



CALIFORNIA STATE UNIVERSITY
FULLERTON

California State University, Fullerton

PROGRAM PERFORMANCE REVIEW
(PPR)

MS in Instructional Design and **Technology**

April 2013

College of Education

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Program Performance Review

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I. Department/Program Mission, Goals and Environment

A. *Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies (note these were the university themes during this past academic year and have not yet been integrated with the new institutional goals; our SLOs have been aligned though - see separate section)*

Our Masters of Science degree in Instructional Design and Technology (MSIDT) at CSUF is a very highly ranked cutting-edge online program designed for preparing professionals nationally and internationally who wish to further their skills and education in direct applications of emerging technology for teaching, learning, training and/or curriculum development. These professionals are usually already working in the field of technology or in curriculum development/training in P-12, higher education, the military, medical and/or corporate settings. The 21 month program accredited by the Western Association of Schools and Colleges (WASC) provides versatility and applicability for a variety of careers and leadership roles including:

- ●Educators interested in developing instructional content for online delivery
- ●Specialists in distance/online learning, mobile learning or competency based education
- ●Professionals working with curriculum development for training in multimedia environments for an educational (P-12, community college, higher education, or extended education),corporate/business, medical, military or government setting
- ●Human Resource professionals in business, industry, medical, military, or corporate universities
- ●Instructional technologists whose job description involves teaching others to integrate new and emerging technologies to support learning
- ●Entrepreneurs interested in starting web-based businesses in the field of education or for independent consulting
- ●Curriculum developers for non-profit, for profit, or community-based organizations
 - Instructional designers for textbook publishers or e-learning companies
 - Web developers
- ●Software consultants or designers

The MSIDT program was launched in 2002 as one of the first in the nation and has over 200 graduates to date representing 23 different professional business/corporate areas. Since the inception of our program, we strive to incorporate theory and research related to adult learning and cognition melded with current and emerging practices and tools in technology. Our students experience best practices in the field reflecting innovative instructional strategies and assessment and evaluation methodologies. They develop skills in project management, collaboration, written communication, technology enabled media literacy, research and critical thinking/problem solving while learning to use the tools of technology to develop cutting-edge curricula. Our cohort structure includes two on-site orientation meetings which enhance the student-centered community of learners. The program provides a challenging and rigorous educational environment and students can

participate in the benefits of faculty mentoring and professional networking provided by our vibrant active alumni association.

MSIDT celebrated its 10th year as the first online MS degree at CSU Fullerton and the faculty team engaged in reflection, refinement and recommitment. We also learned that we are now ranked third in the nation for IDT programs of any modality (Education Portal.com, May, 2012)! Also, during the spring, Dr. Joyce Lee did an outstanding job as the interim director as I was given release time to assist in helping to manage the campus WASC-EER visit. The MSIDT team has always been committed to cutting edge curriculum with currency linked to this emerging new profession and with a practical focus integrated with adult learning theory. Faculty are drawn from both on and off-campus with special expertise, energy and passion for technology and the adult professionally career focused student. The majority of our students are from the corporate/business sector and higher education and are drawn from a national applicant pool and these factors drive our need for currency and professional relevance. Thus, this year we made refinements in our infrastructure and intake procedures –new beta interview scheduling software and protocol, use and research with the SMARTERMEASURE online learner readiness tool, course analyses including texts, software and online resources, UPS 411.104 template adaptations, updated curriculum map, added ‘project management’ to our student learning objectives, revised and enhanced the website and reviewed the SLOAN C Best Practices in relationship to our courses and program administration procedures. We have launched a new direction of videoconferencing for our Community of Learners program research focus, and expanded working relationships/partnerships with our alumni leaders and with our cohort cocaptains. We are working towards the development of a new external advisory board under the direction of Dr. Bob Nash at Coast Learning Systems/Coastline College. Our international options for curriculum expansion, degree implementation and/or writing opportunities are still continuing with administrators from Vietnam and Russia.

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence

Goals:

- *Support excellence in instruction and in the learning environment*
- *Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools*
- *Use assessment to improve academic programs*
- *Increase opportunities for student participation in experiential learning and research*
- *Expand academic programs aligned with regional commitments and global interests*

Department Goals:

1. Implement program council to help evaluate quality of program and determine future directions.
2. Continue to deliver and maintain quality instruction in courses aligned with emerging standards in field of instructional design and SLOANC Best Practices-Quality Matters.

3. Continue to offer new cohort or two each year as well as certificate to Nursing Program.
4. Prepare for formal Program Performance Review-spring, 2013
5. Launch new website
6. Implement full course structure/template implementation and revised and enhanced curriculum map
7. Support faculty research and faculty/student collaborations
8. Use results of assessment plans with discussion at monthly meetings and feedback loops
9. Work towards implementing new eportfolio as replacement for CD submission on a trial basis
10. Work with Judy Strong and Shelly Wang in UEE for mobile learning program-CEU or certificate

Theme 2: Student Success

Goals:

- *Provide comprehensive academic advisement and support services*
- *Increase professional development opportunities aligned with career advisement*
- *Improve coordination of student services across departments, programs, and divisions*
- *Increase student engagement in co-curricular activities*
- *Use assessment to improve student services and programs*

Department Goals:

1. Collaborate with MSIDT alumni and professional associations and offer two scholarships.
2. Review Community of Learners cohort survey items related to student services
3. Continue to work with Library Personnel for our F2F orientations-Boot-up Camp and Midpoint Symposium
4. Continue to invite MSIDTAA to two orientations and provide mentors to cohorts at various stages of their program and particularly with the culminating term segment of a project/practicum
5. Review new website structure to enhance support service information as well as with the community sites-particularly with Financial Aid information

Theme 3: Intellectual Climate

Goals:

- *Enhance recruitment and retention of high quality and diverse faculty, staff, and students*
- *Increase support for research and creative activities while maintaining our commitment to teaching and service*
- *Identify opportunities for university-community engagement focused on common needs and interests*
- *Promote global awareness and international experiences*
- *Strengthen collegial governance to promote engaged decision making*

Department Goals:

1. Support faculty service to the department, college, university, community & profession
2. Support continuing program research agenda and opportunities for both individual and group presentations
3. Continue discussions with Vietnam and Russian contacts to date about possible joint opportunities for writing, research, student online partnerships, and program implementation.
4. Start PR plan for additional cohorts due to recent #3 national ranking and 10th year anniversary and secure possible FT lecturer position for leadership succession planning.
5. Continue to enhance faculty pool with professionals in the field and from recent graduates/cohorts in a variety of business/corporate settings.

Theme 4: Human Resources, Technology, and Facilities

Goals:

- *Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators*
- *Increase interaction among faculty, staff, and administrators to promote an interconnected campus community*
- *Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations*
- *Provide clean, navigable, and accessible campus environments*
- *Improve existing facilities and identify and accommodate future space needs*

Department Goals

1. Continue to support faculty development in knowledge and use of educational technologies
2. Continue to purchase cutting-edge technology for faculty using Miscellaneous Course Fees and Online fees
3. Use new #3 national ranking to encourage additional program offerings such as webinars, etc.
4. Continue to determine current authoring protocol in field to start each new cohort – currently Captivate 5.5..

Theme 5: Capacity Building

Goals:

- *Advocate for the value, affordability, and accessibility of public higher education*
- *Identify and implement relevant and sustainable approaches to program and discipline-based goals*
- *Pursue and manage public and private sources of funds, including external grants*
- *Develop and implement strategies to increase alumni and community participation and support*

- *Adopt innovative strategies to improve campus efficiencies and balance environmental, economic, and community needs*

Department Goals:

1. Maintain strong partnerships with the MSIDT alumni Association and Coast Learning Systems
2. Continue monthly meetings with faculty team including the VP for Relations from the MSIDTAA
3. Develop regular program communication updates with alumni pool possibly through website
4. Identify an external program council to develop future directions and opportunities for external grants

Last Review

Our last review was conducted on January 18, 2007, by Dr. Ann E. Barron, University of Southern Florida, as a requirement under the CSU Trustees of our full conversion status from a pilot program. Dr. Ann Barron was a Professor of Instructional Technology in the College of Education at the University of South Florida (USF), Tampa, Florida, with expertise in graduate-level courses in multimedia, instructional design, web design, and telecommunications.

Sustainability

There are a few threats related to the sustainability of the MSIDT program that should also be noted, including:

- *Almost every university in Florida now offers a completely online program in this field. This trend is likely to occur in California as well, requiring constant marketing of the program as the competition increases.*
- *Although the enthusiasm for the program is infectious, negative aspects (if they occur) will also be communicated very quickly from student to student. Periodic surveys should be conducted to obtain student feedback on the program and quickly identify issues that need to be addressed.*
- *The cohort structure seems to be working extremely well. As long as the dropout rate remains low, this structure should be effective. However, if a larger percentage of students were to discontinue the program after the first semester or two, this could impact the efficiency of the program (resulting in courses with low enrollment).*

Response/Program Change –We have had more applicants than we can accept each year without any advertising or marketing which reflects the increase in the need in the business/corporate community as well as higher education for this new direction in training and learning. We have had multiple employees from at least two or three companies who have cycled through the program as well as many referrals from previous graduates. We created a unique cohort co-captain component in our infrastructure to ensure that we receive regular feedback during each term segment and can be alerted to any potential problems or situations before they became “viral”. These co-captains are respected as not only leaders in their cohorts but many have since continued as officers in the alumni association. Finally, we have developed a rigorous application process which includes an essay, resume, technology assessment and phone interview during which we

emphasize the expectations for rigor, intense and demanding assignments with application to one's professional setting along with a commitment of at least 18/20 hours/week. In consultation with Graduate Studies, we have a one-year Leave of Absence policy. Students appreciate this option of a program "place-holder" during unexpected family, health or financial circumstances. We typically have at least one student returning each year from a previous LOA.

Resources and Faculty Commitment

Potential threats or weaknesses include:

- *Since the program focuses on instructional design and technology, the courses should serve as "role models" in effective online delivery. When appropriate, the online courses could be enhanced with media (such as images, audio, or video) or interactivity (such as tutorials or simulations). Resources should be available (within the College or University) to ensure that all MSIDT faculty have access to the latest advancements in the design and delivery of online courses. This could include software and hardware, as well as support personnel, for their courses. Although the Faculty Development Center offers workshops, additional support (perhaps within the College of Education) for MSIDT faculty (such as graduate assistants) could be beneficial.*
- *As the program matures and faculty assignments change, it will be important to ensure that new faculty are invited to be an integral part of the ongoing program collaboration*

Response/Program Change-The faculty have a culture of interest and passion for currency with technology and many are well-known leaders on campus with roles in the Faculty Development Center programs or with university level technology committees. Not only do they stay current through working with OASIS on campus, but they participate in national professional associations focused on emerging technology and online learning such as SLOAN C. In fact, a recent presentation related to online readiness of students and faculty was honored as "Best-in-Track" (April, 2013). We have had an annual collaborative research agenda around various issues in this emerging field which has included 5 publications and almost 30 presentations. This year we had an article published on videoconferencing (March, 2013) and our topic for the coming year is "social media". We learn from each other and share new software, hardware, instructional strategies, etc. . Each year the IDT 545-Emerging Technologies- course is almost completely revamped to include the latest technology. We are currently working on an online certificate in mobile learning and training to be offered through UEE. Since we function as a program "TEAM" of the whole, all new faculty are expected to be an integral part of the ongoing program collaboration and are welcomed to do so!!

Curriculum Development

Potential threats or weaknesses include

- *Instructional technology is an extremely dynamic field. The hardware and software requirements for the courses must be updated constantly. In addition, the "tools of the trade" change over time. Flash has replaced Authorware and*

Director; most websites are driven by databases; and blogs, wikis, podcasts are pervasive on Web 2.0.

