CPR Report Submitted!

Thank you for submitting a Comprehensive Program Review Report. Below is the information you sent on July 10, 2006. *Please note* this is a *temporary* web page and *cannot* be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

1	**Name:**	Carl Wallman
2	**Title:**	Associcate VP for Academic Affairs
3	**Daytime phone:**	706-569-3121
4	**Email:**	wallman_carl@colstate.edu
5	**Institution:**	Columbus State University
6	**Review Status:**	Triggered Review
7	**Degree level:**	Masters
8	**Degree acronym:**	MS
9	**Degree/Major:**	MS in Instructional Technology/Media Design
10	**CIP Code:**	13050100
11	**College, School/Division:**	College of Education
12	**Department:**	Teacher Education
13	**CPR Plan followed:**	Yes
14	**Future institutional plans for program:**	Maintain at present level
15	**Supplemental file:**	IT MS Exec-Sum.doc
16	**File Type:**	MS Word
17	**CPR Web site:**	aa.colstate.edu/assess/cprtbl.htm

M.S. Instructional Technology

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.