Comprehensive Program Review Self-Study
M.S. Instructional Technology

Columbus State University
October 2005

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong
The overall quality of the Instructional Technology program is assessed as **very strong**. The curriculum adheres to guidelines / accreditation standards prescribed by the International Society for Technology in Education (ISTE). Faculty members teaching in the program are highly qualified, have instructional technology backgrounds and are engaged in scholarly activities. The program uses advanced technology for program delivery and has graduated about 50% of its students since it started in the Fall of 2002. Faculty and graduates have shown exceptional achievement overall. Stakeholder satisfaction is very high, based on a 50% retention rate and on surveys administered to graduates of the program. Students admitted into the program exhibit strong academic achievement, with a GRE average score of 1024. The overall average GPA of instructional technology majors is 3.80. The program's consistent responsiveness to changes in assessment, curriculum, and administrative areas has brought about an improvement in its quality.

Specifically, the program prepares highly qualified instructional technology coordinators who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for P-12 students. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the Instructional Technology program.

Program Productivity: Low
Enrollment in the M.S. Instructional Technology program has decreased from 13 in Fall 2002 to 6 in Fall 2004. Average enrollment over the three-year period was 10 students per year. The enrollment and number of degrees conferred (an average of 4.67 per year) by CSU is small, but the program at CSU is relatively new and efforts are being made to recruit more candidates into the program. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in instructional technology, CSU prepares teachers and trainers to serve as technology coordinators in its service region. Students in the M.S. Instructional Technology program take what they learn and apply it in their classrooms and help other teachers learn about technology across the curriculum.

The program has a diverse group of majors with regard to gender (on average 53% female and 47% male) and age but is lacking diversity in terms of minority candidates admitted into the program (on average 23% minority). Courses are offered on a one- or two-year cycle, and enrollment in required courses remains low. The cost per major has decreased by approximately 41% since 2003. This helps to contribute to the cost-effectiveness of the department. Graduates of the program are employed in local systems in the CSU service area and they are exposed to a diverse student population.

List of Recommendations for Improving Program Quality
The faculty in the Instructional Technology program along with the Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Address the need to seek ISTE accreditation within the next four years.
- Improve program efforts in monitoring and recruiting qualified candidates into the program.
- Solicit for endowments, sponsors, gifts, and grants.
- Address the need to increase the number of students from diverse backgrounds in the graduate program.
- Develop cohort-based programs as a recruitment strategy.
- Continue to provide and expand professional development and networking opportunities for graduate students.
- Develop activities and projects and that are beneficial to all stakeholders.

- Incorporate leading edge technology into instructional programs and provide the necessary technology training to faculty and students.
- Continue to develop methods to assess program quality, for example, assessment of graduate and employer satisfaction.
- Expand the availability of software site licenses, including better tools for building instructional materials.

List of Recommendations for Improving Program Productivity

Recommendations for improving program quality, listed above, should also favorably affect program productivity—that is, more qualified students will enroll in a program they perceive to be excellent and are more likely to complete the program.

As part of its recruitment efforts, the College of Education (COE) Graduate Studies Office / Department of Teacher Education will aggressively implement the following recruitment strategies:

- Exhibit recruitment materials at national and state Instructional Technology conferences.
- Sponsor a M.S. Instructional Technology Program Open House to recruit prospective students.
- Update and use a variety of print materials (CSU Catalog, Instructional Technology Program brochure) in off-campus and on-campus recruitment activities and provide them to local school district and businesses.
- Involve Instructional Technology graduate students in the recruitment process.
- Provide the International Admissions Office with Instructional Technology Program recruitment materials to increase the number of international applications.
- Enhance the Instructional Technology Program website: http://msitp.colstate.edu/
- Develop electronic resources (such as PowerPoint presentations) for use in recruitment activities.
- Develop a recruitment plan and support activities that contribute to enrollment of minority students, including recruitment visits to HBCUs in the state and region, attendance at important events such as National Association for Multicultural Education (NAME) Conference, and Georgia Chapter of the National Association for Multicultural Education Conference, and National Association of Peace/Antiviolence Education Conference.
- Provide graduate assistantships and other financial support for minority students. Identify and publish new opportunities for internal and external sources of funding on Instructional Technology Program website.
- Seek external funding to provide scholarship support for minority students.

Conclusion about the Program's Viability at CSU

The M.S. Instructional Technology program at CSU is a viable one. The overall quality of the program is assessed as **strong**. The program curriculum adheres to the guidelines / accreditation standards of the International Society for Technology in Education (ISTE). Faculty members teaching in the program are highly qualified, and have instructional technology backgrounds and are engaged in scholarly activities. The program uses advanced technology for program delivery and has graduated about 50% of its enrollment since Fall 2002. Stakeholder satisfaction is very high, based on the 50% retention rate and on surveys administered to graduates.

The M.S. program in Instructional Technology helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified instructional technology coordinators, the program helps to improve the quality of education and the quality of life in the institution's service area. As technology has become increasingly important in our schools, instructional technology trainers and coordinators are needed in CSU service areas. Though the enrollment and number of degrees conferred by CSU are small, efforts are being made to recruit more candidates into the

program. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in instructional technology, CSU provides a valuable service by preparing teachers and trainers to serve as technology coordinators in its service region. Students in the M.S. Instructional Technology program take what they learn and apply it in their classrooms and help other teachers learn about technology across the curriculum.

Program Improvement Plan
In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.S. in Instructional Technology propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Instructional Technology Program Advisory Committee (PAC).

Departmental Plans and Priorities	***CPR Indicator***	***Projected Timeline***
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting Instructional Technology graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for candidates from diverse backgrounds seeking advanced degrees in Instructional Technology	Productivity Viability	2006-Ongoing
3. Develop a cohort-based program to facilitate retention, progression, and graduation	Productivity Viability	2006-2007
4. Expand the availability of hardware and software needed for the program	Quality	2006-Ongoing
5. Continue to provide and expand professional development and networking opportunities for graduate students through interacting and collaborating with faculty in workshops, presentations and publications.	Quality	2006-Ongoing
6. Pursue ISTE accreditation	Quality	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, 5 and 6 for program improvement. Resources from external funding will also be necessary to support priority 2. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level*
The program quality is very strong, but the number of degrees conferred each year is small comparable to the number of degrees conferred by other USG state universities. Though the enrollment and degrees conferred by CSU is small, the program at CSU is relatively new and efforts are being made to recruit more candidates into the program. There is also an increasing demand for trained instructional technologists / coordinators in the schools to work with students, teachers, media specialists, and administrators. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in instructional technology, the program is needed to prepare teachers and trainers to serve as technology coordinators in the CSU service region. As previously mentioned, CSU will continue working to improve the current M.S. program in Instructional Technology by responding to new initiatives by the

State of Georgia, improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts of students from diverse backgrounds.

I. Brief Program Overview

The M.S. Instructional Technology program is primarily designed for K-12 teachers who are interested in becoming instructional technology coordinators and learning more about integrating the use of computers, information and other technologies into the curriculum. Technology coordinators play several roles in education. One of the most common roles for an instructional technology coordinator is to act as a K-12 technology coordinator at either the building level or the district level. The role of a K-12 instructional technology coordinator is two-fold. The first and most important of these roles is to help teachers integrate technology into their day to day teaching. The second is to help manage technology in the school. This role differs from that of a network administrator in that the network administrator concentrates almost solely on the hardware and software. On the other hand, while an instructional technology coordinator possesses the technical skills to deal with the hardware and software, he/she is primarily concerned with the pedagogical aspects of technology in the schools. The competencies addressed in this program reflect the new National Educational Technology Standards (NETS) as prescribed by the International Society for Technology in Education (ISTE). Graduates of the program work as classroom teachers, or school and system level instructional technology coordinators. The program leads to a Master of Science in Instructional Technology.