- *Since the majority of the students are focused on working in industry, ensuring an industrial perspective in some of the courses would be very meaningful. This can be accomplished by including guest speakers in the courses (via Elluminate perhaps); by hiring adjunct instructors who work in business; or by ensuring that new faculty members have a background in industry.*

Response/Program Change-Each spring we evaluate the newest trends in the field with the assistance of our alumni association. Those changes are immediately implemented with the fall cohort in the IDT 505 and then continued with the rest of the courses in that cohort cycle. This does tend to put a strain on the faculty who may be working with two versions of an authoring software due to the cohort structure. We also use our miscellaneous and online course fees to assist faculty in purchasing additional specialized software such as Voice Thread, Articulate, Prezi, Second Life, etc. depending on their personal interest or use in the program. Finally, we have not found that it is important that all of our faculty have experience in business or industry. Rather, the more important expertise is having worked with the adult population and having a solid framework in adult learning theory melded with a passion for working online and a willingness to incorporate/experiment/field-test new technology each year- as it makes sense in the program and reflecting business/industry standards..

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

Instructional Design and Technology is a relatively new profession which is expanding with the rapid growth in technology and the needs of companies – no matter the size nor setting-to streamline training and learning in all its many forms. We now have over 23 different types of business/corporate areas within our student population including banking, automotive, retail, food services, energy, health care, pharmaceutical research, non-profit agencies, accounting, finance, paralegal, higher education, etc. We continue to receive inquires both nationally and internationally. What is particularly exciting to see is the recent number of graduates who are now pursuing their PhDs in this area...thus demonstrating the evolution of this discipline, the research opportunities, and the professional community at large. We are able to continue to refine the program with these societal changes and find it both exhilarating and challenging-we as a community of practitioners are up to the task!!

C. Identify the unit's priorities for the future

Other goals based on our Fall, 2012, SWCI Analysis (strengths, weaknesses, challenges and innovations) which will impact curriculum in a variety of ways are more multimedia in course delivery, support graduate writing, maintain strong alumni partnership, integrate new technologies, revise program as needed to keep up with societal changes, adapt to and include mobile technology, convey the curriculum in a

cutting edge format, establish a robust industry advisory board, continue with our team research protocol and involve more students, explore a joint PhD degree offering, and continue to evaluate program effectiveness with current students and alumni.(See Appendix VIII-pg.35)

D. *If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc.).*

MSIDT is designed with courses during three term segments (fall, spring and summer). The “summer” term segment has been authorized to remain under state support even though managed by UEE due to its original design as a year-round degree program.

We used to offer an online certificate in Instructional Design and Technology through UEE and have recently offered it through the regular program. We are currently developing an online certificate in mobile learning and training which will be offered through self-support beginning in fall, 2014.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

There have been no “substantial” curricular changes in the existing program nor any discontinuance plans. In fact, we regularly have more applications than we can manage and that is without any direct marketing or advertising. However, we do evaluate the program each spring in relationship to our curriculum- content, objectives, etc.- software integration due to annual upgrades of key authoring software such as Adobe Captivate, the Creative Suite family, etc. as well as textbooks and other resources-most often web-based.. We recently conducted an extensive review of all the other IDT programs throughout the country to be sure we are current in topics, themes, curricular offerings, etc. We discovered that indeed we are still current but needed to update our course titles. These new titles were recently approved and became institutionalized on the study plan as of fall, 2011, and will be included in the new catalog.

We also review our theoretical framework with special consideration of the linkage of the IDT 550 (internship) and IDT 597 (project) due to regular requests from the local community for “interns”.. Since the majority of our students are already employed in business/corporate or higher education settings, they are unable to quit their jobs to fulfill three units of internship credit. However, if someone doesn’t have a job or a professional site in which to develop and implement their final project, we have developed an informal internship arrangement with Coast Learning Systems to assist in online course development, etc. which would then become the purview of the student’s final project..

Even though we model a variety of online learning strategies throughout the program and are currently using Captivate 6 as our introductory authoring tool to represent the reality of the business/corporate training environment and also have a very comprehensive and constantly changing Emerging Technologies course (IDT 545), we are planning to introduce more multimedia options where appropriate. Faculty regularly incorporate web conferencing for office hours and small group consultation/projects, etc. and started using Voice Thread this year. Although part of the curriculum in a couple of courses, we expect that Assistive Technology and mobile learning options will become more prominent next year.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals.

The Master of Science in Instructional Design and Technology is a 30-unit degree program (10 courses) completed over a 20-month-long, year-round program with students taking 2 courses per 16-week term segment. The program of study consists of 10 conceptually sequenced courses in a cohort design.. The courses have been carefully designed to build upon the knowledge and skills learned in subsequent courses with clearly defined student learning goals, linked assignments and aligned common course elements/components. The two, full-time, tenured or tenure track or part-time IDT teaching faculty teaching each term segment have the opportunity to work as a team and benefit from the combined expertise of other IDT faculty who have scholarly and work experience in the areas of instructional technology, assessment, critical thinking, and adult learning.

Each course includes both theory and practical applications dealing with instructional design and technology. Some focus more heavily on technology, while others alternately focus more on instructional design. Throughout each course, students experience both the theory and the practical application of instructional design and technology knowledge and skills. The culminating activity for the Master's degree is a project where each student applies knowledge and skills in a real-world context - most likely, in their own workplace - in the form of an instructional product. This project is cumulative and requires students to design, develop, implement, and evaluate their original product. For example, students will begin thinking about the design and development of their possible instructional product during the first and second term segments (16 weeks) as they complete coursework that guides them through initial topics such as a review of theoretical and research literature, the basics of hardware, authoring, and instructional design issues. Continuing coursework will move onto needs analysis, project management, cost analysis, project assessment, evaluation, and consideration of access issues—all of which will assist students as they further delineate and propose their own final culminating project. In this way, students completing the Master's degree will obtain on the one hand, an integrated, cohesive understanding of the theory, research, applications, and evaluation of

instructional design and technology, while simultaneously working with real-life applications as part of their culminating project.

IDT Curriculum and Timeframe: (See Appendix -Study Plan and Appendix Student Development Cycle)

Core courses (12 units, plus Boot Up Camp, Midpoint Symposium)

Fall Term Segment

IDT 505-Foundations of Instructional Design and Web Authoring Environments (3)

IDT 510-Research Practices in Instructional Design and Technology (3)

Spring Term Segment

IDT 520-Instructional Design Level 1: Issues in eLearning and the Design Process (3)

IDT 525-Learning and Cognition Theories for Post-Secondary and Adult Instructional Settings (3)

Advanced Pedagogy (6 units)

Summer Term Segment

IDT 530- Instructional Design Level 2: Advanced Issues in Implementation, Management, and Program Evaluation (3)

IDT 535-Instructional Strategies and Universal Design Issues in Learning Environments (3)

Advanced Technology Applications (6 units)

Fall Term Segment

IDT 540-Systematic Approach to Web and Multimedia Design and Development (3)

IDT 545-Trends, Emerging Technologies, and Issues in Instructional Design (3)

Culminating Experience (6 units)

Spring Term Segment

IDT 550-Practicum in Instructional Design and Technology (3)

IDT 597-Project (3)

- C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See instructions, Appendix I)**

Since the inception of the program, we have had more applicants than we can accept with only one admission cycle starting in the fall.. We have never done any marketing or advertising. Other than 2007-08 when financial hardships, home and job losses and the national economic crisis impacted the cohort tremendously and 2010-11 when we piloted no full phone interview as part of the admissions process, our retention rate has been fairly high.

- D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)**

Our enrollment remains strong and with advertising and marketing built upon our new national ranking including testimonials from alumni as well as an enhanced website under the College of Education's new branding, we should be able to expand the program to at least 2 cohorts each fall.. We have identified a possible K-12 school district cadre of leaders working with adults in moving programs and training for new core standards, etc. into an online environment.

- E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.**

We will continue to review the curriculum each spring to make any appropriate changes in content, etextbooks, software, etc. along with more integrated technology and multimedia opportunities as reflects the training world of adult learners. As mentioned elsewhere, we plan to develop an online certificate in mobile learning and training through UEE for HR, corporate/business professionals as well as K-12 trainers. We have been looking for an appropriate tablet to use in that program as well as the master's degree program. Although the mobile environment is much broader than the tablet option, we do want a standard protocol for both programs which is both robust in capacity and capability but inexpensive in cost. Other goals based on our Fall, 2012, SWCI Analysis (strengths, weaknesses, challenges and innovations) which will impact curriculum in a variety of ways are more multimedia in course delivery, support graduate writing, maintain strong alumni partnership, integrate new technologies, revise program as needed to keep up with societal changes, adapt to and include mobile technology, convey the curriculum in a cutting edge format, establish a robust industry advisory board, continue with our team research protocol and involve more students, explore a joint PhD degree offering, and continue to evaluate program effectiveness with current students and alumni.

F. Include information on any Special Sessions self-support programs offered by the department/program.

NA

III. **Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). *Assessment*, in this context, refers to whatever combination of means the department or program employs to provide evidence to answer the following questions:

Learning Goals and Student Learning Outcomes

The following goals and learning outcomes have been established for students pursuing a degree in instructional design and technology:

1. Assessment/Evaluation –

- Critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.

2. Collaboration

- Work productively in team, group or collaborative settings to achieve common goals or purposes.

3. Critical Thinking and Problem Solving

- Critically analyze, evaluate and synthesize information as well as effectively generate, select, and apply appropriate solutions to solve problems in the development and implementation of the instructional product based on reasoned rationale.

4. Project Management (*note that this outcome was just added due to review of professional needs as well as final project expectations*)

- Plan, organize, and manage resources (including needs analyses, group dynamics and leadership) to methodically bring about completion of defined project goals and objectives.

5. Research

- Conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting.

6. Technology Enabled Media Literacy

- Compare, discriminate, design, implement and assess various media and technology sources in the development and implementation of the instructional product.

7. Written Communication

- Effectively and critically present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.

Program Learning Outcomes and University Learning Outcome Alignment

California State University, Fullerton Learning Outcomes (ULO)	Student Learning Goals and Outcomes (SLO)
I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	3,4,5,6
II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	1,3,5,6
III. Communicate clearly, effectively, and persuasively, both orally and in writing.	2,7
IV. Work effectively as a team member or leader to achieve a broad variety of goals.	2,3,4
V. Evaluate the significance of how differing perspectives and trends affect their communities.	2,3,4
VI. Recognize their roles in an interdependent global community.	1,6

A. How well are our students learning what the program is designed to teach them?

It is clear from our recent alumni survey (almost 32% return rate) that the program has served them well in the preparation for their roles in the adult learning and training world. The recent outcomes self-assessment protocol in IDT 597 provides the same level of confidence in the program's structure and curriculum. Our letters from employers-Chevron, Taco Bell, Pinkberry, Coastline Community College, and Mazda-help to confirm that we are going in the right direction...although we always need to be diligent and flexible in making changes and responding to the new Just-in-Time (JIT) training world.

B. What direct strategies or systematic methods are utilized to measure student learning?

Each course contains a multimodal assessment methodology to document learning via projects, demonstrations, applications and various self-assessments. Each learning goal strand is linked to specific course assignments and learning outcomes and can be found in more detail in the course syllabi. An electronic portfolio provides ongoing self-assessment of student competencies linked to each of the strands throughout the program. The electronic portfolio- CD or Epsilon (spring/fall implementation) is a collection of some best case examples of the students' actual coursework and assignments, so from that standpoint, does not require a separate evaluation. In addition, the culminating experiences of the applied practicum and project provides a final assessment that will link instructional design and technology to a student's specialized work-related setting. Finally, the inclusion of the on-campus Boot Up Camp and the Midpoint Symposium ensures authentication of student work and progress in the program.

