option would be to explore a joint degree with a private institution such as that between San Diego State University and Claremont Graduate University. We do have MSIDT faculty with expertise in the Educational Leadership EdD program who would be interested in starting that process, but necessarily with appropriate compensation.

Finally, MSIDT as an interdisciplinary program is modeled after the Human Services and Child and Adolescent Studies programs which eventually became departments. Two previous AVPS of Graduate programs have initiated conversations with us about moving into a department status but unanticipated state budget problems have always impacted any movement forward. It may be that the stability/history/national recognition of the program and current budget climate would provide the impetus for renewing those discussions for a new program direction overall!

Although the Director has initiated a professional, collaborative relationship with Taco Bell for purposes of informing the curriculum from the application perspective, the program appears to rely primarily on student, preceptor, and alumni feedback for knowledge of current business practices and needs. The PPR team recommends the addition of a community advisory panel with representatives from key business areas or interests to determine current practices and the types of technology used.   This group would assist the program in understanding future trends in various business sectors and validate the currency/relevancy of course content. It would also increase visibility of the program and provide opportunities for partnering with students as the program expands. Specifically, the team encouraged MS-IDT leadership to target organizations that do not already employ their graduates, and thus diversify the range of perspectives such a panel can provide.
A community advisory panel has been under consideration for quite a few years now but finding the right community person to initiate the panel has been a difficult task despite many meetings and conference calls. Now that MSIDT has been ranked either #1 nationally in Value, Student Support, Alumni Engagement and Library Support (**Online Colleges,org**) or #3 overall nationally (**Education Portal**) recently and with an expanded alumni organization having recently celebrated their 10th year anniversary as well as a recent PhD graduate base, the timing may be better now for such a panel to be established.