Mission

The Master of Science (M.S.) in Instructional Technology degree prepares candidates to work in educational settings requiring expertise in improving performance, designing instruction, and using a variety of educational delivery systems. The coursework in this program includes a wide range of theoretical and practical experiences, culminating in the completion of an electronic portfolio of the candidate's work and skills in Instructional Technology and an interactive web site. The program is designed to prepare K-12 educators, resource persons, and administrators for the use of computers in their schools for instructional and communication purposes. This program is also useful to those individuals who wish to become instructional technology coordinators for school districts. It is committed to providing access to technology so that hands-on experience is offered in every course. For teachers who currently hold master's degrees, this emphasis can be added as an advanced option. Graduates of the program will be qualified as technology resource persons for their schools or districts.

Relation to Institution and System Mission:

The Masters of Science in Instructional Technology program is consistent with the mission of Columbus State University in that the program helps CSU to accomplish its mission of serving the educational needs of a diverse region by training instructional technology coordinators for K-12 settings. Graduates of this program will provide professional services, training, and guidance to K-12 school teachers regarding educational technology integration, especially those schools regularly served by Columbus State University's College of Education.

Instructional Technology faculty are actively involved as presenters at professional conferences at the state, regional and national levels. The students are encouraged to participate and make research presentations at annual state technology conferences, an opportunity many have willingly embraced.

II. Summary Findings of the Program's Overall Quality

The overall quality of the program is assessed as **very strong**. The curriculum adheres to guidelines / accreditation standards prescribed by the International Society for Technology in Education (ISTE). Faculty members teaching in the program are highly qualified, have instructional technology backgrounds

and are engaged in scholarly activities. The program uses advanced technology for program delivery and has graduated about 50% of its students since it started in the Fall of 2002. Two of our graduates are currently enrolled in Ph.D. programs in Instructional Technology. Faculty and graduates have shown exceptional achievement overall. Stakeholder satisfaction is very high, based on a 50% retention rate and on surveys administered to graduates of the program. The students admitted into the program exhibit strong academic achievement, with a GRE average score of 1024. The overall average GPA of instructional technology majors is 3.80. The Program has been responsive to assessment, change, and suggestions for improvement, adjusting curricular and administrative areas to improve quality. However, the program's indicators for endowments, sponsors, gifts, and grants need to be improved. Student and faculty diversity and the global perspective provided by the curriculum are strengths of the program.

II A. The Quality of Teaching Supporting the Program

Assessment of and Reward for Good Teaching

Good teaching is assessed by using multiple measures. These are: the student opinion survey at the end of the term, faculty research, teaching performance and student advising. Faculty members are assessed and rewarded annually in terms of promotion, tenure and salary adjustment. The department chairperson reviews faculty portfolios and determines how well each faculty member has taught that year using set guidelines established by the department.

Assessment of and Reward for Good Advising

Good academic advising enhances the retention and satisfaction of students. Advising of Instructional Technology students has been effective. Good advising is assessed and rewarded through tenure and promotion decisions. Advising of students is conducted by the program coordinator.

Opportunities for Student-Faculty Interaction

Students and faculty interact outside of the classroom in several ways, including the following:

- Instructional Technology Project: One of the requirements for an Instructional Technology student is to complete a culminating experience requirement. This is an independent learning experience designed to allow the student the maximum opportunity to incorporate the materials learned from the curriculum in an action research project. Students taking the Instructional Technology Project course are encouraged to present their research findings at the College of Education Symposium. Students' presentations represent the culminating activity of their work. The instructional technology faculty members attend these student presentations.
- State Technology Conferences: Students are encouraged to attend State Technology Conferences and have collaborated with faculty on research presentations at these conferences.
- State Technology Fair: There is active involvement by faculty and students in the state technology fair.

Availability of Tutoring

In addition to the availability of faculty assistance during office hours, students have several resources from which they can draw instructional support. The department utilizes its technology to provide on-line tutoring for students. Using asynchronous tools also allow the faculty to create a platform for supplemental learning opportunities outside the classroom. The program maintains a new website for current and new candidates to provide current information and resources to the students.

Opportunities for Internships, Service-Learning, Practica, Study Abroad and Career Planning and Placement

All instructional technology students are required to complete EDUT 6405 – Practicum in Instructional Technology. The Practicum is a three-semester-hour experience requiring approximately six (6) hours per week for 15 weeks in a school within the Partner School Network.

Program Improvement Methods

The following methods will be pursued for program improvement:

- An increase in recruitment efforts with more diverse candidates. A revision of the current Recruitment Plan.
- A continuation in the development of methods to assess program quality.
- The use of faculty course outcomes assessment data to determine how well students are meeting the course outcomes and therefore the program outcomes.
- The involvement of a Program Advisory Committee in the program assessment process**.**

II B. The Quality of the Curriculum Supporting the Program

The quality of the curriculum supporting the program is very **strong.** The Instructional Technology curriculum adheres to guidelines / accreditation standards as prescribed by the International Society for Technology in Education (ISTE). The program will continue to review curricular offerings to ensure courses are up-to-date and meet the needs of our students. CSU will continue to work to improve the current M.S. program in Instructional Technology by responding to curriculum changes, providing better support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to attract more potential students.

The relationship between the program's curriculum and its outcomes

The program was designed to prepare K-12 educators, resource persons, and administrators for the use of computers in their schools for instructional and communication purposes. This program is also useful to those individuals who wish to become instructional technology coordinators for school districts. The expected outcomes of the curriculum are stated below.

Instructional Technology graduates will:

- Manage technological resources.
- Install, maintain, and troubleshoot software and hardware.
- Integrate and evaluate hardware and software to support P-12 curricula.
- Design, develop, deliver and evaluate staff development activities.
- Integrate technology into the curriculum.
- Design and deliver distance learning programs and provide faculty support in various settings.
- Promote ethical, legal, and equitable use of instructional technology.

Incorporation of technological skills into the program of study
The program utilizes many of the information technology capabilities available to instructors and students at Columbus State University. The courses are taught in a Technology Model classroom where the instructor and each student have a personal computer and access to all technological devices in a smart classroom and the World Wide Web. All PowerPoint presentations with full lecture notes attached are provided online to the students prior to the class session. Field trips to the Georgia Statewide Academic and Medical System (GSAMS) classroom, the telecommunications hub, and technological training rooms augment the learning experience of the students.

Relevance of the program to student needs
In this age of rapidly changing information technology, students need to acquire technology skills in order to function effectively in their adult lives. Students have opportunities to develop their skills in the use of computer hardware, peripherals, software applications, and integrating technology into the curriculum; and to implement and manage technology in instructional environments. Most classes are taught using a wide variety of media and instructional technologies. Many hands-on learning activities focus on meeting students' needs.

Challenging students to think across disciplines
Students enrolled in the program have diverse backgrounds and they engage in collaborative projects across disciplines and professional areas. All courses contain diversity perspectives.