C. Are the assessment strategies/measures of the program changing over time?

MSIDT originally developed a comprehensive learning matrix with about 23 instructional strategies linked to direct and indirect assessment methodologies as part of the original Substantive Change Proposal in 2001. That plan also included the submission of a CD portfolio by students at the end of each two courses in each term segment and analysis and reflection both upon submission of those CDs as well as at the Midpoint Symposium. Those CDs have been maintained in each student file. Two key faculty participated in the Epsilon project this past year and plans have been developed to implement the eportfolio this fall in place of the CD requirement.

The program operates as a team with assessment processes undertaken by both the coordinator and the team as a whole beginning with an assessment protocol for all the incoming applications and rater team reviews with rubric. Note that this protocol also assists with any authentication issues for a new cohort.

The faculty team recently completed a comprehensive review and analysis of all SLOs adding one for "Project Management" along with a revised curriculum map at a January retreat. (see Appendix IX -Curriculum map-pg 38). A separate integrated multimedia component was created and faculty have been revising/updating all the courses accordingly this past spring and summer. The faculty have been developing signature assignments linked to the outcomes along with rubrics for clear evaluation of assignments and standardization of assessments.(see MSIDT PPR Dropbox).

The team has also recently developed a robust alumni survey along with an outcomes reflection in the culminating course – IDT 597 (see Appendix XV-pg.54 for results).

D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

See comprehensive discussion below under E.

E. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.

An ongoing research goal for the MSIDT faculty is to continue to self-evaluate instructional practices and have been proactive in “closing the loop” since 2007. Furthermore, faculty continue to assess the use of innovative instructional strategies, namely video conferencing opportunities to provide students with a robust and high quality education. As we continue to work through each aspect of this program, we have been in a continual process of ongoing refinement each year and with each new cohort similar to one of the best practices in assessment as presented by the AAHE Assessment Forum.

Pedagogy/Curriculum-Each spring the MSIDT team members review the curriculum, the software and our orientation programs to make refinements and adaptations as necessary. For example, we have added more synchronous discussion opportunities, introduced assistive technology and universal design issues more explicitly into the program, updated the software protocol with each cohort based on currency in the field and with universal protocols such as through Macromedia or Adobe, expanded our faculty team membership, refined our Titanium course templates, revised our interview protocol with some problem solving questions (due to a couple student experiences we had observed), the MSIDT website and outgoing email inquiry response. We recently changed the course titles and study plan accordingly to reflect new directions and currency in the field.

Student Support- We created expectations for student interaction in the discussion forums, online communications, emails, etc. to more fully recognize cultural and gender differences. We developed a cohort cocaptain methodology pilot which has now become part of the infrastructure of the program with annual training and meetings with current and new cocaptains as well as the MSIDTAA VP of Liaisons. The MSIDTAA has created a more formal mentor program starting with the Boot-up Camp and continuing through commencement. We have added more training with APA as part of the Boot-up Camp and Midpoint Symposium and work with Dr. Susan Tschabrun in the library related to resources for student research in the field.

Faculty Support-The faculty have received netbooks and current software after evaluation of appropriateness and usefulness and participate in the professional community at large in a variety of ways.

Assessment/Research-The faculty recently revised the SLOs with the addition of “project management” and made adjustments and assignments in each of the courses accordingly. A new alumni survey was piloted along with an outcomes self-assessment in the culminating IDT 597 project course. Faculty continue with the

scholarly collaborative research agenda and continue to publish articles and make presentations with involvement of more students and alumni.

- F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/creative collaborations, etc. (See also Appendix VI)***

Additional quality indicators for our program will include number of students who start a Ph.D., continued strong retention and graduation rates, job placement, mobility and salary enhancements, increased interest by students to participate in collaborative research and presentation opportunities, and membership in the alumni association along with leadership positions..

- G. Many department/programs are offering courses and programs via technology (online, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?***

When we first started the program, we had an approved separate student learning assessment (SOQ) with technology and online focused items than the rest of the university and which was managed entirely online by our internal IT staff. However, since all our faculty are part-time in the program with some having tenure track appointments in regular departments, it became both onerous and confusing in the RTP process. So we returned to a standardized format when the university adopted an entirely online administration. This year we have been exploring a revision of our questionnaire and the development of a new SOQ with some online modality focused items around the SLOAN C Quality Matters rubrics.

Find attached Plan for Documentation of Academic Achievement (Assessment of Student Learning) Please complete. This document/template will guide the department/program's response in documenting academic achievement. Student learning goals, student learning outcomes and assessment strategies/measures should be discussed in self-study narrative. (See instructions, Appendix III)

IV. Faculty

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae see Appendix VII).***

As can be seen in Appendix IV, there are no full time faculty in the MSIDT Program. It was designed as a unique interdisciplinary program under the Dean of the College of Education with part-time faculty both on and off-campus. The MSIDT team consists

of faculty with assigned time to teach courses of their expertise and are from Human Services, Educational Leadership, Special Education, and Elementary and Bilingual Education. The Director has 3 units of assigned time each term segment from Reading. One faculty was recently hired in Elementary and Bilingual Education to have a joint appointment in MSIDT teaching at least 1 course each term segment between the two cohort cycles- typically IDT 535 (summer), IDT 540 (fall) and IDT 597 (spring) The other part-time faculty are professionals in the business community with expertise in instructional design, innovative technology, training and curriculum development with adult learners.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

It would be reasonable to assume that future hires would comprise of the same interdisciplinary mixture and type of expertise. Since we have identified more multimedia integration along with assistive technology in the program, it could be assumed that type of expertise would also be preferable. In addition, we will continue to try and nurture international collaboration as we had done with Dr. Think, the Director of SEAMEO (Southeast Asian Ministers of Education Organization) based in Ho Chi Minh City as well as with Russia, and thus part-time faculty with links to international corporations and/or training projects would also be valuable to the program's growth.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

As previously explained, all faculty teach at least 1 course on a part-time basis. There are no student teaching assistants...only assistants hired to assist the Director and administrative support staff as necessary. Faculty are expected to participate in the scholarly work of the faculty team as a whole which was initiated in 2002 under the leadership of Dr. Joyce Lee, Educational Leadership, and has continued under Dr. Cynthia Gautreau and now Dr. Shariq Ahmed. (see Appendix XIII- Scholarly Production by MSIDT Collaborative Research Team -2002-2012-pg 46). They are also encouraged to work with students or graduates on articles or research as appropriate...a value-added opportunity. They participate in the development of planning and review of student outcomes measurements. Each faculty member is integral to the Boot-up Camp and Midpoint Symposium orientation programs.

One faculty member recently summarized the program as a "Community" Leadership Model:

We need to continue the "community" leadership model. The team does all the work together! It works by providing both business & education perspectives,

old and new knowledge, as well as independence to evolve in the same manner as the professions in which our graduates work. We must continue to be multi-perspective in focus and community oriented in application and research.

D. Include information on instructor participation in Special Sessions self- support programs offered by the department/program.

We don't offer any self-support courses at this time. Our summer term segment (which typically begins in April) is administered under UEE as state support and is exempt from self-support due to the year-round nature of the MSIDT program.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

Advisement begins at the initial inquiry call with the question "What is your professional goal?" We start with information to see if there is a match with our program structure/offerings/outcomes and an individual's professional direction. The interview questions also provide an advising environment. Formal and more structured advising as central to our Retention plan continues at the Boot-up Camp (see Handbooks in Documents Room) as well as within each course and each faculty member. The Director also works with students in an advising capacity around the Study Plan as well as any special issues related to coursework, leaves of absence, etc. We created the Cohort Co-captains process (see Appendix XIII- Cohort Co-captains Procedures-pg 44) as another form of peer advising with a training meeting linking previous co-captains and the alumni association VP of Liaisons. The MSIDT Alumni Association has developed a robust mentor system starting with the Boot-up camp and continuing through commencement and beyond into the formal professional community.

Individual faculty provide advising for the final project direction and structure and is a critical and valued part of the Midpoint Symposium as clearly identified over time with the feedback from that experience.

As can be seen in the Student Support Narratives in the PPR Dropbox, faculty have described a single situation or multiple opportunities for advising and supporting students towards their professional goal. Recently, there have been some quite challenging and difficult student life experiences which we also chronicle in terms of support from the program level overall.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Students as well as graduates can work with faculty on individual presentations or research and have made presentations or co-authored peer-reviewed journal articles. (See Appendix XIII-Scholarly Outcomes -2002-12, pg. 46). We have also informal non-credit “internship” opportunities with Coast Learning Systems whereby students are hired for online curriculum development/design projects which can then feed into their final project product design and implementation procedures. We plan to continue these opportunities as per our Five Year Plan and have a potential revenue stream to support that opportunity with the revised “Miscellaneous Course” fees structure.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)

See Appendix V

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

Since this is an entirely online degree program, we have not needed any special facilities or equipment. In fact, with the implementation of OASIS and the expanded Faculty Development offerings along with the site licenses for Adobe and Lynda.com, the infrastructure now better matches and supports our needs than at any time in the history of the program. As one can imagine, it was an extremely different landscape in 2002 both in terms of technology and the understanding of online programs than it is now. We didn’t even have a regular LMS at that time. The campus was still experimenting/field testing with Blackboard and WebCT, Nor did we have the Microsoft suite as a standard campus protocol -we used Pine for emailing with each other and our students!!

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

While access to relevant online resources is necessary for all programs, it is especially important for the students in the fully online MSIDT program. The program is supported by both resources in the Electronic Core Collection (ECC) as provided to the CSU as a whole, as well as selected resources provided by Pollak Library.

As research materials on both Education and Technology are essential to the program, the following online library resources are core to the program.

Core Education resources include:

- Academic Search Premier (EBSCO)
- Education Full-Text (EBSCO)
- ERIC (EBSCO)
- PsycINFO (EBSCO)
- SAGE Journals Online

Core Technology resources include:

- ABI/INFORM Complete (ProQuest)
- Business Source Premier (EBSCO)
- Emerald Fulltext (Emerald)
- ScienceDirect
- SpringerLink Journals

In addition, the library provides access to Safari Books Online, a rotating collection of searchable e-books for IT professionals. Priorities for the upcoming years include continual support of these core resources in order to provide current, up-to-date information. The library is increasing the number of new e-books available to students on a variety of topics, which will provide significant support for online students.

Note that the library has been integral to the development and ongoing sustainability of the program since the inception of the program and Dr. Susan Tschabrun has worked with the students at each Boot-up Camp and Midpoint Symposium since 2002 (see the agenda in our various cohort Handbooks). We have even made a presentation together at the 2004 Merlot conference about the “integration of the digital library in an online degree program. In addition, there is a specialized library guide page through the library for MSIDT students- <http://libraryguides.fullerton.edu/msidt>. Alumni mentors work with students as requested and very often their focus is on research and writing skills which align with the services provided by the library. Currently, some students are also working with the Graduate Learning Specialists and the Graduate Student Support Specialists under the EPOCHs project through Graduate Studies.

VII. Long-term Plans

A. **Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)**

See Five Year Plan in Appendix VI which links to goals, strategies and indicators and measures of productivity.

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

Our new Five Year Plan clearly links to the 2012 university themes which were detailed in **I.Department/Program Mission, Goals and Environment**. However, they also correspond to the soon to be implemented new strategic plan of the university as listed below:

Goal 1- Develop and maintain a curricular and cocurricular environment that prepares students for participation in a global society and is responsive to workforce needs.

-MSIDT curriculum clearly corresponds to workforce needs and has strong curricular and cocurricular elements linking students and alumni

Goal 2-Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students

-MSIDT team has identified key persistence issues in online learning and provided mechanisms to support and enhance the graduate student experience with a strong community of learner's environment/protocol

Goal 3- Recruit and retain a high-quality and diverse faculty and staff.

-MSIDT has a diverse interdisciplinary faculty linking academic and workplace experience and expertise with similar recruitment structure

Goal 4- Increase revenue through fundraising, entrepreneurial activities, grants and contracts.

-MSIDT has a robust alumni association with annual scholarship fundraising activities and support from various companies to build an framework for a broad-based industry advisory board

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

We will utilize the Epsilon portfolio process, student and alumni surveys, retention/completion rates, final project completion, GPA attainment, number of students interest in Ph.D. program, faculty and student collaborative research productivity, alumni job information, interest in alumni association membership, decrease in writing and APA issues, increased inquiry rates with formal marketing and branding, integration of new technology, multimedia course supplement, etc. We will analyze the composite results as a committee of the whole as we do with all aspects of the program and make accommodations and refinements as necessary.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Our current budget plan is adequate including online course fees, special fees under EO 857- Orientation Program Fees for Online Masters in Instructional Design and

Technology and EO 818-Advanced Practice Nursing Evaluation Fee and Distance Learning Fee for Online Degree Programs along with campus miscellaneous course fees. However, additional allocation for hiring a new director and/or FT faculty aligned with another department as part of their assignment would be necessary and would need to be worked out with the Dean's office. Since all our faculty are part-time due to the unique structure of this program, we can easily accommodate new hires around cohort expansion. Additional support staff time would also need to be considered since we currently have only 10 hours per week of administrative support assistance which includes all our admissions procedures and with a student expectation of a “high touch” program experience. What is particularly critical is the ability to find qualified faculty who have expertise in online learning, a passion for working with the online learner, an understanding of adult learning theory and instructional design pedagogy as well as practical experience in the field.....not an easy combination to locate!

Our Five Year Plan with goals and strategies are primarily related to expansion in size, technology and multimedia enhancement, additional assessment methodology beyond our community of learners focus, business/ community partnerships and student involvement in the field. Something we can't truly gauge right now is the increase in specialized technology software acquisition for faculty but the current site licenses in the university with Adobe and Lynda.com seem to be adequate, However, as we move into mobile learning , we may need to purchase a different, less expensive yet more robust tablet than the iPad for faculty and for a student/program protocol...Despite our research and interactions with various vendors over the past couple years, we haven't yet found the perfect technology/vendor for our needs.

VIII. *Appendices Connected to the Self-Study (Required Data) See attached*

- II. Graduate Degree Programs
- III. Plan for Documentation of Academic Achievement
- IV. Faculty
- V. Resources
- VI. Long Term Planning
- VII. Curriculum Vitae of faculty (see MSIDT PPR Dropbox)

APPENDICES TO THE SELF-STUDY

See also the MSIDT PPR Dropbox with Signature Assignments, Student Support Narratives, Rubrics used through the program, Testimonials, PhD student endorsement and Employers – Mazda, Chevron, Taco Bell, Pinkberry and Coastline Community College.

The Office of Institutional Research and Analytical Studies will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix and the narrative and analyses should be woven into the self-study itself.

APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

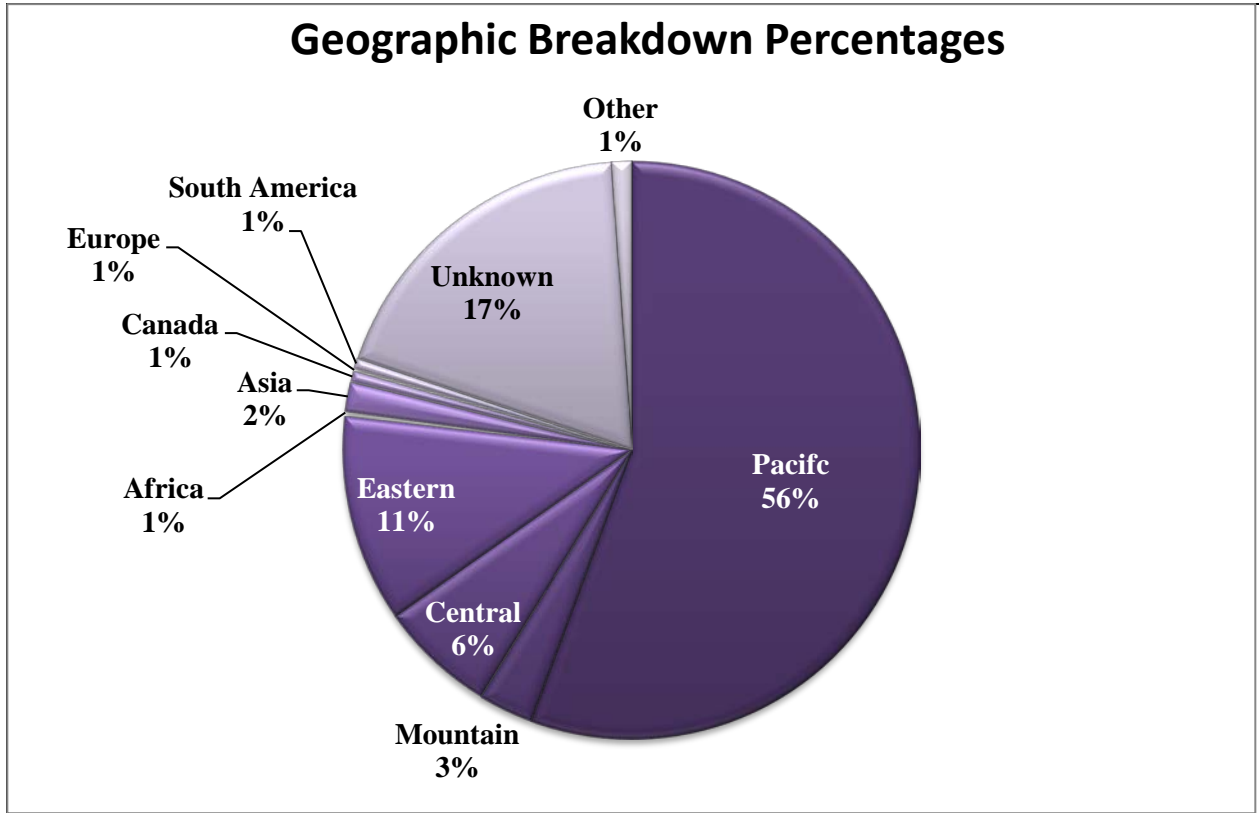
TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	# Enrolled	# LOA(-) or Returned(+)	# Dropped(-)	# Graduated
2007-2008	32	25	23	2(+)	8	17 (Spr 2009)
2008-2009	29	23	23	1(-) / 1(+)	1	22 (Spr 2010)
2009-2010	38	25	25	5	2	18 (Spr 2011)
2010-2011	42	27	27	5(-) / 2(+)	6	18 (Spr/Fall 2012)
2011-2012	42	36	30	3(-) / 2(+)	4	25 (Spr 2013)
2012-2013	39	25	25	1(-) / 1(+)	0	Spring 2014

Another interesting data analytics that we have been maintaining since the inception of the program is our inquiry/contact requests. This chart reflects the global nature of the interest in this program as well as the importance of developing an international cohort..if possible.

MSIDT Inquiries Geographic Locations

MSIDT Website Contact Inquiry History and Geographic Location (2007-2013)



MSIDT Inquiries Geographic Locations Regional Breakdowns

Region	Inquiries
Pacific	742
Mountain	41
Central	87
Eastern	154
Africa	2
Asia	22
Canada	8
Europe	2
South America	8

Unknown	249
Other	15
TOTAL	1066

DOMESTIC REGION BREAKDOWN

Region	Inquiries	Region	Inquiries
Pacific		Central	
California	715	Alabama	5
Nevada	6	Arkansas	1
Oregon	7	Illinois	10
Washington	12	Iowa	7
Hawaii	2	Kansas	2
		Kentucky	1
		Minnesota	4
Mountain		Missouri	6
Arizona	18	Oklahoma	4
Colorado	7	Tennessee	5
Idaho	2	Texas	37
Montana	2		
Nebraska	3		
New Mexico	1		
Utah	7		
Wyoming	1		
Eastern			
Connecticut	12		
Delaware	7		
Florida	10		
Georgia	2		
Indiana	1		
Maine	1		
Maryland	10		
Massachusetts	4		
Michigan	19		
New Hampshire	9		
New Jersey	14		
New York	5		
North Carolina	5		
Pennsylvania	10		
Rhode Island	3		
South Carolina	0		
Vermont	8		
Virginia	8		
Washington DC	9		
West Virginia	17	TOTAL	1022

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

TABLE 6-A. Graduate Program Enrollment in FTES

Academic Year	Enrollment in FTES
2007-2008	6.1
2008-2009	6.8
2009-2010	23.2
2010-2011	29.2
2011-2012	16.0

Table 6-B. Graduate Program Enrollment in Headcount-Annualized Headcount

Academic Year	Headcount majors				FTES per headcount
	Master's	Doctoral	Credential	Total	
2007-2008	15.5				6.1
2008-2009	18.5				6.8
2009-2010	44.0				23.2
2010-2011	58.0				29.2
2011-2012	34.5				16.0

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rate for master's-seeking students. (*not provided by IR*)

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated within 3 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years plus 7 year persistence
Fall 2007					
Fall 2008					
Fall 2009					
Fall 2010					
Fall 2011					

TABLE 8. Master’s Degrees Awarded

For each graduate degree program, a table will be provided with the number of master’s degrees awarded.

TABLE 8. Master’s Degrees Awarded

Academic Year	Degrees Awarded
2007-2008	17-81%
2008-2009	22-96%
2009-2010	18-90%
2010-2011	18-82%
2011-2012	25-93%

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program _____ MSIDT _____ Date _____ 3-13 _____

P = Planning E = Emerging D = Developed HD = Highly Developed

	Achievement Plan Component	P	E	D	HD	Comments/Details
I	Mission Statement					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program				x	Refined and expanded this year due to needs in field and program overall
	b. Provide a comprehensive framework for student learning outcomes				x	
	c. Describe department/program assessment structure, e.g. committee, coordinator				x	Faculty function as a committee of the whole
II	Student Learning Goals					
	a. Identify and describe knowledge, skills, or values expected of graduates				x	
	b. Consistent with mission				x	
	c. Provide the foundation for more detailed descriptions of learning outcomes				x	All are integrated into each course
III	Student Learning Outcomes					
	a. Aligned with learning goals				x	Linked to instructional strategies
	b. Use action verbs that describe knowledge, skills, or values students should develop				x	Bloom’s taxonomy
	c. Specify performance, competencies, or behaviors that are observable and measurable				x	Signature assignments; rubrics; align with professional needs
IV	Assessment Strategies					

	a. Use specific multiple measures for assessment of learning outcomes other than grades			x		Added alumni and self-assessment of outcomes in IDT 597
	b. Use direct measures of student learning outcomes			x		Chart more direct measures/quality indicators
	c. Indirect measures may also be used but along with direct measures			x		
	d. Measures are aligned with goals/ learning outcomes			x		Continue alignment
	e. Each goal/ outcome is measured			x		Each outcome is measured in each class
V	Utilization for Improvement					
	a. Identify who interprets the evidence and detail the established process				x	Faculty interpret evidence in class; team reviews alumni and outcomes feedback
	b. How are findings utilized? Provide examples				x	
	c. Attach a timeline for the assessment of each department/program learning outcome					See Appendix

APPENDIX IV- Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budget SFR
2007-2008	0	0	0	0	0	0.6	16	15.6	26.7
2008-2009	0	0	0	0	0	0.7	17	17.3	24.3
2009-2010	0	0	0	0	0	0.8	18	18.2	22.5
2010-2011	0	0	0	0	0	0.9	21	21.0	23.3
2011-2012	0	0	0	0	0	1.09	22	21.8	20.2