Inclusion of diversity, multiculturalism and international perspectives in the program
In instructional technology classes, students discuss the challenges educators face in this information age leading to the gap between education technology and teaching practice. Graduates are capable of excellence in their professional practice. Students discuss how new technologies must be understood in the context of the increasingly diverse educational and societal framework in which they are to be employed. Students model and promote ethical, legal, and equitable use of instructional technology. As technology expands outreach through distance education and collaboration, instructional technology students have engaged in online telecollaboration projects.

Program Improvement
The Instructional Technology Program would like to pursue ISTE accreditation in the next 4 years.

Methods for Program Improvement
The Instructional Technology program serves a diversified and changing graduate/employer base. The continued viability of the program depends on the ability of the faculty, to stay abreast of technological advances in the field as well as the increasing demands of this job field. The faculty must continue to pursue state, federal, and corporate funding/partnerships to support the program.

Program Improvement Plan:
The improvement plan is to determine how well the skills developed by graduates of the instructional technology program match the needs of their employers. To pursue this task, educational objectives will continue to be developed and fine tuned by program faculty using professional organization standards. Specific measurable learning outcomes will then be developed which may be used to predict the student's future success in meeting the educational objectives.

Methods of Assessment:
Assessment is critical to a continuous improvement plan. Assessment methods used include one or more of the following:
1) End of course exams / projects
2) Student portfolios
3) Written surveys /research paper
4) School / work observations during practicum
5) Projects in Instruction Technology – an action research project
6) End of program exam – exit exam

These methods will be used to obtain data and information which will be evaluated to determine how well students or graduates have met program-based outcomes.

II C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

The overall quality of the program is assessed as **strong**. Stakeholder satisfaction is very high, based on the 50% retention rate and on surveys administered to graduates. The students admitted into the program exhibit strong academic achievement, with a GRE average score of 1024. The overall average GPA of instructional technology majors is 3.80. The quality of our curriculum is assessed through focus groups with students, surveys of alumni of the Instructional Technology program, and surveys of employers. Each of these stakeholder groups is given the opportunity for feedback every year. The program will use the survey data as well as the guidelines and standards of external accrediting bodies and the expressed needs of all stakeholders, to create the best possible curriculum, both in structure and content. The program has been responsive to assessment, change, and improvement, adjusting curriculum based on the changes in the external accrediting body's standards. Several graduates have expressed an interest in pursuing Specialist or Ph.D. degrees. Two are currently enrolled in Instructional Technology doctoral degree programs. All the instructional technology graduates are already employed in the schools as teachers or instructional technology leaders.

Characteristics of Students in the Program

Instructional Technology students have developed the skills and abilities to make effective use of technology in a classroom setting. They are able to organize theory and research, synthesize past experiences and training in instructional technology applications, and use these backgrounds in the development of instructional materials for the classroom. They are also able to demonstrate the ability to test theory, research, and ideas while developing an appreciation for different points of view, by engaging in discussion among faculty and other graduate students through written papers and projects assessed by faculty. These skills are demonstrated in courses and/or in independent study settings. The students admitted into the program exhibit strong academic achievement, with a GRE average score of 1024. The overall average GPA of instructional technology majors is 3.80.and the retention rate is 50%. In the last three years, the notable

achievements of our graduates are as follows: (1) Tamara Jordan's web-based learning project was listed on the Eisenhower National Clearinghouse Website, (2) Craig Harrison's article was published in the Learning and Leading with Technology Journal, (3) Brian Endfinger and Bruce Foster are currently enrolled in doctoral programs at the University of Alabama and Nova Southeastern University respectively.

Student learning, satisfaction and evidence of success in meeting student needs and learning outcomes

Instructional Technology students readily obtain employment after graduation. In the last three years, the notable achievements of our graduates are as follows: (1) Tamara Jordan's web-based learning project was listed on the Eisenhower National Clearinghouse Website, (2) Craig Harrison's article was published in the Learning and Leading with Technology Journal, (3) Brian Endfinger and Bruce Foster are currently enrolled in doctoral programs at the University of Alabama and Nova Southeastern University respectively.

Program Improvement

The program will:

- Develop enrollment and recruitment initiatives to increase the number of graduates in the program.
- Solicit endowments, sponsors, gifts, and grants.
- Develop and institute a cohort-based program as a recruitment strategy. Courses will be sequenced per cohort to provide progressive development of knowledge, skills, and application needed for the capstone course. Each cohort will consist of 15 students and will complete the classes in sequence. A cohort-based format will enable a small group of students to complete the program together. The program will provide more extensive and readily available help desk facilities for students and faculty
- Pursue state, federal, and corporate funding/partnerships to support the program.
- Improve the program's indicators for endowments, sponsors, gifts, and grants.

II D. The Quality of Faculty Supporting the Program

The quality of faculty associated with the program is strong. The program has one full-time tenured faculty, supplemented by one adjunct faculty. All faculty members in the Instructional Technology program have doctorates in their field (Ed.D.) and they have been trained to design and deliver Web-based courses. The faculty serve on committees and boards at the university and in the local community. They are also involved in local, state, and national professional associations. They are engaged in scholarly activities and have taught either in public schools or in other settings. Faculty integrate research into their instruction and have shown commitment to the continued improvement of education through the process of professional study, the development of new approaches to teaching, and publication of scholarly articles.

Adequacy of faculty and staff to support the program

The Instructional Technology program is currently viable. Without more instructional technology majors, there is no justification for adding to the faculty. However, we have embarked on attracting / recruiting more instructional technology majors into the program. Consequently, more full-time faculty may be needed in the future to teach the coursework.

Faculty Development

The department has earmarked $450 for each faculty member to support professional development activities planned with and approved as relevant by department heads. Additional

institutional support might be obtained through College of Education funds and faculty development grants awarded by the Vice President for Academic Affairs. The department provides administrative course releases for program coordinators. CSU Foundation funds belonging to the department may be used to support faculty development activities in accordance with policies and restrictions governing the use of each of these types of funds. The Center for Quality Teaching and Learning provides research-based professional development based on principles of adult learning and designed for audiences of educational practitioners.

Faculty List: Academic Year 2005-2006

- Paulina Kuforiji, Ed.D., West Virginia University, Educational Technology,
- Judy Archer, Ed.D. University of Kentucky, Educational Administration / Technology

Integration of Part-Time Faculty

We often hear that part time faculty or adjunct faculty do not participate in the day to day life of the institution. They come to campus, teach their courses, and leave. The department has provided an appropriate office environment that has enhanced faculty time and physical presence.

Program Improvement

- Ongoing professional development activities for faculty's scholarship in Instructional Technology fields and distance learning education.
- Continue development of faculty's interaction with the professional community
- Part-time faculty should be systematically evaluated.

II E. The Quality of CSU Facilities and Equipment Supporting the Program

The quality of CSU facilities and equipment supporting the program is very strong. Columbus State University facilities include state-of-the art computer labs, a library, and Instructional Technology Services Department, Computer Information & Networking Services Department, and computer labs for student use in the Center for Commerce and Technology. CSU has approximately 1,000 PC's across the campus designated for student use. The campus is fully networked with a wide range of productivity and tool software available on the network. All students receive e-mail accounts when they enroll and have full access to the network on the campus. Beginning in Fall 2005, the College of Education will house eleven "Model Technology Classrooms" and three computer labs. Each model classroom is equipped with five PC student computer workstations and one teacher workstation, a projection unit, one printer, and a scanner. Each classroom is wired for T-1 access to the Internet and the computers are equipped with software such as Microsoft Office, McAfee, and content-specific applications. The library provides electronic course reserves and reference materials.