APPENDIX V. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

Revenue/Expense Summary Report

	<u>2008-2009*</u>	<u>2009-2010*</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
<u>Online Distance Fee-501833</u>	<u>24564</u>	<u>10261</u>	<u>26894</u>	<u>24986</u>	<u>27193</u>
<u>Orientation Fee-501840</u>	<u>2070</u>	<u>6210</u>	<u>8280</u>	<u>11385</u>	<u>7245</u>
<u>Symposium Fee-501841</u>	<u>1368</u>	<u>4104</u>	<u>5472</u>	<u>7524</u>	<u>4788</u>
<u>Supplies and Services-660003++</u>	<u>239 (?)</u>	<u>4455</u>	<u>43058</u>	<u>50693</u>	<u>66716</u>
<u>Budget Balance – YTD 10</u>	<u>31598</u>	<u>19819</u>	<u>9358</u>	<u>61483</u>	<u>75598</u>

*Legacy accounting system

++Includes Miscellaneous Course Fees - \$15/student

APPENDIX VI. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

MSIDT 5-Year Plan-2013-2018

	<u>Curricular Improvement</u>	<u>Faculty Improvement</u>	<u>Community Partnerships</u> (Schools, Businesses, Corporations, Community organizations, Alumni Groups)	<u>Technology</u>	<u>Faculty Recruitment</u>	<u>Outcomes & Assessments</u>	<u>Student Recruitment, Involvement & Retention</u>
2013-14	Offer 9 unit certificate in Mobile Learning through UEE Continue to integrate new practices in andragogy and 21st Century Skills over the next 5 years. We can't predict what might come!	Explore faculty development or to improve technology skills – e.g. have Team Members teach other faculty what they know & use; add to monthly meetings like research has been	Continually enhance the advisory committee membership by recruiting industry leaders	Incorporate (produce) video lectures in courses as appropriate; Continue to explore options for adding in a device for all students that is integrated into the program, e.g., iPad, paid from student fees; Continue to purchase new technology for faculty and program use	Initiate search for director; additional units and support hours for larger cohorts; Retain the "community" leadership model. The team does all the work together! It works by providing both business & education perspectives, old & new knowledge, and independence to grow & flow with how the professions our graduates work in grow & flow – we must continue to be multi-perspective and community oriented. <i>Faculty Vision Statement</i>	Check effectiveness after they leave the program;refine alumni survey to include employers- as possible;track PhD interest; job and salary changes; increased membership in alumni association; involvement in scholarly research and presentations	Expand the cohort; consider K-12 administration level cohort marketing focus and Assistive Technology Certification. Continue to utilize cohort co-captains- selection and training;continue to track retention and persistence needs
2014-15	Explore developing an EdD in IDT	Continue MSIDTAA VP for Liaisons involvement in monthly team meetings; find increased ways to	Write grants that use partners in the field; Expand partnership opportunities	Continue to provide e-portfolio options	Explore a "department" designation	Consider longitudinal study of alumni	Find portals to get the message out to potential audiences; determine ad locations. Include

2015-16	Nurture sites with employers for Professional Projects (Currently in 550)	support work of MSIDTAA such as scholarships and mentor program	Continue to present with students at conferences	Continue to survey alumni annually on technology use	Develop clear goals and expectations for any new faculty	Find ways to showcase class work in marketing materials	Expand MSIDT to International markets as feasible;-Have an international cohort –try to obtain specialized funding	recognition of outstanding graduate at Commencement
2016-17	Continue to analyze the effectiveness of the boot up and the midpoint and refine each year-as we've been doing	Hire 2-3 F/T faculty for MSIDT	Create small endowment/ Scholarship fund w/help of partners	Digitalize all final projects – Archive on a secure server	Enough faculty to support the requirements of the program; as number of cohorts evolve	Encourage students/graduates to present at conferences and publish with faculty research, with scholarships for travel-recent examples	Continue to revise continue to emphasize that the program is very rigorous & often stressful so we reduce early stop-outs and dropouts	
2017-18	Offer multiple (2-3) executive/professional certificates	Increase faculty involvement with posting to professional social media, as a method to get our name out there	Explore and determine importance to corporations of “Corporate ‘U’” and find ways to take advantage of that.	Continue to be fluid with technology integration so that we are always on the cutting edge	Use all faculty on team for instruction as available	Refine assessment plan and timeline	Consider Advisory Board as reviewers of student projects	

APPENDIX VII FACULTY CURRICULUM VITAE

Include recent scholarly/creative active and any research funding obtained.

See MSIDT PPR Dropbox

APPENDIX VIII-

MSIDT SWCI-FALL, 2012

MSIDT SWCI-Fall, 2012

Program Evaluation-Faculty Team

November 8 and December 10, 2012

STRENGTHS

1. Track record of success- longevity CR
2. Leadership JL
3. Adjunct real world experience CR
4. Student applicants (from multiple professional areas) JL
5. Faculty instructors knowledge/expertise JL
6. Much needed degree program timely JL
7. Solid proven core program JS
8. Kept up with the times including rapid tech changes JS
9. Great and experienced faculty JS
10. Curriculum geared to application in the field JL
11. Teamwork among faculty JL
12. Faculty CR
13. Integrating of technology into adult learning JL
14. Rigor CR
15. Support for faculty CG
16. Cohort CG
17. Facilitates group learning and growth DB
18. Student support cohort model captains for cohorts SA
19. Curriculum reflects the field very well SA
20. Community of learners SA
21. Technologies used SA
22. Face to face integration at midpoint and boot up SA
23. Multidisciplinary faculty JL
24. Leader in the online Instructional Design field.-MW
Highly ranked for our specialty.-MW
Strong, involved team.-MW
Committed alumni group.-MW
25. Emphasis on adult learning-JCW
26. Implements Best Practices- SLOANC-JCW
27. Openness/willingness to faculty to try new strategies-JCW
28. Commitment by faculty for student success-JCW
29. Student support mechanisms=JCW
30. Administrative support-superior-Shannon-JCW
31. Orientation structure supports community and professional development-JCW
32. Exemplary model alumni association with mentorship support-JCW
33. University site licenses with Adobe-definite PR plus-JCW
34. Scholarship program- JCW
35. Update curriculum and materials on annual basis-JCW
36. Cohort cocaptain model- enhance community-JCW
37. Faculty group research projects, presentations and articles each year-JCW
38. Added "project management" to enhance student learning outcomes in relationship to professional setting expectations
39. Breadth of corporate/business settings in diversity of applicants- pool and final selection -JCW

WEAKNESSES

1. Calendar falls outside of financial audit due and disbursement dates
2. Time to get everything done JS
3. Conveying curriculum in a way that is not always cutting edge DB
4. Need to model technologies that are new and emerging
5. Variation in student technical skill level SA
6. Interactive website needed SA
7. Mobile app needed SA
8. Courses once a year challenges to revise and test out/revamp courses CG
9. No strong industry advisory board in place.-MW
10. Currency with website-JCW
11. More multimedia in course delivery- model online learning methodologies-JCW
12. Lack of department structure/umbrella within university -JCW

CHALLENGES

1. Website SA
2. Students changing jobs after starting projects CG
3. Adult learner issues – job loss, transfers CR
4. Faculty must continually upgrade tech skills
5. Supporting graduate writing
6. Maintaining alumni
7. Website
8. Communicating clearly and quickly online DB
9. Timeline for the last semester SA
10. Competing with other online programs JS
11. Increasing the growth and status of program JS
12. Revising program to keep up with changes JS
13. Quickly changing technology makes planning a challenge-MW
14. Website-JCW
15. Currency with technical skills-JCW
16. Graduate assistant support- budget item-JCW

INNOVATIONS

1. Mobile apps SA
2. IbooksSA
3. International cohort (overseas)SA
4. Integrating new technologies CG
5. Conveying the curriculum in a cutting edge format DB
6. Video lectures CR
7. Real time video CR
8. Revise curriculum across program alignment SA
9. Adapt to and include mobile technology jS
10. New tools
11. Continue to develop and propagate effective online learning (not crappy videotaped classes) JS
12. If we each suggest 5 industry leaders who can sit on the industry advisory board we will be able to quickly build a strong team-MW.
13. More multimedia options-JCW
14. Mobile and Tablet protocol/options in curriculum-JCW

APPENDIX IX-

CURRICULUM MAP

Common Program Components/Outcomes

Assessments/Products	A. Assessment and Evaluation	B. Collaboration	C. Critical Thinking & Problem Solving	D. Project Management	E. Media Literacy	F. Research	G. Written Communication
1. Small Group Presentation/Peer Critiques	505 (I), 530 (R)	525 (R), 530 (R), 535 (R)	525 (I), 530 (R)	520 (I), 530 (R)	525 (I), 530 (R)		525 (I), 530 (R)
2. Software or Web-based Evaluation	520 (I), 540 (R)			520 (R), 530 (R), 545 (R)	520 (I)		
3. Resource Identification	545 (I), 597 (M)		597 (M)	530 (R)	545 (M)		
4. Trouble Shooting & Computer System Assignments			505 (I)				
5. Small Team Designed Instructional Support	545 (I)	540 (R), 545 (M)	525 (R)	520 (I), 530 (R)	525 (I), 530 (R)	540, 545 (R)	525 (I), 545 (R)
6. Annotated Bibliography	540 (R)			530 (R)	535 (R), 597 (M)		
7. Instructional Strategies Chart	535 (R)		535 (R)	530 (R)			535 (R)
8. Online Discussions	530 (R), 597 (M)	505 (I), 530 (R), 540 (R), 545 (M)	530 (R), 535, 597 (M)	520 (R), 530 (I)	510 (I), 525 (R), 535 (R)		505 (I), 510 (I), 520 (R), 525, 530 (R), 545 (R)
9. Digital Audio/Video or Software Use	535 (R)	530 (R)	530 (R)	530 (R)	540 (R), 545 (R)		530 (R)
10. Beta Evaluation	530 (R), 597 (M)	530 (R)	530 (R)	530 (R)	597 (M)		530 (R)
11. Individual Instruction Designed Product & Final Project	597 (M)	535 (R)	505 (I), 540, 545 (R), 597 (M)	520 (I), 545 (M)	540 (R), 597 (M)	597 (M)	597 (M)
12. Prototype Evaluation	520 (I), 530 (R)	530 (R)	530 (R)	505 (I), 520 (I), 530 (R)	597 (M)		520 (I), 530 (R)
13. Discussion Paper/Readings	530 (R), 535 (R), 540 (R)		535 (R), 597 (M)	520 (R), 545 (M)	505 (I), 520 (R)	505 (I), 510 (I), 520 (R), 545 (M)	525 (I)
14. Prototype Project	520 (I), 530 (R)	520 (I)	520 (I)	520 (I), 530 (I)	520 (I)		
15. Group Discussions	525 (R)	505 (I), 510, 520 (R)	530 (R)	530 (R), 545 (M)			530 (R)
16. Research/Learning & Application Activities	510 (I), 525 (I), 540 (R)	540 (R)	535 (R)	530 (R)	535 (R), 540 (R), 597 (M)	510 (I)	510 (I)
17. Sample Study Report		510 (I)			505 (I), 525 (R)		
18. Research Paper			510 (I)	505 (I), 520 (R)		505 (I), 510 (I), 525 (R), 530 (R)	505 (I), 510 (I), 520 (R), 525 (R), 530 (R), 545 (R)
19. Quizzes /Midterm Exam/Final Exam			510 (I), 520 (R), 545 (R), 505 (R), 510 (I), 530 (R), 535 (R), 545 (R)	520 (R)			525 (I)

I = Introduce
R = Reinforce
M = Master

Epsilon Portfolio (after each term segment)

APPENDIX X-

STUDY PLAN



**Master of Science in
 Instructional Design and Technology**

Study Plan

Name _____ CWID _____ Date 8-25-12
 Address _____ Home Phone: _____
 _____ ZIP _____ Work Phone: _____

- The following preclassification requirements have been met:
1. BA BS Other from _____ Month/Year _____
 Undergraduate major _____
 2. Grade-point minimum of 3.0 in the last 60 semester units.
 3. International students: TOEFL score of 575.
 4. Submission of a written self-assessment essay
 5. Successful passage of a phone or face-to-face interview.
 6. Registration, attendance, and successful completion of the on-campus "Boot-Up Camp."
 7. Writing Requirement will be met by IDT 510.

ALL STATE AND UNIVERSITY REQUIREMENTS ARE TO BE MET INCLUDING FIVE-YEAR LIMIT

<i>Study Plan Requirements</i>	<i>Units</i>	<i>Grade</i>	<i>Sem/Yr</i>	<i>Ext.</i>	<i>Comment</i>
REQUIRED COURSES (12 units)					
IDT 505 Foundations of Instuc Dsgn & Web Authoring Tools	3		Fall,12		
IDT 510 Research Practices in Inst Design & Technology	3		Fall, 12		
IDT 520 Instruc Design 1:Issues in ELearning & Dsgn Process	3		SP 13		
IDT 525 Learning Theories for Postsec & Adult Instruc Settings	3		SP 13		
ADVANCED PEDAGOGY (6 units)					
IDT 530 Instructional Design 2: Implementation, Mngmt, Prgm Eval	3		SU 13		
IDT 535 Instr Strategies & Universal Dsgn Iss in Learn Environments	3		SU 13		
ADVANCED TECHNOLOGY APPLICATIONS (6 units)					
IDT 540 Systematic Apprch to Web & Multimedia Dsgn & Develpmnt	3		Fall,13		
IDT 545 Trends, Emerging Tech & Issues in Instructional Design	3		Fall, 13		
PROJECT/PRACTICUM (6 units)					
IDT 550 Practicum in Instructional Design & Technology	3		SP 14		
IDT 597 Project	3		SP 14		
Total Units Required	30				

CLASSIFIED STANDING recommended by committee (prerequisites met and Study Plan approved):
 Members: K. Ivers, B. Glaeser, S. Ahmed, C.. Gautruea,
 Faculty Adviser: J. Carter-Wells _____ Date _____
 Dept. Adviser: J Carter-Wells _____ Date _____
 Reviewed in Graduate Office by _____ Date _____
 CLASSIFIED GRADUATE STANDING GRANTED _____ Date _____
 Associate Vice President, Academic

PC 8/11

Rec'd Graduate Studies Office::

Copies Sent:

APPENDIX XI-

STUDENT LIFE CYCLE

MS in INSTRUCTIONAL DESIGN AND TECHNOLOGY
PROGRAM

STUDENT LIFE CYCLE

1. APPLICATION TO CSU MENTOR
2. ESSAY, RESUME AND PHONE INTERVIEW-MSIDT PROGRAM
3. COHORT SELECTION-FACULTY RATER TEAM REVIEWS
4. BOOT-UP CAMP ORIENTATION-SATURDAY BEFORE FALL TERM SEGMENT
 - a. *MSIDT ALUMNI ASSOCIATION MENTORS*
5. 1ST TERM SEGMENT (FALL)– IDT 510 AND IDT 505
6. 2ND TERM SEGMENT (SPRING)- IDT 520 AND IDT 525
7. COHORT COCAPTAIN NOMINATION AND TEAM SELECTION-FEBRUARY
8. 3RD TERM SEGMENT (SUMMER)- IDT 530 AND IDT 535
9. 4TH TERM SEGMENT (FALL)- IDT 540 AND IDT 545
10. MIDPOINT SYMPOSIUM – 1ST SATURDAY IN OCTOBER
 - a. *MSIDT ALUMNI ASSOCIATION MENTORS*
11. 5TH TERM SEGMENT (SPRING)- IDT 550 AND IDT 597
12. COMMENCEMENT – MAY
13. MISDT PROGRAM RECEPTION/RECOGNITION AND ALUMNI GUEST SPEAKER

INTERTWINED WITH FEEDBACK, COMMUNICATION, ADVISING, COMMUNITY OF LEARNERS ENVIRONMENT, and APPLICATION TO PROFESSIONAL SETTING

APPENDIX XII-

COHORT COCAPTAIN **PROCESS**

MSIDT PROGRAM

Cohorts #11

COHORT CO-CAPTAINS PROCESS

Spring,2013

Qualifications

1. Member of the current MSIDT cohort in active graduate standing with the university with minimum 3.0 GPA.
2. Excellent interpersonal and communication skills in an online environment
3. Leadership qualities with good problem solving and critical thinking abilities, positive disposition, and professional attitude.
4. Willingness to help maintain and further develop the community of learner's environment and culture of the cohort
5. Willingness to work with another cohort member in a co-leadership role.

Roles and Responsibilities

1. Maintain role throughout the entire program
2. Act as liaison with the program coordinator and MSIDT team members
3. Assist with any nontechnical questions, concerns or needs of the cohort that represent the entire membership; (note that personnel and internal programmatic infrastructure questions or issues are *outside* the purview of the cohort cocaptains)
4. Assist with any other cohort needs as they might evolve throughout the program
5. Assist with maintenance of Facebook or Community Site –as needed-for cohort needs
6. Establish communication with the MSIDT Alumni President or VP of Finance for future involvement upon commencement.
7. Communicate with previous cohort co-captains upon assuming the position so as to maintain consistency with procedures and common needs.

Nomination Procedures

1. Peers submit nominations. Nomination format is a 2 paragraph statement addressing why/how the selected member will make a good cohort leader. **Nominations are due by February 15 to the program coordinator at msidt@fullerton.edu**
2. Instructors in IDT 520 and IDT 525 have established discussion forums or other opportunities for assistance related to the nomination process.

Selection Process

1. The MSIDT Team will review nomination statements and select leaders based upon peer statements and recommendations.
2. MSIDT Program Coordinator will announce team decision by early April at the latest.

APPENDIX XIII-

COLLABORATIVE
RESEARCH TEAM

MSIDT Collaborative Research Team and Community of Learners

-Publications and Pragmatic Scholarship(2002-2012)

Publications

Month/ Year	Type (e.g. article chapter, software)	Status	Refereed or Invited	Title	Source (e.g., name of journal, publisher)	Author
2/06	Book Chapter	Published	Referred	<i>Under Construction: Scaffolding the Expansion of Online Learning Communities Through Computer- Mediated Communication</i>	2006 Educational Technology and Media Yearbook, (31) 51-64	Lee
8/05	Journal Article	Published	Refereed	<i>Facilitating the Development of a Learning Community in an Online Graduate Program</i>	Quarterly Review of Distance Education (7) Spring, 2006, 13-33	Lee, Carter-Wells, Glaeser, Ivers, Street
8/04	Journal Article	Published	Refereed	<i>Discovering the Meaning of Community In an Online Master's Degree in Instructional Design and Technology</i>	27 th Annual Proceedings of the Association for Educational Communicatio ns and Technology (AECT)	Lee, Carter-Wells, Glaeser, Ivers, Street
3/13	Journal article	Published	Refereed	<i>Video Conferencing Guidelines for Faculty and Students in Graduate Online Courses</i>	Journal of Online Teaching and Learning- http://jolt.merlot.org/vol8no4/gautreau_1212.pdf	Gautreau, Glaeser, Renold, Ahmed, Lee, Carter-Wells, Worden, Boynton, Schools
2/10	Journal article (<i>faculty and student</i>)	Published	Refereed	<i>An Evaluation of Wiki Implementation in a Teacher Education Course</i>	Teacher Education Quarterly, Special Online Edition, Retrieved from http://teqjournal.org/gautreau.html	Gautreau and Edwards (<i>student</i>)

Pragmatic Scholarship (selected-about 30 to date-posted on MSIDT website)

Month/ Year	Type (e.g. program evaluation, grant)	Status	Title	Source	Author(s)
4/06	Conference Paper-Peer Reviewed	Presented	An Emergent Model for Shaping Student- Centered Online Learning Communities	American Educational Research Association (AERA- 2006 San Francisco)	Lee, Carter- wells, Glaeser, Ivers, Street
4/05	Conference Paper-Peer Reviewed	Presented	<i>Enhancing the Formation of E- Learning Communities: The MSIDT Case Study</i>	2005 Tech Ed Conference, Pasadena, CA	Lee, Glaeser
4/05	Conference Paper-Peer Reviewed	Presented	<i>Learners' Attitudes and Perceptions of Online Instruction</i>	2005 Tech Ed Conference, Pasadena, CA	Carter- Wells, Ivers, Lee
7/05	Conference Paper-Peer Referred	Presented	<i>Learners' Attitudes and Perceptions of Online Instruction</i>	National Educational Computing Conference, Orlando, FLA	Ivers
11/04	Conference Paper-Peer Reviewed	Presented	<i>The Many Facets of Politics and Ethics in Designing and Implementing an Online MS Degree Program</i>	2004 Conference Teaching Online in Higher Education	Carter- Wells, Ivers, Glaeser, Lee, Street
10/04	Conference Paper-Peer Reviewed	Presented	<i>Discovering the Meaning of Community in an Online Master's Degree Program in Instructional Design and Technology</i>	Association for Educational Communications and Technology International (AECT) 2004 Conference Chicago, IL	Lee
11/03	Conference Paper-Peer Reviewed	Presented	<i>Weaving Assessment Throughout an Online Master's Degree Program</i>	Teaching Online in Higher Education Conference 2003 (TOHE)	Carter- Wells, Ivers, Lee, Glaeser

10/03	Conference Paper-Peer Reviewed	Presented	<i>Creating a Virtual Learning Community in the Context of An Online Master's Degree Program In Instructional Design and Technology</i>	Association for Educational Communications and Technology-International (AECT) 2003 Conference Anaheim, CA	Lee
3/03	Conference Paper-Peer Reviewed	Presented	<i>Developing An Online Degree Program: Design, Delivery, and Unique Features</i>	Technology in Education (2003 Tech Ed Conference)	Carter-Wells, Ivers, Lee, Glaeser
10/02	Conference Paper-Peer Reviewed	Presented	<i>Creating An Online Master's Degree in Instructional Design and Technology</i>	2002 Teaching Online in Higher Education Conference (TOHE)	Carter-Wells, Ivers, Lee, Glaeser
3/07	Conference Paper-Peer Reviewed	Presented	<i>Community of Learners in an Online Program: Student & Faculty Voices</i>	TECH ED- Ontario, CA	Ahmed, Glaeser, Lee, Carter-Wells, Galaviz (<i>student</i>)
3/08	Conference Paper-Peer Reviewed	Presented	<i>Best Online Practices Among Faculty: Instructional and Community Building Strategies</i>	TECH ED- Pasadena, CA	Glaeser, Gautreau, Street
11/09	Conference Paper-Peer Reviewed	Presented	<i>Online Instructional Practices</i>	Association for the Advancement of Computing in Education-Las Vegas	Glaeser, Gautreau, Street
3/10	Conference-Peer Reviewed	Presented	<i>Creating Online Learning Communities: A Longitudinal Examination of Student Perceptions and Engagement</i>	Society for Information Technology & Teacher Education International Conference-San Diego, CA	Gautreau, Street, Stang, Kaplowitz (<i>student</i>)
3/11	Invited Presentation	Presented	<i>An Update on Accreditation and Online Programs</i>	E-Learning Consortium, CSUF	Carter-Wells
4/12	Conference Paper-Peer Reviewed	Presented	<i>Online Learning Readiness: Assessment Research and an Institutional Response</i>	WASC- Academic Resources Conference, Costa Mesa	Carter-Wells, Randall, Robinson
3/12	Invited Presentation	Presented	<i>Technology in Research</i>	Vietnam Scholars Program	Carter-Wells