Condition and adequacy of available space

The condition and adequacy of available space is excellent.

Condition and adequacy of technology labs, equipment, and library resources

In 2003, following a complete renovation, Jordan Hall was designated the official home of the College of Education. Jordan Hall houses the Dean's Office, the Department of Teacher Education, the Department of Counseling, Educational Leadership, and Professional Studies, the Office of COE Services and Field Experiences (SAFE), the Educational Technology Training Center, the Columbus Regional Mathematics Collaborative, the Child Care Resource and Referral Agency, and the offices of the Partner School Network. The COE also schedules four classrooms in the Lumpkin Center, a state-of-the art physical education/exercise science facility opened in 2002, in addition to one classroom, Room 213 in Howard Hall.

These modern facilities provide 19 total classrooms that comfortably accommodate from 20 to 30 students and supply ample and convenient office space for the COE faculty and support staff. Jordan Hall has been retrofitted to provide an extensive technological infrastructure, which connects all faculty offices and classrooms to high-speed Internet access. The Lumpkin Center was built with advanced fiber optic cabling that supports access to high-speed campus networks and Internet connectivity. The College of Education's 11 multi-media classrooms (JH 132, 140, 140A, 201, 316, 317, 318, 335, 342 and LC 110, 114,) offer instructor workstations equipped with desktop computers and VCRs, ceiling-mounted computer/video projectors with sound capabilities and two to ten student computers. Jordan Hall houses 5 modern computer classrooms (208, 209, 211, 213, 224) equipped with ceiling mounted computer/video projectors and 20 – 25 student workstations.

The faculty and staff of the COE use information and instructional technology as an integral part of the daily operations of the unit. Technical support is essential to the effective management and integration of technology into all aspects of teaching and learning, including instruction. The faculty and teacher candidates are supported in their use of information technology by two campus departments: Instructional Technology Services (ITS) and the Computer and Information Networking Services (CINS). The ITS department provides classroom and conference audio-visual and media presentation equipment, training, and emergency technical assistance. Faculty can call upon the ITS staff for assistance in creation of original electronic instructional materials and for distance learning support. The CINS operation provides technical support for the computing needs of faculty and students, including hardware support, software training, and operation of a student help-desk. Campus facilities are networked with fiber optic cable that connects multimedia computers, specialized peripherals and laser printers. At the heart of this network is the Computer Center. Modern computer software including Office XP, SPSS, and a host of other applications are accessible to users connected to this network. CINS offers workshops for faculty and students which focus on the use of software installed on the CSU Network.

The Schwob Library operates an Information Commons in the reference area of the library. There are 16 student computers in this area, along with 5 public work stations. Students using these computers receive help from librarians and trained assistants in information retrieval, word processing, email, PowerPoint and other software packages. The Schwob Library also has an unattended computer lab with 16 computers for faculty/student use near the first floor entrance.

Adequacy of campus infrastructure to support the program

The adequacy of campus infrastructure to support the program is very strong. Columbus State University has a library, Instructional Technology Services Department, Computer Information & Networking Services Department, and computer labs for student use in the Center for Commerce and Technology. CSU has approximately 1,000 PC's across the campus designated for student use. The campus is fully networked with a wide range of productivity and tool software available on the network. All students receive e-mail accounts when they enroll in addition to full access to the network on the campus.

Program Improvement

- Expand the availability of software site licenses, including better tools for building instructional materials.
- Incorporate leading edge technology into instructional programs and provide the necessary technology training to faculty and students.

- Provide better and more extensive training and support services in pedagogy, multimedia technology and the more complex technologies, such as authoring multimedia courseware

II F. The Quality of Research and Scholarship Supporting the Program

The quality of research and scholarship supporting the program is **strong**.

Faculty Involvement in Research

Faculty have collaborated with students in presenting their research findings at professional conferences. Students participate in the research endeavor in their classes. Students are engaged in an Instructional Technology Project: One of the requirements for an Instructional Technology student is to complete a culminating experience requirement. This is an independent learning experience designed to allow the student the maximum opportunity to incorporate the materials learned from the curriculum in an action research project. A list of graduates and the titles of their action research projects can be found in Table 2.1.

Table 2.1 A List of Action Research Project for M.S. Instructional Technology Students

	Student	Instructional Technology Project	Instructor
1	Cynthia Baez	Effect Of Accelerated Math On Test Performance For Fifth Grade Early Intervention Students	Paulina Kuforiji
2	Brian Endfinger	Student and Faculty Perceptions of Distance Learning at Columbus State University	Paulina Kuforiji
3	Bruce Foster	The effectiveness of Computer Base Instruction verse Tradition classes: A look at Remedial Mathematic Education	Paulina Kuforiji
4	Kathy Hall	The Effectiveness of Internet Tools of Communication between Parents and Teachers	Paulina Kuforiji
5	Craig Harrison	Comparison of Gains Made between Siboney Learning Group's Orchard and Computer Curriculum Corporation's Success Maker	Paulina Kuforiji
6	Tamara Jordan	The Role of Technology in the Gifted Referral Process	Paulina Kuforiji
7	Carole S. Kersey	Traditional Drafting versus Computer – Aided Design Drafting A Teacher Action Research Project Report	Paulina Kuforiji
8	David L. Michael	To Use or Not To Use: An Inquiry Into the Extent of Technology Integration in the Classrooms at George E. Washington Elementary	Paulina Kuforiji
9	Marisa Moore	Online Communication: Is It Effective in Enhancing the Educational Experience of Teachers, Students and Parents a Mountain View Elementary School	Paulina Kuforiji
10	Robert Morgan	Can Educational Software Raise Student Achievement as Measured by Standardized Test?	Paulina Kuforiji

	Student	Instructional Technology Project	Instructor
11	Gerald Saunders	Infusing Technology in Junior Communications: An Action Research Study on Enhancing Public Speaking	Paulina Kuforiji
12	Lezlee Roach	New Century Software Evaluation	Paulina Kuforiji
13	Candice Spencer	Improving Reading Achievement with the Use of Technology	Paulina Kuforiji
	Mary Staudenraus	The Building and Remediation of Phonic / reading skills using Technology	Paulina Kuforiji
14	Ruth S. Thompson	The Effectiveness of Online Versus Traditional Classes	Paulina Kuforiji
15	John David Walls	Effect of electronic portfolios in raising writing performance standards	Paulina Kuforiji

Faculty Research and Its Relation to the Program Mission

Faculty involvement with instructional technology research enables them to stay current in the field. Research conducted enables transformational changes in the program. Faculty members have engaged in applied research in designing instruction for classroom use.

Mentoring and Professional Development Opportunities for Faculty

In the fall of each year, all newly hired faculty are matched with mentors by the chair of the department. The mentors help new faculty members to learn about CSU, its facilities, and support resources. They help new faculty members to adjust to their new environment so as to quickly become active members of the university. Mentors help to address questions and concerns by new faculty members, as well as help them gain insight into teaching and career development at CSU. CSU provides a variety of opportunities for faculty to extend their expertise and gain new perspectives. These opportunities include workshops on new teaching strategies and funds for travel to conferences. The university offers conferences and workshops open to faculty. At the beginning of each academic year, faculty members are encouraged to develop goals and objectives that best fit their needs.