4/13	Conference Paper-Peer Reviewed	Presented	<i>Issues in International Involvement in Online Learning: An Institutional Experience</i>	WASC-Academic Resources Conference, San Diego	Carter-Wells, Sargent (graduate)
4/13	Conference Paper-Peer Reviewed- <u>"Best-in-Track" Award</u>	Presented	<i>The Assessment and Development of Student and Faculty Readiness for Online Instruction</i>	SLOAN C-Emerging Technologies Conference, Las Vegas	Randall, Carter-Wells
3/25/13	Research Paper-Awardee	Presented	<i>Flipping the Classroom</i>	Graduate Research Awards- CSU Fullerton	Acosta (student)

APPENDIX XIV-

MSIDT IDT 597

OUTCOMES

SELF-ASSESSMENT

RUBRIC

IDT 597 MSIDT PROJECT GRADING RUBRIC

	Exemplifies the learning outcome 10 points	Satisfactorily meets the learning outcome 8 points	Does not meet the learning outcomes 6 points
Assessment and Evaluation - Critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.	The instructional project was strategically developed and the criteria selected provided an evaluation that reflected sound design principles.	The instructional project was developed and the criteria selected provided an evaluation that reflected sound design principles.	The instructional project was developed and some of the appropriate criteria was selected to provide an evaluation that reflected design principles.
Collaboration - Work productively in team, group or collaborative settings to achieve common goals or purposes.	Student regularly collaborated with faculty point person and submitted assignments consistently on time throughout term segment. Student also communicated with writing partner(s) and cohort members through discussion board and social media.	Student collaborated with faculty point person and most of the time submitted assignments on time during the term segment. Student occasionally communicated with peers through discussion board and social media.	Student seldom collaborated with faculty point person or with peers and submitted assignments after the due dates throughout term segment.
Critical Thinking & Problem Solving - Critically analyze, evaluate and synthesize information as well as effectively generate, select, and apply appropriate solutions to solve problems in the development and implementation of the instructional product based on reasoned rationale.	Student consistently applied critical thinking and problem solving skills to develop the instructional product, receive and analyze SME feedback, and successfully write the research chapters.	Most of the time, the student applied critical thinking and problem solving skills to develop the instructional product, receive and analyze SME feedback, and successfully write the research chapters.	Student's work reflected the occasional application of critical thinking and problem solving skills to develop the instructional product, receive and analyze SME feedback, and write the research chapters.
Media Literacy - Compare, discriminate, design, implement and assess various media and technology sources in the development and implementation of the instructional product.	Student was highly effective in their use of media literacy and effectively compared, discriminated, designed, implemented and assessed media and technology sources.	Student was effective in their use of media literacy and effectively compared, discriminated, designed, implemented and assessed media and technology sources.	Student attempted to use media literacy and compared, discriminated, designed, implemented and assessed media and technology sources.

<p>Research - Conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting.</p>	<p>Student effectively researched, evaluated, interpreted and synthesized research to apply theoretical ideas in the development and implementation of their instructional product.</p>	<p>Most of the time, the student researched, evaluated, interpreted and synthesized research to apply theoretical ideas in the development and implementation of their instructional product.</p>	<p>The student reflected occasional skills in research, evaluation, interpretation and synthesis of research, and application of theoretical ideas in the development and implementation of their instructional product.</p>
<p>Written Communication Effectively and critically present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.</p>	<p>Student consistently submitted written ideas using proper language and writing mechanics.</p>	<p>Most of the time, student submitted written ideas using proper language and writing mechanics.</p>	<p>Student submitted written ideas that lacked proper language and writing mechanics.</p>
<p>Multimedia Elements</p>	<p>Multimedia elements applied in the instructional product reflected sound instructional design principles demonstrating the student's knowledge of theory as it related to the practice of instructional design.</p>	<p>Multimedia elements applied in the instructional product somewhat reflected sound instructional design principles demonstrating the student's knowledge of theory as it related to the practice of instructional design.</p>	<p>Multimedia elements applied in the instructional product lacked sound instructional design principles demonstrating the student's lack of knowledge of theory as it related to the practice of instructional design.</p>
<p>Project Management - Ability to plan, organize, and manage resources to methodically bring about completion of defined project goals and objectives.</p> <p>POINTS POSSIBLE 80</p> <p>POINTS AWARDED _____/80</p>	<p>The final project was methodically planned, organized, and managed; and was successfully completed and submitted for publishing.</p>	<p>The final project was successfully completed and reflected satisfactory planning, organization, and management.</p>	<p>The final project was not completed successfully and lacked methodical planning, organization, and management.</p>

POINTS: 80-73 A; 72-64 B; 63-56 C; 55-48 D

COMMENTS:

Grading Rubric Gautreau & Ahmed, 2013

APPENDIX XV-

ALUMNI SURVEY

MSIDT ALUMNI SURVEY



1. My PROGRAM provided:

	greatly disagree	disagree	no comment	agree	greatly agree	Rating Average	Rating Count
1.1 appropriate advisement	3.2% (2)	6.3% (4)	1.6% (1)	47.6% (30)	41.3% (26)	4.17	63
1.2 preparation for my culminating project and paper	3.2% (2)	3.2% (2)	4.8% (3)	39.7% (25)	49.2% (31)	4.29	63
1.3 quality online instruction (Blackboard, Titanium, online courses)	4.8% (3)	3.2% (2)	3.2% (2)	41.3% (26)	47.6% (30)	4.24	63
1.4 adequate campus resources to support learning	3.3% (2)	6.6% (4)	11.5% (7)	44.3% (27)	34.4% (21)	4.00	61
1.5 appropriate interaction with other students	3.2% (2)	1.6% (1)	1.6% (1)	39.7% (25)	54.0% (34)	4.40	63
					answered question		63
					skipped question		2

2. 2..The COURSES in my program provided:

	greatly disagree	disagree	no comment	agree	greatly agree	Rating Average	Rating Count
2.1 assignments that were appropriate to course goals	1.6% (1)	1.6% (1)	3.2% (2)	54.8% (34)	38.7% (24)	4.27	62
2.2 fairness in assessment	1.6% (1)	1.6% (1)	4.8% (3)	38.7% (24)	53.2% (33)	4.40	62
2.3 ample opportunities to expand knowledge of research that were relevant to my field of study	1.6% (1)	1.6% (1)	4.8% (3)	43.5% (27)	48.4% (30)	4.35	62
2.4 assignments that helped me link theory and strategies to my workplace setting	3.2% (2)	1.6% (1)	1.6% (1)	48.4% (30)	45.2% (28)	4.31	62
						answered question	62
						skipped question	3

3. The program provided opportunities for me to improve my skills in:

	greatly disagree	disagree	no comment	agree	greatly agree	Rating Average	Rating Count
writing	1.7% (1)	3.4% (2)	3.4% (2)	43.1% (25)	48.3% (28)	4.33	58
critical thinking and problem solving	1.7% (1)	1.7% (1)	5.0% (3)	41.7% (25)	50.0% (30)	4.37	60
collaboration	1.7% (1)	1.7% (1)	1.7% (1)	33.3% (20)	61.7% (37)	4.52	60
project management	3.4% (2)	5.1% (3)	3.4% (2)	35.6% (21)	52.5% (31)	4.29	59
research	3.4% (2)	1.7% (1)	3.4% (2)	30.5% (18)	61.0% (36)	4.44	59
technology enabled media literacy	3.3% (2)	3.3% (2)	3.3% (2)	33.3% (20)	56.7% (34)	4.37	60
						answered question	60
						skipped question	5

4. The FACULTY and SUPPORT TEAM:

	greatly disagree	disagree	no comment	agree	greatly agree	Rating Average	Rating Count
3.1 demonstrated models of good teaching and learning	1.6% (1)	6.5% (4)	4.8% (3)	45.2% (28)	41.9% (26)	4.19	62
3.2 provided a variety of instructional practices	1.6% (1)	4.8% (3)	6.5% (4)	45.2% (28)	41.9% (26)	4.21	62
3.2 demonstrated strong subject matter knowledge	1.6% (1)	3.2% (2)	1.6% (1)	50.0% (31)	43.5% (27)	4.31	62
3.3 were responsive to students	1.6% (1)	6.5% (4)	8.1% (5)	37.1% (23)	46.8% (29)	4.21	62
3.4 were supportive of student needs	1.6% (1)	3.2% (2)	4.8% (3)	38.7% (24)	51.6% (32)	4.35	62
					answered question		62
					skipped question		3







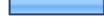


5. OVERALL:

	Yes	No	Rating Average	Rating Count
4.1 Would you recommend this program to a colleague?	95.1% (58)	4.9% (3)	1.05	61
4.2 Was the program worth the investment?	91.8% (56)	8.2% (5)	1.08	61
			Explain	32
			answered question	61
			skipped question	4

6. 4.3 How and/or did completing the program help you advance in your career?

	Response Count
	41
answered question	41
skipped question	24

7. In what cohort did you graduate?

		Response Percent	Response Count
1		8.3%	5
2		15.0%	9
3		5.0%	3
4		11.7%	7
5		10.0%	6
6		3.3%	2
7		18.3%	11
8		13.3%	8
9		15.0%	9
10		0.0%	0
	answered question		60
	skipped question		5

Page 5, Q5. OVERALL:

1	My writing, social, and research skills increased.	Mar 21, 2013 8:52 AM
2	I feel I was well supported to complete the program.	Mar 18, 2013 3:30 PM
3	I guess: it was relatively inexpensive and easy	Mar 14, 2013 4:02 PM
4	I learned a lot through the program that I am able to apply directly to my job. The degree does also help with promotions, job searches, etc.	Mar 14, 2013 8:41 AM
5	The cost of out of state tuition was extremely expensive. Although it was a great program, I would look for something less expensive if I were to do it over.	Mar 13, 2013 10:36 AM
6	I have come back to the knowledge that I gained in this program many times since graduating. Oftentimes, while discussing projects at work, I find myself referencing things that I learned in the MSIDT program.	Mar 11, 2013 9:14 PM
7	Yes. I found the courseware tools that we learned a value.	Mar 11, 2013 8:50 PM
8	Investment: The cost of the program was very reasonable and affordable. The ROI on the time invested was significant - in fact, I'm still experiencing the rewards.	Mar 11, 2013 6:18 PM
9	The program had enough strengths for me to claim it was worth the investment; I would have liked to have seen a heavier focus on Instructional Design models and a better approach to learning software (at the time, Flash and Dreamweaver were the focus). Hands on Training text was highly ineffective to learn Flash via.	Mar 11, 2013 5:22 PM
10	For both salary advancement and relevant training, the CSUF MSIDT program is worth the financial investment	Mar 11, 2013 4:44 PM
11	Not program's fault, but was unsuccessful in securing a full-time position in this area. I only found contract positions, to this day, I am offered contract positions but no full-time work.	Mar 11, 2013 2:23 PM
12	I have mentored one of my co-workers in the program currently.	Mar 11, 2013 12:20 PM
13	I learned a ton!	Mar 11, 2013 11:50 AM
14	I have actually recommended this program to a colleague who graduated from the program last May.	Mar 11, 2013 11:12 AM
15	I have massive school and have never been able to get full-time job	Mar 11, 2013 10:58 AM
16	The foundations that I learned enabled our school to look towards incorporating a LMS and create online courses.	Mar 11, 2013 10:26 AM
17	The quality of the instructors and the camaraderie of my cohort was exceptional! The tuition and fees were reasonable.	Mar 11, 2013 10:05 AM
18	While I had some issues with the logistics and format, overall, I got as much as I put into it and being a state school, it was a bargain!	Mar 11, 2013 9:43 AM
19	the program was worth it's cost simply for the knowledge i gained. The thousands of dollars in extra earnings and increased marketability in a tough job	Mar 11, 2013 8:30 AM

Page 5, Q5. OVERALL:

	market helps too!	
20	I went to a private instution for my undergraduate and the cost was astronmical, I was shocked by how great the education was considering the cost. The online setup was great too, as it provided flexibility, but also an opportunity to learn what it is like to teach and learn online while also learning about it.	Mar 11, 2013 7:50 AM
21	While some of the material was more directed to the business world, I was able to take many of the techniques and theory from this class and use it to enhance the teaching in my classroom.	Mar 11, 2013 7:39 AM
22	Provided current learning and development skills	Mar 11, 2013 7:36 AM
23	Yes, I've made the tuition back and then some.	Mar 11, 2013 7:28 AM
24	Yes, only for pay increase as my field of work (teaching in direct instruction environment) is unrelated to degree.	Mar 11, 2013 7:02 AM
25	I have 3 colleagues I recommended in the current cohort!	Mar 10, 2013 10:19 PM
26	fairly priced for the degree offered	Mar 10, 2013 8:52 PM
27	I have already referred two people who then enrolled in the program. I think it was a phenomenal program and I learned so much that I use in my career.	Mar 10, 2013 8:24 PM
28	It was the hardest two years of my life but worth every second!	Mar 10, 2013 7:46 PM
29	Although the course has many strong components esp. in regard to student support, personally, it did not meet my needs in regard to practical experience in developing eLearning and deeper experience of current eLearning technology.	Mar 10, 2013 5:14 PM
30	It did not prepare me for what the job market was looking for.	Mar 10, 2013 5:02 PM
31	Allowed to obtain instructional design as well as technical writing opportunities.	Mar 10, 2013 4:59 PM
32	Job growth	Mar 9, 2013 5:42 PM

Page 5, Q6. 4.3 How and/or did completing the program help you advance in your career?