Faculty Publications, Papers Given, and Public Lectures

Paulina Kuforiji, Associate Professor of Instructional Technology

- Coker-Kolo D., & Kuforiji, P. O., (spring, 2004). The "Huggy Bear" Program: An effective means of Educating Teacher Education Candidates for Diversity. Perspectives in Learning, 5, 24-29
- Mitchell, R., Williams, B. & Kuforiji, P. O., (spring, 2004). Addressing Diversity Through the Utilization of Team-Teaching in Teacher Education Field Experiences Perspectives in Learning, 3, 30-36
- Kuforiji, P. O., Mitchell, R. & Williams, B. (spring, 2003). Beyond Diversity: An Academic Infusion Model (A.I.M.) of Multicultural Teacher Education. Perspectives in Learning, 3, 14-22
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Conference Presentations

- Williams, B, Kuforiji, P "Using Technology to Improve Literacy Skills" Georgia Educational Technology Conference, Atlanta, Georgia, November 9-11, 2005.
- Williams, B, Kuforiji, P., & Mitchell, R, "Using the Internet: Implications for Peace Education." National Association for Peace/Antiviolence Education (NAPE) Houston, Texas, April 22-24, 2005
- Kuforiji, P. & Riggsby, D. "PDA: Professional Development Assistant … Your Handheld Motivator." National Educational Computing Conference, New Orleans, Louisiana, June 20-23, 2004
- Mitchell, R, Kuforiji, P., & Williams, B. "Building Communities: Strategies to Increase Collaboration Between Teachers and Parents." Georgia Chapter of the National Association for Multicultural Education State Conference, (GA-NAME) Calloway Gardens, Pine Mountain, GA, March 12-14, 2004
- Williams, B, Kuforiji, P., & Mitchell, R, Payton-Stewart, L., Suggs, L. "Transforming Teacher Education to Promote Maximized Learning for All Students?" National Association for Multicultural Education International Conference, Washington, DC, November 03-07, 2003
- Mitchell, R, Williams, B, & Kuforiji, P. "Multicultural Education: We've Involved Everyone Else – What About the Parents?" National Association for Multicultural Education International Conference, Washington, DC, November 03-07, 2003
- Mitchell, R, Kuforiji, P., & Williams, B. "The Role of Technology in Multicultural Education." Georgia Chapter of the National Association for Multicultural Education State Conference, (GA-NAME) Calloway Gardens, Pine Mountain, GA, March 21-22 2003
- Kuforiji, P. & Riggsby, D. "Strolling Along the Venue: Which to take? Blackboard or WebCT." Georgia Educational Technology Conference, Macon, Georgia, February 17-20, 2003.

Judy Archer, Part-time Faculty
Conference Presentation

- GASCD Georgia Association for Supervision of Curriculum Development
- GACIS Georgia Association for Curriculum and Supervision
- Sixth District Program Chair, State Leadership Presenter, Leadership Certification Assessment Developmental and Advisory Committee

Program Improvement

- Increase collaborative research among faculty and administration.
- Increase funding levels for associate research opportunities. The program's indicators for endowments, sponsors, gifts, and grants need to be improved.

II G. The Quality of Service Supporting the Program

The quality of service supporting the program is very strong.
Computer Information and Networking Services (CINS) leads the instructional technology effort at CSU by helping faculty and students with instructional technology projects. Important help is also provided by other academic support units such as the Instructional Services and Simon

Schwob Memorial Library. WebCT online help and Helpdesk are provided for students and faculty. There is also mandatory student orientation for courses offered via WebCT.

Projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region

Faculty and students have engaged in research activities that are utilized in the one of the courses.

Program Improvement.

- Incorporate leading edge technology into instructional programs and the provision of necessary technology training to faculty and students.

II H. Program Honors & Awards

Formal honors, awards, high rankings, citations of excellence, accreditations, and positive external reviews are average. In the last three years, the notable achievements of our graduates are as follows: (1) Tamara Jordan's web-based learning project was listed on the Eisenhower National Clearinghouse Website, (2) Craig Harrison's article was published in the Learning and Leading with Technology Journal, (3) Brian Endfinger and Bruce Foster are currently enrolled in doctoral programs at the University of Alabama and Nova Southeastern University respectively. The Instructional Technology Program would like to pursue ISTE accreditation in the next 4 years.

Program Accreditation

- This is a relatively new program, but the faculty would like to pursue ISTE accreditation in the next 4 years.

II I. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty

In the last three years, the notable achievements of our graduates are as follows: (1) Tamara Jordan's web-based learning project was listed on the Eisenhower National Clearinghouse Website, (2) Craig Harrison's article was published in the Learning and Leading with Technology Journal, (3) Brian Endfinger and Bruce Foster are currently enrolled in doctoral programs at the University of Alabama and Nova Southeastern University respectively.

II J. General Success of the Program's Graduates

General success of the program's graduates is strong. Currently, Instructional Technology is not a certificated program. Such measures as licensure or certification rates, average salaries, and test scores are not available. However, graduate students readily obtain employment after graduation. All graduates have salary increases. Several graduates have expressed interest in pursuing Specialist or Ph.D. degrees. Two are currently enrolled in Instructional Technology doctoral degree programs.

II K. Stakeholder Satisfaction with the Program

Graduate return rate was 33% (5 of 15) and employer surveys were mailed to graduates for distribution. Employers return rate was small 27% (4 of 15). Three of the surveys were returned due to outdated mailing addresses, and it appears that some employers did not receive the survey from the program graduate. Students were very satisfied with the experiences, services and education they received at CSU. On the employer survey, employers feel that most Columbus State graduates are well prepared.

Program Improvement:

- Seek ways to increase employers and graduate return rate of surveys.

Effectiveness of the Program's use of a Community Advisory Board

The Instructional Technology Program Advisory Committee (PAC) oversees the M.S. program in Instructional Technology and works to improve the curriculum, courses, and resources offered to teachers.

II L. Program's Responsiveness to Change & Improvement

The program's responsiveness to change and improvement is **strong.**

Last year fall curricular offerings were reviewed and new courses were developed to respond to changes in professional standards, the changing needs of the schools, and emerging technologies changes.

Program Assessment Activities

Every spring semester, the program conducts program assessment activities and the report is submitted to the Dean of the college. Curricular offerings are also reviewed during the fall semester to meet the needs of our students.

III. Summary Findings of the Program's Overall Productivity

The enrollment in the M.S. Instructional Technology program has decreased by 45% in Fall 2004 and ranks low among the eleven M.Ed. / M.S. programs housed in the Department of Teacher Education. Courses are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (on average 54% female and 23% minority) from a wide range of age groups. As technology has become increasingly important in our schools the past decade, the need for trained technologists to work with students, teachers, media specialists, and administrators has become apparent. Media specialists and highly skilled teachers within the schools cannot meet the diverse and growing technology needs of teachers, students, and administrators. Graduates of the program are in demand. The State of Georgia has also passed the A+ Education Reform Act of 2000, which states that all teachers must go through the Phase One In-Tech Professional Development Program by 2006. This is an effort to enhance the computer skills of teachers so they may better meet the diverse learning needs of students (http://www.ga-edtech.org/class.html). To provide additional technology training, follow up In-Tech support, and trouble shooting assistance in the schools, instructional technology trainers and coordinators are needed in CSU service areas. The expertise gained through the master's program contributes to these teachers' effectiveness in helping all teachers integrate technology into the curriculum.

The number of M.S. Instructional Technology degrees conferred by CSU is small but has been fairly consistent over the past three years and is small comparable to the number of degrees conferred by other

USG state universities. Many of the programs in the University System of Georgia provide professional education in educational technology and the related field of performance technology for people in diverse economic sectors such as healthcare, higher education, business and industry, and teachers from preschool through high school. The Instructional Technology program at CSU is relatively new and its primary goal is to prepare teachers as technology coordinators in the schools. The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.

III A. Enrollment of Students in the Program

- As shown in Table 3.1, the enrollment of students in the program is low**.** The 2004 /2005 academic figures indicate that the Instructional Technology Program enrolled 6 candidates. While that number reflects a decrease in enrollment when compared with the previous years, one important factor impacting that trend involves admission standards. Within the last 12 months, the College of Education has begun enforcing more rigorous standards with regard to admission criteria. The numbers are currently small, but more qualified candidates are being admitted to the program. Another factor is the current domestic economic conditions.

Table 3.1 Number of Declared Majors in M.S Instructional Technology – Fall Semester				
	2001-2002	**2002-2003**	**2003-2004**	**2004-2005**
Full-Time	NA	4	2	1
Part-Time	NA	9	9	5
Total	*NA*	*13*	*11*	*6*

As shown in Table 3.2, the Instructional Technology enrollment is low in comparison to other programs in the department. The average score in the last three years is 10. The enrollment in the M.S. Instructional Technology program decreased by 45% in Fall 2004. Efforts are being made by the Program Advisory Committee (PAC) to improve the enrollment status of the program.

Table 3.2 Number of Declared Majors in M.S Instructional Technology – Fall Semester					
Program	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**	**Avg. Over Four Years**
Early Childhood Education	26	25	24	22	24.25
Health & Physical Education	10	13	11	11	11.25
Instructional Technology*	**NA**	**13**	**11**	**6**	**10**
Middle Grades Education	29	50	53	58	47.5
Secondary English	9	24	33	27	23.25
Secondary Mathematics	*12*	*13*	*21*	*20*	*16.5*
Secondary Science	13	22	20	17	18
Secondary Social Science	7	19	22	15	15.75
Special Education – Behavioral Disorders	15	15	18	16	16
Special Education – Learning Disabilities	22	33	28	31	28.5
Special Education – Mental Retardation	10	17	8	8	10.75
Total	*153*	*244*	*249*	*231*	*219.25*

Program Improvement

- The program will develop an innovative recruitment plan, for example, sequencing of courses.
  - **Program Recruitment Plan**

  As part of its recruitment efforts, the College of Education (COE) Graduate Studies Office / Department of Teacher Education will aggressively implement the following recruitment strategies:
  - The College of Education (COE) Graduate Studies office / Department of Teacher Education will exhibit recruitment materials at national and state Instructional Technology conferences.
  - The College of Education (COE) Graduate Studies office / Department of Teacher Education should sponsor the following on-campus recruitment events:
    - M.S Instructional Technology Program Open House
    - Other On-Campus Events: The Enrollment / Admissions staff continues to participate in every possible opportunity for on-campus recruitment as well as speaking to various undergraduate and graduate organizations concerning admissions procedures and the benefits of investing in the M.S. Instructional Technology Program.
    - The COE Graduate Studies Office/ Department of Teacher Education will continue to update and use a variety of print materials (CSU Catalog, Instructional Technology Program brochure) in off-campus and on-campus recruitment activities and provide them to local school district and businesses.
    - The COE Graduate Studies Office / Department of Teacher Education will involve Instructional Technology graduate students in the recruitment process.
    - The COE Graduate Studies Office / Department of Teacher Education will provide the International Admissions Office with Instructional Technology Program recruitment materials to increase the number of international applications.

Website Activities

- The Instructional Technology Program Coordinator will continue to enhance the Instructional Technology Program website: http://msitp.colstate.edu/
- The Instructional Technology Program Coordinator will develop a number of electronic resources (such as PowerPoint presentations) for use in its own recruitment activities.

Minority Recruitment:

- The COE Graduate Studies Office / Department of Teacher Education will develop a recruitment plan and support activities that contribute to enrollment of minority students, including recruitment visits to HBCUs in the state and region, attendance atimportant events such as National Association for Multicultural Education (NAME) Conference, and Georgia Chapter of the National Association for Multicultural Education Conference, and National Association of Peace/Antiviolence Education Conference.
- The Department of Teacher Education will continue to provide graduate assistantships and other financial support for minority students. We will identify and publish new opportunities for internal and external sources of funding on Instructional Technology Program website.

- Faculty will seek external funding to attract more students into the program. These funds will provide scholarship support for minority students.

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, the total number of M.S. degrees awarded each year in Instructional Technology is small and has actually decreased since 2003-2004. The program ranks seventh among the eleven M.Ed./MS programs housed in the Department of Teacher Education. The following factors contribute to the small number of degrees conferred each year: (1) Some students take several years to complete the program because of teaching schedules and other obligations and (2) many of the students are part-time students.

Table 3.3: Number of Degrees Conferred – Fiscal Year

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	12	9	11	11
Health & Physical Education	1	3	6	6
Instructional Technology	**NA**	**7**	**5**	**3**
Middle Grades Education	10	10	10	26
Secondary English	7	3	6	16
Secondary Mathematics	*5*	*1*	*4*	*3*
Secondary Science	1	4	6	10
Secondary Social Science	1	4	5	2
Special Education – Behavioral Disorders	7	5	8	3
Special Education – Learning Disabilities	10	8	13	7
Special Education – Mental Retardation	3	3	1	3

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program

III C. Program Completion Efficiency & Graduation Rate

As shown in Table 3.4, the graduation rate for Instructional Technology students who entered the program between 2002 and 2005 range from 45 to 55 percent compared to other M.Ed. / M.S. programs housed in the Department of Teacher Education. This may be due in part to the following factors:

- Using a variety of instructional media and technology in teaching can have a profound impact on students' learning
- Good academic advising
- Hands-on learning activities and resources

Table 3.4 Graduation Rate				
Program	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**
Early Childhood Education	46%	36%	46%	50%
Health & Physical Education	10%	23%	55%	55%
Instructional Technology	**NA**	**54%**	**45%**	**50%**
Middle Grades Education	34%	20%	19%	45%
Secondary English	78%	13%	18%	59%
Secondary Mathematics	*42%*	*8%*	*19%*	*15%*
Secondary Science	8%	18%	30%	59%
Secondary Social Science	14%	21%	23%	13%
Special Education – Behavioral Disorders	47%	33%	44%	19%
Special Education – Learning Disabilities	45%	24%	46%	23%
Special Education – Mental Retardation	30%	18%	13%	38%

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program.

III D. Efficiency & Clarity of the Program's Course Requirements

The M.S. Program in Instructional Technology requires a professional core (7 credits), a technology concentration core (23 credits), a recommended elective (3 credits) and an academic teaching field course (3 credits). Course requirements are listed below.