1	Completed my skill set and provided validation to potential employers that I had completed a rigorous program to ensure my skills had been tested and verified	Mar 26, 2013 1:10 PM
2	Expanded the jobs that were available to me and the knowledge I had of the industry. Helped me to clearly communicate with other professionals what I was able to provide in terms of services and solutions.	Mar 24, 2013 11:23 PM
3	Unfortunately, the program has not advanced my career...yet. It gave me a great foundation to build upon. The program would have been more beneficial if we used a variety of Instructional Design software to create curriculum development projects. Currently, I'm still striving, learning, building skills, and hoping to engage in more collaborative projects. Even though I have not advanced in my career, I feel the program was very beneficial to my growth.	Mar 21, 2013 8:52 AM
4	Salary advancement.	Mar 18, 2013 3:30 PM
5	It provided the piece of paper that makes employers feel comfortable hiring you.	Mar 16, 2013 7:15 AM
6	It was just a piece of paper in the end...any Masters would do for the job I have now.	Mar 14, 2013 4:02 PM
7	Having a Masters in Instructional Design definitely helped in advancing my career path through new opportunities and promotions	Mar 14, 2013 8:41 AM
8	Since graduating I have moved to a different company and received a 25% raise. I am a better designer and contributor as a result of the program.	Mar 13, 2013 10:36 AM
9	Landed a new job before graduation.	Mar 12, 2013 2:26 PM
10	It has helped me take on more project management duties at my job and make strategic decisions on the job in a more authoritative manner.	Mar 11, 2013 9:14 PM
11	I wish I could say that it has at Saddleback College, but it has not. I am looking for something more.	Mar 11, 2013 8:50 PM
12	The program did not help me advance in career as a public school music teacher, but it gave me something that was more important to me. Namely it enabled me to use technology to effectively improve my teaching. This was my goal when I started the program and I was very pleased with the rich education I received.	Mar 11, 2013 6:45 PM
13	I had several years of industry experience coming into the program. Completing the program gave me the credentials I needed to work with other L&D professionals and be viewed as a respected peer, as one whose input and collaborative efforts are valued.	Mar 11, 2013 6:18 PM
14	The M.S. IDT has definitely advanced my career by allowing me to achieve a Lead title at my former job and to acquire a new job with an esteemed company whereby a Master's degree in ISD was required.	Mar 11, 2013 5:22 PM
15	No, it did not. The fact I have a Master's degree helped me advance but the fact that it is in Instructional Design did not help my career.	Mar 11, 2013 2:23 PM
16	My career in Learning and Development was established but it helped me	Mar 11, 2013 12:20 PM

Page 5, Q6. 4.3 How and/or did completing the program help you advance in your career?

	expand my influence to a much wider audience and introduce the company to new methods of adult learning.	
17	I had a title that I didn't have the skill set for; now I do.	Mar 11, 2013 11:50 AM
18	It hasn't yet. I'm still holding the same position that I held while in the program but is has helped me make suggestions to improve the effectiveness of the training programs that my organization currently offers.	Mar 11, 2013 11:12 AM
19	Obtained a high salary position with a California Software company.	Mar 11, 2013 10:48 AM
20	I believe that the program creates a solid foundation for educators to be able to contribute to today's and future online learning initiatives in schools and institutions.	Mar 11, 2013 10:26 AM
21	Earned a promotion and a 10% salary increase within 6 months of graduating. I have now been employed with The Walt Disney Company as an Instructional Design Manager for the last 3 years.	Mar 11, 2013 10:20 AM
22	The MSIDT program helped my career by learning how people learn and how I can improve their learning by creating and implementing user friendly technologies.	Mar 11, 2013 10:05 AM
23	The jury is still out. While I learned a ton, has been challenging to apply these concepts in a corporate culture that isn't really all that receptive to change.	Mar 11, 2013 9:43 AM
24	The MSIDT degree was directly related to my existing career in distance education.	Mar 11, 2013 8:10 AM
25	Without my degree, I would not have my current job as an instructional designer at a private 4 year college. The job required a degree in instructional design and that coupled with my prior experience as a web programmer were keys to getting the job. Having gone through an online degree program, it provides me first hand perspective that I can share with faculty and administrator who are apprehensive about online teaching and learning. Besides the educational aspect, being able to stay engaged as a mentor and be part of the LinkedIn alumni group allows me to continue growing and learning while also giving back to the program.	Mar 11, 2013 7:50 AM
26	No advancement as yet toward an administrative position. However, I have totally flipped the way I teach, and students are learning better, faster, and deeper than ever before. Amazing!	Mar 11, 2013 7:43 AM
27	Not applicable in my situation	Mar 11, 2013 7:39 AM
28	Currently manager over a national team of instructional designers and instructors.	Mar 11, 2013 7:36 AM
29	I got a job paying 10k more that I was making and I have recruiters contacting me often.	Mar 11, 2013 7:28 AM
30	No, not at this time due to my career of teacher of direct instruction. It only provided me a pay increase.	Mar 11, 2013 7:02 AM
31	It absolutely did. I work as an Instructional Designer.	Mar 10, 2013 10:19 PM

Page 5, Q6. 4.3 How and/or did completing the program help you advance in your career?

32	opened the door for advancement	Mar 10, 2013 10:10 PM
33	-my pay scale as a community college teacher was bumped -training encouraged me to produce instructional videos and do freelance work	Mar 10, 2013 8:52 PM
34	It allowed me to write content for courses and have a better understanding of the learner perspective. In addition I have applied some of the practices and theories I researched while in the program.	Mar 10, 2013 8:24 PM
35	Completing the program opened new career opportunities in other industries.	Mar 10, 2013 7:46 PM
36	While it didn't necessarily advance my career, it did enhance my credibility when discussing instructional design/technology principles and best practices.	Mar 10, 2013 5:34 PM
37	It did not help.	Mar 10, 2013 5:14 PM
38	It did not help my career. Many of the jobs out there expected technical knowledge of tools that support instructional design. My cohort had minimal/inadequate training on the tools.	Mar 10, 2013 5:02 PM
39	Have obtained instructional design contracts. Understand how to engage audiences and make material "stick" through effective training material. Know the sequence of development tasks. How to create a schedule and master plan for training development. Understand the adult learning theory behind effective learning development.	Mar 10, 2013 4:59 PM
40	Allowed me to start a nonprofit educational organization.	Mar 10, 2013 4:56 PM
41	I got a new job	Mar 9, 2013 5:42 PM

APPENDIX XVI-

ASSESSMENT PLAN AND
TIMELINE

Assessment Plan and Timeline

MS in Instructional Design and Technology

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How "closing the loop" decisions will be made	How assessment results will be used/ acting on assessment
<p>Assessment/Evaluation- ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.</p>	<p>Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience</p>	<p>22 different measures and strategies per our curriculum map-introduced, reinforced and mastered</p>	<p>The IDT Program Coordinator will thoroughly assess students at the point of admission with GPA and/or TOEFL scores, personal statement, resume, and a technology skills assessment- SMARTERMEASURE (formerly READI-Readiness for Education at a Distance Indicator). The MSIDT faculty in rater teams then evaluate the applications on a 6 item 4 point scale for acceptance rank</p>	<p>The faculty play a critical role in defining the expected outcomes of student learning. Our MSIDT Team faculty are willing to accept responsibility for this role and to work toward effective assessment practices, collaboratively and continuously. Throughout all these assessment methodologies,</p>	<p>The Program Coordinator regularly checks with the faculty team about student progress and assists in the feedback to individual students about specific courses -expectations, achievement, outcomes -as necessary. Specific student learning needs are also part of</p>	<p>Concerns with utilization of APA and academic integrity. Action Plan: Increase emphasis on APA starting with IDT 510 and continue to introduce Turnitin at Boot-up Camp</p>

	<p>ordering. Faculty in courses; students themselves with portfolios</p>	<p>students are given their work along with their own reflections through rubrics, written feedback, emails and phone conversations, if necessary. Faculty work with students as mentors focused on personal goals.</p>	<p>the meeting agenda for the MSIDT Team meetings.</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
		<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
	<p>22 different measures and strategies per our curriculum map-introduced, reinforced and mastered</p>	<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
	<p>Intake interview; specific courses per curriculum map; boot-camp and midpoint symposium; final project culminating experience</p>	<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
	<p>Intake interview; specific courses per curriculum map-introduced, reinforced and mastered</p>	<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
	<p>Collaboration-ability to work productively in team or collaborative settings to achieve common goals or purposes.</p>	<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>
	<p>Critical Thinking and Problem Solving--ability to analyze, evaluate and synthesize information as well as</p>	<p>Same as Assessment and Evaluation</p>	<p>Same as Assessment and Evaluation</p>	<p>Group activities and expectations need improvement Action Plan: Develop program wide rubric for group settings and include in each course</p>

generate and apply appropriate solutions to solve problems based on reasoned rationale	map; boot-camp and up camp and midpoint symposium; final project culminating experience	reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	curriculum map to see where integration is lacking across program
Technology Enhanced Media Literacy- ability to plan, design, implement and assess various media while considering ethical and equity issues.	Intake interview; specific courses per curriculum map; boot-camp and up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map-introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need enhanced awareness of use of media by students throughout program Action Plan: Add separate section in curriculum map for media and share with students and use in handbook
Research- ability to conduct, evaluate and synthesize research and apply theoretical ideas to practical settings.	Intake interview; specific courses per curriculum map; boot-camp and up camp and midpoint symposium; final project culminating experience	222 different measures and strategies per our curriculum map-introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need increased emphasis on Research throughout program and increase opportunities for faculty/student research along with presentation options Action Plan: develop program wide expectations and opportunities
Written Communication- ability	Intake interview;	22 different measures and	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Writing throughout

to effectively present ideas in a logical framework in a variety of written forms with proper language structure and mechanics	specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	strategies per our curriculum map-introduced, reinforced and mastered	Evaluation	Evaluation	program needs enhancement and especially in preparation for final culminating project Action Plan: Review writing throughout curriculum and solidify common rubrics accordingly
Note that a new SLO on Project Management will be implemented as of fall, 2012.					