Module 1	**Professional Core**	**7 hrs.**
EDUF 6115	Educational Psychology: Achievement for Diverse Learners	3 hrs
EDUF 6116	Research Methods and Action Research	3 hrs
EDUF 6795	Seminar in Collaboration in School and Student Academic Improvement	1 hr
Module 2	**Instructional Technology Concentration**	**23 hrs**
EDUT 6206	Intro to Instructional Technology	3 hrs
EDUT 6207	Hardware and Networking	3 hrs
EDUT 6208	Educational Application of Telecommunication	2 hrs
EDUT 6209	Instructional Design	3 hrs
EDUT 6215	Methods for Integrating Technology in the Classroom	3 hrs
EDUT 6217	Interactive Teaching & Learning Across Distance	3 hrs
EDUT 6226	Technology Planning and Administration	3 hrs
EDUT 6405	Practicum in Instructional Technology	3 hrs
Module 3	**Elective (Choose one of the following)**	**3 hrs.**
EDUT 6225	Instructional Courseware	3 hrs.
EDUT 6227	Digital Video & Audio Production	3 hrs.
EDUT 6999	Projects in Instructional Technology	3 hrs
Module 4	**Academic Teaching Field**	**3 hrs**

These requirements are communicated online and through the CSU Catalog. At the beginning of each semester, a Graduate Orientation is held for all new graduate students. At this orientation, program requirements are clearly communicated, and the program coordinator works with each student to develop a tentative program of study. Subsequently, the program coordinator communicates with graduate students each semester by e-mail, phone, or face-to-face meetings to update degree progress sheets and advise on course selection.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

As shown in Table 3.5, courses required in the M.S. Instructional Technology are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. Students beginning their program in summer semester can complete their program of study in four semesters, if they so choose. Students are advised to take EDUF 6116 early in their program of study. EDUT 6215 is a prerequisite for EDUT 6999 which is usually taken during the last semester of a student's program.

Table 3.5 Frequency of Course Offerings

Number of Sections Per Semester

	Sp 00	Su 00	F 00	Sp 01	Su 01	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 6115	1	2					3	5		1			3		1			2
EDUF 6116	2		3	2			1	2	3		1	2	1					1
EDUF 6795															1	1	1	1
EDUT 6206			12			9			6			10			10			7
EDUT 6207					10	5			5			6						2
EDUT 6208				9			13			8	2		5					
EDUT 6209				7			8	9		4			6					
EDUT 6215					6						3			6				
EDUT 6217						5			7			3			5			1
EDUT 6226																		
EDUT 6405															3	2	1	1
EDUT 6999							5		6		1	1	1		1	3	2	

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program.

III F. Enrollment in the Program's Required Courses

Table 3.6 shows the average enrollment per section for required courses in the M.S. Instructional Technology. All M.Ed. / M.S. students must take EDUF 6115, EDUF 6116, and EDUF 6795, so average enrollments in these courses are higher. Enrollment in EDUT 6206 is required for all Instructional Technology majors, but in some cases, the program provides instructional technology courses for other M.Ed. programs as electives. The enrollment in this course has remained fairly consistent during the period from 2001 to 2005, with an average enrollment of 8.4.

Table 3.6 Average Enrollment in the Program's Required Courses

Average Enrollment Per Section

	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 6115	8.4	26	13	13	13.5	15.5	11.5	10	15.3	22.5	18.5	14	19.5
EDUF 6116	25	8.8	12.2	7	13	16	13.5	19	18	25.5	14.7	17	21
EDUF 6795										35	12	16	65
EDUT 6206	9			6			10			10			7
EDUT 6207	5			5			6						2
EDUT 6208		13			8	2		5					
EDUT 6209		8	9		4			6					
EDUT 6215						3			6				
EDUT 6217	5			7			3			5			1
EDUT 6226													
EDUT 6405										3	2	1	1
EDUT 6999		5		6		1	1	1		1	3	2	

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program

III G. Diversity of the Program's Majors and Graduates

Table 3.7 shows the gender and ethnic origin of students in the M.S. Instructional Technology program. Overall, 54% of students enrolled in the program are female and 46% are male. These figures are comparable to the institution's enrollment percentages by gender. The table also shows that the overall percentage of black students in the program since Fall 2001 is only 15%. Blacks and Asians and other minority groups are underrepresented in this graduate level program. The program recognizes the weakness in this area. Unlike other graduate programs in the Department of Teacher Education, especially those in critical need areas, the Instructional Technology program does not have an external source of funding for graduate students. One way to recruit minority candidates to the program may be to seek external sources of funding to recruit minority graduate students.

Table 3.7 Ethnic and Gender Diversity among Instructional Technology Majors			
Gender	**2002-2003**	**2003-2004**	**2004-2005**
Female	7 (54%)	6 (55%)	2 (33%)
Male	6 (46%)	5 (45%)	4 (67%)
Ethnicity			
Asian	0	0	0
Black	2 (15%)	3 (27%)	1 (17%)
Multi-Racial	1 (8%)	0	0
White	10 (77%)	8 (73%)	5 (83%)
Total	13	11	6

Table 3.8 shows the gender and ethnic origin of program graduates since Fall 2001. Overall, 53% of the program graduates have been female and 47% have been male. In comparing enrollment percentages by gender (53% female and 47% male), these figures suggest that males and female enrollees are almost equally divided.

Table 3.8 The Gender and Ethnic Origin of Program Graduates				
Gender	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**
Female	2 (67%)	4 (57%)	2 (50%)	2 (67%)
Male	1 (33%)	3 (43%)	2 (50%)	1 (33%)
Ethnicity				
Asian	0	0	0	0
Black	0	1 (14%)	0	0
Multi-Racial	0	0	0	0
White	3 (100%)	6 (86%)	4 (100%)	3 (100%)

Table 3.9 shows that students in the M.S. program in Instructional Technology are from diverse age groups. The majority of students are between 21 and 50 years of age.

Table 3.9 Age diversity among Instructional Technology students			
Age	**2002-2003**	**2003-2004**	**2004-2005**
21-25	1	4	2
26-30	3	0	1
31-40	5	5	2
41-50	4	2	1
51-60	0	0	0
Over 60	0	0	0
Total	13	11	5
Average	37.2	33.7	31.5

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program.

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

As shown below in Tables 3.10 and 3.11, the budget for the Department of Teacher Education represented approximately 13% of the total instructional costs for Columbus State University (CSU) from 2001 to 2004. During this time period, over $1,000,000 of the department budget came from grant funds that, for the most part, supported the work of the Centers of Excellence (see note in Table 3.10). In 2004-2005, the department budget represented 8% of the total instructional costs at CSU. Considering that, in Fall 2004, 1340 (19%) of the 7224 students enrolled at CSU were majoring in a program offered through the Department of Teacher Education, instructional delivery in the department is very cost-effective.

For the graduate programs in Instructional Technology, the cost per major has decreased by approximately 41% since 2003. In 2004-2005, the cost per credit was $236.00 compared to $162.15 for the institution. The higher cost per credit is due to the smaller number of students enrolled in graduate courses.

Table 3.10 Instructional Costs for Department of Teacher Education and Graduate Instructional Technology Program

	2002-2003	2003-2004	2004-2005
Department Budget*	$3,176,287	$3,143,501	$2,032,092
Cost Per Major (M.S Instructional Technology majors) *(Pro-Rated Expenditures/Number of Declared Majors)*	$3,421	$2,858	$1,693
Credit Hours Taught Fall and Spring (M.S Instructional Technology majors)	396	443	284
Cost per Credit (M.S Instructional Technology majors)	$225	$270	$236
* Note: Centers of Excellence units (ETTC, CRMC, Child Care R&R and Oxbow Meadows removed from academic departments in FY 2005).			

Table 3.11 Total Instructional Costs at CSU

	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Costs	$23,311,457.76	$23,963,598.65	$23,784,544.59	$25,240,030.43
Total Credit Hours	116,543	133,777	148,797	155,654
Cost per Credit	$200.02	$179.13	$159.85	$162.15

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program.

III I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

As technology has become increasingly important in our schools the past decade, the need for trained technology coordinators / technologists to work with students, teachers, media specialists, and administrators has become apparent. Media specialists and highly skilled teachers within the schools

cannot meet the diverse and growing technology needs of teachers, students, and administrators. The State of Georgia has also passed the A+ Education Reform Act of 2000, which states that all teachers must go through the Phase One In-Tech Professional Development Program by 2006. This is an effort to enhance the computer skills of teachers so they may better meet the diverse learning needs of students. (http://www.ga-edtech.org/class.html) To provide additional technology training, follow up In-Tech support, and trouble shooting assistance in the schools, instructional technology trainers and coordinators are needed in CSU service areas. The requirements by NCATE and State of Georgia A+ Education Reform Act of 2000 have the greatest impact on program. The expertise gained through the master's program contributes to these teachers' effectiveness in the classroom.

III J. Position of the Program's Annual Degree Productivity among Comparable USG Programs

As indicated in Table 3.12, among the seven USG state universities that offer a master's degree in Instructional Technology, CSU ranks last in average number of degrees conferred. The program quality at CSU is very strong, but the number of degrees conferred each year is small comparable to the number of degrees conferred by other USG state universities. There are many factors contributing to size of the program at CSU. These are: (1) Many programs in the University System of Georgia provide two emphases to their programs – for professional education in educational technology and for technology specialists who organize and manage Instructional Technology for people in diverse economic sectors such as healthcare, higher education, business and industry, and teachers from preschool through high school, (2) the Instructional Technology program at CSU is relatively new and its main goal is to prepare teachers and trainers as technology coordinators in the schools and (3) CSU is the only USG institution within a 90 mile radius of Columbus that offers a master's degree in Instructional Technology.

Table 3.12 M.S. Instructional Technology Degrees Conferred by Institution

Institution	FY 2001	FY 2002	FY 2003	FY 2004	Avg. of Four Years
State Universities					
University of West Georgia	25	24	29	41	29.75
Georgia College & State University	21	23	31	22	24.25
Columbus State University	**NA**	**3**	**7**	**4**	**4.6**
Regional and Research Universities					
Valdosta State University	15	19	23	24	20.25
University of Georgia	21	30	43	43	34.25
Georgia State University	12	13	17	17	14.75
Georgia Southern University	9	14	17	13	13.25

Program Improvement

- The program will continue to improve its efforts in monitoring and recruiting qualified candidates into the program.
- Faculty will seek external funding to attract more students into the program.

III K. This Program's Contribution to Achieving CSU's Mission

The M.S. program in Instructional Technology helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified instructional technology

coordinators, the program helps to improve the quality of education and the quality of life in the institution's service area.

IV. Conclusion about the Program's Viability at CSU

The M.S. Instructional Technology program at CSU is a viable one. The overall quality of the Program is assessed as **strong**. The program curriculum adheres to the guidelines / accreditation standards of the International Society for Technology in Education's (ISTE). Faculty members teaching in the program are highly qualified, have instructional technology backgrounds, and are engaged in scholarly activities. The program uses advanced technology for program delivery and has graduated about 50% of its enrollment since Fall 2002. Two of our graduates are currently enrolled in Instructional Technology doctoral programs. Faculty and graduates have shown exceptional achievement overall. Stakeholder satisfaction is very high, based on the 50% retention rate and on surveys administered to graduates. The M.S. program in Instructional Technology helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified instructional technology coordinators, the program helps to improve the quality of education and the quality of life in the institution's service area. As technology has become increasingly important in our schools, instructional technology trainers and coordinators are needed in CSU service areas. Though the enrollment and number of degrees conferred by CSU is small, efforts are being made to recruit more candidates into the program. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in instructional technology, CSU provides a valuable service by preparing teachers and trainers to serve as technology coordinators in its service region. Students in the M.S. Instructional Technology program take what they learn and apply it in their classrooms and help other teachers learn about technology across the curriculum.

V. Program Improvement Plan

The faculty in the Instructional Technology program along with the Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Address the need to seek ISTE accreditation within the next four years.
- Improve program efforts in monitoring and recruiting qualified candidates into the program.
- Solicit for endowments, sponsors, gifts, and grants.
- Address the need to increase the number of students from diverse backgrounds in the graduate program. This could be addressed by finding external funding options or sources that assist minority students in pursuing advanced degrees.
- Develop a cohort-based program as a recruitment strategy.
- Continue to provide and expand professional development and networking opportunities for graduate students through assisting in workshops; presenting at national, regional, and local conferences; and collaborating on articles for publication with program faculty.
- Develop activities and projects and that are beneficial to all stakeholders including students, program faculty, the community, and/or local school districts.
- Incorporate leading edge technology into instructional programs and provide the necessary technology training to faculty and students.
- Continue to develop methods to assess program quality, for example, assessment of graduate and employer satisfaction.
- Expand the availability of software site licenses, including better tools for building instructional materials.

VI. Summary Recommendation

Recommendation: Maintain the Program at the Current Level

The program quality is very strong, but the number of degrees conferred each year is small in comparison to the number of degrees conferred by other USG state universities. Though the enrollment and number of degrees conferred by CSU is small, the program at CSU is relatively new and efforts are being made to recruit more candidates into the program. There is also an increasing demand for trained instructional technologists / coordinators in the schools to work with students, teachers, media specialists, and administrators. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in instructional technology, the program is needed to prepare teachers and trainers to serve as technology coordinators in the CSU service region. As previously mentioned, CSU will continue working to improve the current M.S. program in Instructional Technology by responding to new initiatives by the State of Georgia, improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts of students from diverse backgrounds.

Objectives and Action Plan

Objectives	**Action Plan**
To purse ISTE accreditation with the next four years	Apply for ISTE accreditation
To improve program efforts in monitoring and recruiting qualified candidates into the program	• Develop cohort-based program as a recruitment strategy • Create more effective brochures, flyers, posters and other promotional materials for posting and mailing • Advertise in the local newspaper • Conduct an open house • Maintain the new Instructional Technology Website • Place more emphasis on marketing the program • Visit local school districts • Provide information about Financial Aid, Loan, Fellowships, Scholarships and Graduate Assistantships
To increase the number of students from diverse backgrounds in the graduate program	• Use recruitment strategies and solicit for endowments, sponsors, gifts and grants • Provide information about Financial Aid, Loan, Fellowships, Scholarships and Graduate Assistantships
To solicit for endowments, sponsors, gifts, and grants.	Locate grant resources and endowments
Incorporate leading edge technology into instructional programs and provide the necessary technology training to faculty and students.	Apply for Student Technology Grant

Reference

In-Tech Professional Development Program. Available: http://www.ga-edtech.org/class.html